



Office of School Design and Charter Partnerships
2013-2014

**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURES
AND THE ARTS**

ANNUAL COMPREHENSIVE REVIEW REPORT

2013 – 2014 SCHOOL YEAR

Part 1: School Overview

School Information for the 2013-2014 School Year

Name of Charter School	South Bronx Charter School for International Cultures and the Arts
Board Chair(s)	Priscilla Ocasio
School Leader(s)	Evelyn Hey
Management Company (if applicable)	Victory Education Partners (EMO)
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 7
Physical Address(es) (as of June 30, 2014)	577 East 139th Street, Bronx 10454 383 East 139 th Street, Bronx 10454
Facility Owner(s)	DOE

School Profile

- South Bronx Charter School for International Cultures and the Arts (SBCSICA) is an elementary school which served 389 students¹ in grades K-5 during the 2013-2014 school year and is fully at scale. It opened in 2005-2006, and is under the terms of its third charter. The school was located in DOE-operated facilities during the 2013-2014 school year in the Bronx within Community School District (CSD) 7.²
- South Bronx Charter School for International Cultures and the Arts plans to move into private facilities in the 2014-2015 school year.
- SBCSICA enrolls new students in kindergarten, but backfills empty seats in all grades. There were 88 students on the waitlist after the Spring 2013 lottery.³ The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 94.4%.⁴
- SBCSICA was renewed during the 2012-2013 school year for a period of five years, and is consistent with the terms of its renewal application.
- The school leadership includes Evelyn Hey, Principal; Sylvia Keitt, Assistant Principal; and Deborah Vila-Tricomi, Assistant Principal of Curriculum. The Principal has been with the school since 2005.
- SBCSICA is partnered with Victory Education Partners, an education management organization (EMO). The EMO provides financial and back office support. The school pays an annual flat fee to the EMO for these services.
- SBCSICA had a student to teacher ratio of 28:1 in the 2013-2014 school year, and served two to three sections across all grades, with an average class size of 28.⁵
- The lottery preferences for SBCSICA's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school.⁶

¹ Enrollment reflects ATS data from 10/31/13.

² NYC DOE Location Code Generation and Management System database.

³ Self-reported information from school-submitted data collection form on 2/14/14.

⁴ Self-reported information from school-submitted data collection form on 2/14/14.

⁵ Self-reported information given on 9/18/14.

⁶ South Bronx Charter School for International Culture and Arts' 2013-2014 application.

Part 2: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data through 2012-2013

Students scoring at or above Level 3 on the NYS assessment, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
South Bronx Charter School for International Cultures and the Arts	45.4%	57.2%	62.3%	27.3%
CSD 7	27.8%	29.9%	29.5%	9.6%
Difference from CSD 7	17.6	27.3	32.8	17.7
NYC	46.1%	49.4%	51.2%	28.0%
Difference from NYC	-0.7	7.8	11.1	-0.7
New York State	53.2%	52.8%	55.1%	31.1%
Difference from New York State	-7.8	4.4	7.2	-3.8

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
South Bronx Charter School for International Cultures and the Arts	76.6%	70.1%	68.2%	23.3%
CSD 7	37.8%	38.3%	41.6%	11.3%
Difference from CSD 7	38.8	31.8	26.6	12.0
NYC	57.4%	60.0%	62.6%	32.7%
Difference from NYC	19.2	10.1	5.6	-9.4
New York State	61.0%	63.3%	64.8%	31.1%
Difference from New York State	15.6	6.8	3.4	-7.8

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	A	B	A	C
Student Progress	A	B	B	C
Student Performance	B	B	A	B
School Environment	A	A	A	B
Closing the Achievement Gap Points	2.3	0.5	1.7	1.4

Progress Towards Attainment of Academic Goals

- SBCSICA, according to its 2012-2013 Annual Report to the New York State Education Department (NYSED), met six of 12 applicable academic performance goals identified in its charter. Of the remaining six goals, the school partially met one and did not meet five.

Responsive Education Program & Learning Environment⁷

- SBCSICA is continuing to implement dual language instruction, inquiry and questioning strategies, and arts programming.
- A dual language consultant from Bank Street College continues to support work for dual language programming, and provides support ranging from creating classroom environment scaffolds to developing specific instructional strategies that foster language acquisition.
- The school adopted new units of study in Narrative, Information, and Opinion writing developed by Teacher's College and aligned to meet the rigor of the Common Core Learning Standards (CCLS).
- Each classroom is equipped with a Smartboard, desktop computers, and access to laptops, via the school's Computers On Wheels (COWs) model, which provides a technology-rich classroom environment.
- The school uses diagnostic interim assessments, developed in-house and by curriculum publishers, to provide intra-year assessments of student performance in reading, math, social studies, and science. The data from the assessments help teachers adjust and personalize student instruction throughout the year as necessary.
- The school produces Individualized Learning Plans (ILP), which consist of specific, measurable, attainable, relevant, and time-bound (SMART) goals, for each student. The goals are both short-term and long-term, and are developed with input from the parent/guardian, student, and teachers.
- The school provides SETSS and Resource Room for students with IEPs that mandate pull-out and students who have escalated to Tier 3 in the school's Response to Intervention (RtI) system.
- School leadership hired a drama teacher to work with the ELL (English Language Learners) students as an additional support of the acquisition of oral language through the arts.
- Teachers are given opportunities to meet and plan in both a horizontal and vertical structure. In the horizontal teaming model, teachers meet in smaller teams at each grade level to pace curriculum, interdisciplinary unit or project plan and monitor students' developmental and social growth. In the vertical teaming model, teachers meet in smaller teams within each content area to monitor the scope and sequence, revise the alignment of content to CCLS, and align the content taught in English and Spanish.
- The professional development plan has been more responsive and differentiated in order to address and support the varying levels of experience and needs of the staff. The focus continues to be on inquiry strategies for teaching and learning, where the goal is to deepen and extend teachers' understanding of higher order thinking and how to implement it in the classroom.

⁷ Self-reported information from school-submitted self-evaluation form on 2/18/14.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and the school's website, the NYC DOE notes the following:

- The Board has five board members, all voting, including the PTO President. The Board Chair, Priscilla Ocasio, joined the Board in April 2013.
- As recorded on Board rosters, four members stepped down in the 2013-2014 school year. The previous Board Chair, who had served on the Board since August 2007, stepped down in August 2013. The other Board member, who left the Board in October 2013, had been with the Board since January 2011. Two other founding Board members left in April and June 2014. The Board added a new member in June 2014.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic, financial, and operational performance to the Board and its committees.

School Climate & Community Engagement

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- The school has experienced no leadership turnover during the 2013-2014 school year.
- Instructional staff turnover was 36.4%; with six out of 22 instructional staff that chose not to return during the 2013-2014 school year from the prior year, and two instructional staff who were not asked to return. As of February 2014, during the 2013-2014, one teacher left the school.⁸
- As of February 2014, average daily attendance for students during that school year was at 94.4%, which is lower than the school's charter goal of at least 95%.⁹
- Student turnover was 10.4% of students from the prior school year who did not return at the start of the 2013-2014 school year, and 15.6% of the students left the school between the start of the school year and February 2014.¹⁰
- The school reported having a parent teacher organization (PTO), as evidenced in the school's Board minutes.

2012-2013 NYC School Survey Results¹¹

Categories	Result	Community	Response Rate	Citywide Rate
Academic Expectations	Above Average	Parents	86%	54%
Communication	Above Average	Teachers	100%	83%
Engagement	Above Average	Students	N/A	83%
Safety & Respect	Above Average			

⁸ Self-reported information from school-submitted data collection form on 2/14/14.

⁹ Self-reported information from school-submitted data collection form on 2/14/14.

¹⁰ Self-reported information from school-submitted data collection form on 2/14/14.

¹¹ Results are particular to the school type as identified in the 2013 School Survey.

Financial Health

Near-term financial obligations:

- Based on the FY13 financial audit and follow up, the school's current ratio indicated a risk that the school may be unable to meet its current liabilities.
- Based on the FY13 financial audit and follow up, the school's unrestricted cash availability indicated a risk that the school may be unable to cover at least one month of its operating expenses without a cash infusion.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment as of the last day of school revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had met its debt obligations.

Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years, and in FY13 the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it did total liabilities.
- Based on the financial audits from FY11 to FY13, the school generated an overall positive cash flow from FY11 to FY13, though the school had negative cash flow for FY12.

Annual Independent Financial Audit

- An independent audit performed for FY13 showed no material findings.

Essential Question 3: Compliance with charter and all applicable laws and regulations?

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

Board Compliance

The Board is in compliance with:

- The Board's membership size of five members falls within the range of no fewer than five and no greater than 11 members, as outlined in the school's charter and in the Board's bylaws.
- Currently, officer positions outlined in the Board's bylaws are filled.
- The Board has held the minimum number of Board meetings of every other month (at least five meetings), as outlined in its bylaws. Based on submitted Board minutes, the Board held five meetings for the 2013-2014 school year in which quorum was reached.

School Compliance

The school is in compliance with (as reviewed during May 2014):

- All staff members have appropriate fingerprint clearance.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted appropriate insurance documents to the NYC DOE.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school had an application deadline of April 2, 2014 and lottery date of April 3, 2014, adhering to charter law's requirement of accepting applications up to at least April 1.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

The school is out of compliance with:

- The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification with six uncertified staff out of 24.
- The school has not posted its NYSED 2012-2013 Annual Report and annual audit to its website, as specified in charter law as of May 2014.

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- SBCSICA was renewed for its third charter in the 2012-2013 school year, for a period of five years, and is consistent with the terms of its renewal application. The 2013-2014 school year is the first year of the third charter.
- SBCSICA applied to the NYC DOE's Division of the Early Childhood Education for the ability to offer the Universal Pre-Kindergarten program at the school in the 2014-2015 school year; the charter school was PEP approved to offer UPK in July 2014.

Enrollment and Retention Targets

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- In school year 2013-2014 SBCSICA served a higher percentage of students who qualified for free or reduced price lunch compared to CSD 7 and citywide averages, as well as a higher percentage of English Language Learner students compared to CSD 7 and citywide averages. The school served a lower percentage of students with disabilities than the CSD 7 and citywide averages.

Special Populations

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -	2009 -	2010 -	2011 -	2012 -	2013 -
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
School	83.6%	89.8%	87.8%	93.1%	94.1%	6.5%	4.6%	4.9%	6.9%	6.4%	13.8%	17.5%	20.8%	23.3%	28.5%
CSD 7	88.4%	88.1%	88.9%	90.7%	93.4%	20.3%	20.5%	19.8%	20.2%	20.9%	19.8%	20.0%	19.6%	19.7%	18.5%
NYC	62.1%	65.3%	68.1%	69.8%	73.5%	15.9%	15.9%	15.7%	16.1%	17.1%	16.1%	16.1%	15.5%	15.0%	14.7%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-4	K-5	K-5	K-5	K-5
CSD(s)	7	7	7	7	7

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.