



Office of School Design and Charter Partnerships
2014-2015

**SOUTH BRONX CHARTER SCHOOL FOR
INTERNATIONAL CULTURES AND THE ARTS
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

South Bronx Charter School for International Cultures and the Arts	
Authorized Grades	Grades K-5
Authorized Enrollment	468
School Opened For Instruction	2005-2006
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

South Bronx Charter School for International Cultures and the Arts	
Board Chair(s)	Priscilla Ocasio
School Leader(s)	Evelyn Hey
District(s) of Location	NYC Community School District 7
Borough(s) of Location	Bronx
Physical Address(es)	164 Bruckner Boulevard, Bronx, NY 10454
Facility Owner(s)	Private
School Type	Elementary School
Grades Served 2014-2015	Grades K-5
Enrollment in 2014-2015*	434
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-5
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	1,034
Number of Students Accepted via the Charter Lottery	133
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	Yes
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.

** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Service Provider: Victory Education Partners
Services Provided	<ul style="list-style-type: none"> • Assistance with governance issues • Advisory services • Finance and accounting services • Operations and technical assistance • Human resource services
Management Fee	\$280,000

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Dual Language Instruction	The dual language program integrates native English speakers and native Spanish speakers, providing instruction to both groups of students in both languages to produce students who are bilingual and bi-literate in English and Spanish.
Interdisciplinary Curriculum	The interdisciplinary curriculum explores a series of essential questions using a thematic focus which is incorporated across the content areas.
Unison Reading	This reading instruction creates an equitable learning experience that advances students' reading abilities and is primarily student driven.
Academic Rigor and High Expectations	High academic expectations and academic rigor are realized through a standards-based, research proven curriculum that actively engages students.
Excellent Teaching and Thinking Based Learning	The cornerstone of excellent teaching is inquiry-based learning that nurtures and develops students to be critical thinkers and problem solvers.
Continuous Professional Development Opportunities	The structure is designed for teachers to participate in constant, on-going development via a range of venues that support educators in implementing best practice and ensure the integration of the school's educational initiatives and priorities.
Cultural Visual and Performing Art Programs	The school's integrated arts program weaves the visual and performing arts into all academic content areas, encouraging students to communicate and create their own perspective as they explore and experience the arts curriculum.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	106	4
Grade 1	107	4
Grade 2	63	2
Grade 3	64	2
Grade 4	52	2
Grade 5	42	2
Total Enrollment	434	16

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results;
New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
South Bronx Charter School for International Cultures and the Arts	27.3%	25.4%
CSD 7	9.6%	10.3%
Difference from CSD 7 *	17.7	15.1
NYC	28.0%	29.8%
Difference from NYC *	-0.7	-4.4
New York State **	31.1%	30.6%
Difference from New York State	-3.8	-5.2
% Proficient in Mathematics		
	2012-2013	2013-2014
South Bronx Charter School for International Cultures and the Arts	23.3%	35.3%
CSD 7	11.3%	16.2%
Difference from CSD 7 *	12.0	19.1
NYC	32.7%	39.1%
Difference from NYC *	-9.4	-3.8
New York State **	31.1%	36.2%
Difference from New York State	-7.8	-0.9

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

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
South Bronx Charter School for International Cultures and the Arts - All Students	56.5%	49.0%
Peer Percent of Range - All Students	40.2%	15.9%
City Percent of Range- All Students	27.4%	4.3%
South Bronx Charter School for International Cultures and the Arts - School's Lowest Third	61.0%	66.5%
Peer Percent of Range - School's Lowest Third	21.9%	32.1%
City Percent of Range - School's Lowest Third	9.3%	27.8%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
South Bronx Charter School for International Cultures and the Arts - All Students	51.0%	49.0%
Peer Percent of Range - All Students	32.6%	24.8%
City Percent of Range- All Students	22.4%	21.7%
South Bronx Charter School for International Cultures and the Arts - School's Lowest Third	58.0%	70.0%
Peer Percent of Range - School's Lowest Third	11.3%	47.2%
City Percent of Range - School's Lowest Third	8.1%	45.9%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	N/A	N/A
English Language Learner Students	43.5%	17.6%
Students in the Lowest Third Citywide	35.3%	60.0%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	N/A	N/A
English Language Learner Students	30.4%	17.6%
Students in the Lowest Third Citywide	25.9%	31.6%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the NYS ELA Exam.	Not Met
2. Each year, 75% of students in each assessed grade, grades kindergarten through two, will perform at or above grade on the Terra Nova Reading Results.	Partially Met
3. Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75% at or above Level 3 on the NYS ELA Exam in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	Not Met
4. Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75% at or above Level 3 on the Terra Nova Assessment in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	N/A
5. Each year, 75% of students in each assessed grade who have been continuously enrolled at the school for at least two consecutive calendar years will perform at or above Level 3 on the NYS Math Exam.	Not Met
6. Each year, 75% of students in each assessed grade, grades kindergarten through two, will perform at or above grade on the Terra Nova Mathematics results.	Partially Met
7. Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the State Mathematics exam will be greater than the percentage of students in the Community School District in the same grade who perform at or above a Level 3.	Met
8. Each year, grade-level cohorts of the school's students will reduce by one-half the gap between their baseline performance and 75% at or above Level 3 on the NYS Math Exam in each grade. If a cohort's baseline performance was above 75%, the cohort will maintain or increase its performance by 4-8% on the next administration.	Not Met
9. Each year, each grade-level cohort of the school's students will reduce by one-half the gap between their baseline performance and 75% at or above Level 3 on the Terra Nova results - Mathematics Assessment.	N/A
10. Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the NYS Science Exam.	Met
11. Each year, 75% of students in each assessed grade who are in at least their second year of continuous enrollment at the school will perform at or above Level 3 on the NYS Social Studies Exam.	N/A
12. Each year, the school will be deemed "In Good Standing."	Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Charter Goals		2013-2014
13.	Each year, the school will score a 'B' or higher on the Student Progress section of the NYC DOE Progress Report.	N/A
14.	Each year, the percentage of students in each tested grade who have been continuously enrolled at the school for at least two consecutive calendar years and who perform at or above Level 3 on the NYS ELA Exam will be greater than the percentage of students in the Community School District in the same grade who perform at or above a Level 3.	Met
15.	Each year, the school will have an average daily student attendance rate of at least 95%.	Not Met

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- No curriculum changes were made in the 2014-2015 school year.

Interim Assessments

- In grades kindergarten through two, a literacy checklist is used.
- In grades three through five the Development Reading Assessment (DRA) and its Spanish counterpart, the Evaluacion del desarrollo de la lectura (EDL) are used as interim assessments.

Approach to Data-Driven Instruction

- 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.
- In grades kindergarten through two, a comprehensive Common Core aligned literacy checklist is administered to students in the fall and again in the spring to measure growth over time.
- In grades three through five, teachers plan for and incorporate Common Core question stems through English Language Arts (ELA) directed reading and writing tasks.
- Teachers use overall performance and item analysis to document student progress and inform future lesson plans.
- Teachers regularly analyze student work using performance rubrics and student checklists, individually, in grade conversations, and in conversation during grade level planning meetings.
- Rubrics allow teachers to assess work relative to grade content standards and to determine what skills need to be re-taught and practiced.
- Project based assignments are also used as a meaningful form of assessment and allow teachers to determine students' acquisition of key concepts and mastery of content.
- Grade and subject specific team meetings allow for more in-depth examination of student work, during which teachers share and discuss examples of student work and teaching practices, raising expectations across the board.

Philosophy on Special Education and English Language Learner Service Provision

- South Bronx Charter School for International Cultures and the Arts believes that all students should have access to the core curriculum, and there are clear procedures for identifying special populations and meeting their needs.
- Methods and strategies for serving students with disabilities are in place and are in compliance with all federal laws and regulations.
- All students receive academic assistance through a tiered system of interventions.
- The goals of the daily schedule are to devote significant instructional time blocks to master the core content subjects aligned to Common Core Learning Standards (CCLS) and to explore topics of international cultures and the arts while acquiring a language.
- Students receive an extended school day to ensure sufficient time for proper implementation of the school's educational program and goals.
- Classrooms engage students and promote active learning and inquiry throughout the day.
- The school consistently and purposefully targets special education students and English Language Learners. The school currently has an ELL population which surpasses that of District 7.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - Thinking Based Learning Methodology;
 - Dual Language Programming; and
 - Common Core Standards and ELA/Math Alignment.

Teacher Evaluation

³ Self-reported information from school-submitted ACR self-evaluation form on May 4, 2015.

- Ongoing informal observations occur on a weekly basis.
- Peer mentoring observations occur on a monthly basis.
- For teachers that have been at the school for less than two years, the school uses the Danielson Framework to evaluate them twice per year.
- Those teachers that have been at the school for more than two years are evaluated once using the Danielson Framework and once using the Thinking Based Learning observation model.

Differentiated Instruction

- Depending on the instructional goal for a given lesson, instruction may be differentiated to address language proficiency and the academic needs of students, including learning styles.
- Differentiation may occur through content being presented as in leveling or different resources, the process of how students will be learning content, and the tasks or products that reflect a concept or skill.
- Learning goals for students may be differentiated to accommodate education plans for students who need greater support and for students who demand higher levels of challenge.

Adjustments based on 2013-2014 Data

- The school made no changes to its academic program for the 2014-2015 school year based on data the school collected or received for the 2013-2014 school year.

Learning Environment

- The school maintains that the cornerstone of excellent teaching is inquiry-based learning that nurtures and develops the skills needed to be critical thinkers and problem solvers and prepares them to meet the rigor of the Common Core Literacy and Math Standards. Rigor and high expectations are realized through the planning and implementation of thinking based learning lessons that are incorporated throughout the content areas. In addition, literacy strategies that support critical thinking such as interpretation and analysis of text continue to be implemented and refined. Finally the classroom structure itself contributes to establishing high academic and behavioral expectations through the range of student collaborations and learning experiences that nurture a community of thinkers.

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

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal	Evelyn Hey	10
2. Assistant Principal	Deborah Villa-Tricomi	7

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Priscilla Ocasio	Chair – <i>Executive, Academic, Personnel</i>	Yes
2. Dalia Perla	Secretary – <i>Executive, Personnel</i>	Yes
3. Carmen Santo	<i>Finance, Personnel, Academic</i>	Yes
4. Donald Mattson	Vice Chair – <i>Executive, Academic</i>	Yes
5. John Potapchuk	Treasurer – <i>Executive, Finance</i>	Yes
6. ElvisTorres	<i>Finance, Personnel</i>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive	Yes	Yes
2. Academic	Yes	Yes
3. Finance	Yes	Yes
4. Personnel	Yes	Yes

School Climate & Community Engagement

South Bronx Charter School for International Cultures and the Arts	
Instructional Staff Turnover (School Year 2013-2014)*	27.3%
Instructional Staff Turnover (School Year 2014-2015)**	4.2%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	1
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	12
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	~20
Average Daily Attendance Rate (School Year 2013-2014)***	92.9%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		South Bronx Charter School for International Cultures and the Arts		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	-	-	-
	Most students at my school treat each other with respect.	-	-	-
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	-	-	-
Parents	I feel satisfied with the education my child has received this year.	98%	99%	95%
	My child's school makes it easy for parents to attend meetings.	95%	98%	94%
	I feel satisfied with the response I get when I contact my child's school.	97%	99%	95%
Teachers	Order and discipline are maintained at my school.	100%	100%	80%
	The principal at my school communicates a clear vision for our school.	100%	91%	88%
	School leaders place a high priority on the quality of teaching.	100%	100%	92%
	I would recommend my school to parents.***	95%	92%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	South Bronx Charter School for International Cultures and the Arts	-	-
	NYC	-	-
Parents	South Bronx Charter School for International Cultures and the Arts	86%	98%
	NYC	54%	53%
Teachers	South Bronx Charter School for International Cultures and the Arts	100%	100%
	NYC	83%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	263 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	1.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.91	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.26	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.63	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.85	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	9.28	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$465,393	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$1,783,538	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	6
Number of Board Members Required per the Bylaws	No less than 5 and no more than 9
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	0
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	1
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	No
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	5/12

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED (2013-2014)	Yes
Financial Audit Posted (2013-2014)	No

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
23	8	34.8%	19	82.6%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	No
Removing students (i.e., suspending)	No	N/A
Procedures for expelling students	No	N/A
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	No	N/A
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	No	N/A
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	No	N/A
Specifically addresses student discipline policy for students with disabilities	No	N/A
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 0 (0%) Out of School Suspensions: 0 (0%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, South Bronx Charter School for International Cultures and the Arts served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a higher/lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher/lower percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, South Bronx Charter School for International Cultures and the Arts retained:
 - a higher/lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher/lower percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher/lower percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL) ⁷	South Bronx Charter School for International Cultures and the Arts	98.5%	93.8%
	Effective Target	96.2%	96.3%
	Difference from Effective Target	+2.3	-2.5
Students with Disabilities (SWD)	South Bronx Charter School for International Cultures and the Arts	8.4%	8.5%
	Effective Target	18.3%	18.4%
	Difference from Effective Target	-9.9	-9.9
English Language Learners (ELL)	South Bronx Charter School for International Cultures and the Arts	30.9%	30.6%
	Effective Target	21.6%	21.7%
	Difference from Effective Target	+9.3	+8.9

⁷ The school used a private vendor for lunch services for the 2013-2014 and 2014-2015 school years. As a result, the percentage of students receiving Free or Reduced Price Lunch in the above table may not accurately capture all students who were eligible for the program. Please note that the above figures are based on the NYSED methodology as of April 1, 2015 for calculating enrollment of special populations and utilize the NYC DOE’s Automate the Schools (ATS) records.

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	South Bronx Charter School for International Cultures and the Arts	75.1%	N/A
	Effective Target	80.4%	-
	Difference from Effective Target	-5.3	-
Students with Disabilities (SWD)	South Bronx Charter School for International Cultures and the Arts	66.7%	N/A
	Effective Target	69.7%	-
	Difference from Effective Target	-3.0	-
English Language Learners (ELL)	South Bronx Charter School for International Cultures and the Arts	75.2%	N/A
	Effective Target	79.5%	-
	Difference from Effective Target	-4.3	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-5	K-5
Enrollment	391	434
CSD(s)	7	7

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:

- The school has plans to expand to grade 6-8 and replicate its model in future years.

Please note that the school's identification of future plans for a grade level expansion as presented above does not construe application by the school or approval by the NYC DOE of the material revision. The information presented above is for informational purposes only; it reflects proposed, not approved, future plans of the school. A formal material charter revision request would need to be submitted as appropriate, consistent with the NYC DOE's timelines and requirements, as the charter authorizing entity.