



Office of School Design and Charter Partnerships
2013-2014

SOUTH BRONX CLASSICAL CHARTER SCHOOL
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 Classical Charter School
Board Chair(s)	Stephen Baldwin
School Leader(s)	Lester Long
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 12
Physical Address(es)	977 Fox Street, Bronx 10459
Facility Owner(s)	DOE

School Profile

- South Bronx Classical Charter School (South Bronx Classical) is an elementary and middle school which served 350 students¹ in grades K-6 during the 2013-2014 school year. It opened in 2006-2007 and is under the terms of its second charter. The school's authorized full grade span is K-8 which it expects to reach in the 2015-2016 school year.
- The school is located in publicly-operated facilities in the Bronx within Community School District (CSD) 12.²
- South Bronx Classical enrolls new students in Kindergarten. There were 559 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 95.4%.⁴
- South Bronx Classical was renewed during the 2010-2011 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The school leadership includes Lester Long, Executive Director; Leena Gyftopoulos, School Director; Darlene Jackson, Dean of Students; Jaqueline Davis, Instructional Coach, and Rebecca Geary, Instructional Coach. The Executive Director has been with the school since 2005.
- South Bronx Classical had a student to teacher ratio of 12.5 to 1 in the 2013-2014 school year, and served three sections across all grades, with an average class size of 18.⁵
- The lottery preferences for South Bronx Classical'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 2/13/14.

⁴ Self-reported information from school-submitted data collection form on 2/13/14.

⁵ Self-reported information given on 9/12/14.

⁶ South Bronx Classical Charter School's 2013-2014 lottery application.

Part 2: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data through 2012-2013

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

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
South Bronx Classical Charter School	49.5%	69.2%	90.4%	54.8%
CSD 12	30.8%	32.0%	32.1%	11.9%
Difference from CSD 12	18.7	37.2	58.3	42.9
NYC	46.1%	49.4%	51.2%	28.0%
Difference from NYC	3.4	19.8	39.2	26.8
New York State	53.2%	52.8%	55.1%	31.1%
Difference from New York State	-3.7	16.4	35.3	23.7

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
South Bronx Classical Charter School	82.8%	91.7%	98.4%	64.7%
CSD 12	40.5%	42.0%	42.6%	12.1%
Difference from CSD 12	42.3	49.7	55.8	52.6
NYC	56.3%	60.0%	62.6%	32.7%
Difference from NYC	26.5	31.7	35.8	32.0
New York State	61.0%	63.3%	64.8%	31.1%
Difference from New York State	21.8	28.4	33.6	33.6

* 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	D	A	A	A
Student Progress	F	A	A	A
Student Performance	B	A	A	A
School Environment	B	A	A	B
Closing the Achievement Gap Points	0.0	1.0	1.9	2.4

Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to New York State Education Department (NYSED), South Bronx Classical did not have sufficient data to report on the five academic performance goals identified in its charter.

Responsive Education Program & Learning Environment⁷

- Every day, all teachers integrate a “re-teach” period in which scholars are retaught material not yet mastered based on assessment data aligned to the curriculum.
- South Bronx Classical continues to use the Fountas & Pinnell Benchmark Assessment System to measure students’ reading growth. Students are assessed seven times per year, as close to the same date as possible each year, to create valid comparative data.
- South Bronx Classical continues to administer the DIBELS assessment to students in selected grades three times per year, allowing the school to measure baseline proficiency (August), progress towards benchmark goals (January), and longitudinal growth (June).
- South Bronx Classical administers the TerraNova to students in selected grades in June. This norm-referenced assessment allows the school to measure scholars’ academic progress in core subjects.
- At-risk scholars who are not mandated to receive services nevertheless receive extra blocks of guided reading through the at-risk program, phonics or math remediation by their teacher, Learning Specialist, or the special education coordinator. They are also given speech and counseling services as needed, even if these services are not mandated.
- The school’s learning specialists pull out struggling scholars for small group instruction and reteach skills and strategies not yet mastered.
- The school identified the need to improve differentiated instruction for ELLs as an area of focus in 2013-2014.

⁷ Self-reported information from school-submitted self-evaluation form on 2/13/14.

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 school's website, the NYC DOE notes the following:

- The Board has nine members, all voting. The Board chair, Stephen Baldwin, joined the Board in 2006.
- As evidenced from a review of Board rosters as of February 2014, one Board member left the Board during 2013-2014.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic 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 did not experience turnover in its leadership team during 2013-2014.
- Instructional staff turnover was 31% with nine out of 32 instructional staff choosing not to return for the 2013-2014 school year from the prior year and one of 32 asked not to return. As of February 2014, the school had not experienced instructional staff turnover during the 2013-2014 school year.
- As of February 2014, average daily attendance for students during that school year was at 95.4%, which is higher than the school's charter goal of at least 95%.⁸
- Student turnover was 6.6% of students from the prior school year not returning at the start of the 2013-2014 school year; 3.7% of the students left the school between the start of the school year and February 2014.⁹
- The school reports having a Family Advisory Council, as evidenced in its self-evaluation and on its website.¹⁰

2012-2013 NYC School Survey Results¹¹

Categories	Result	Community	Response Rate	Citywide Rate
Academic Expectations	Below Average	Parents	93%	54%
Communication	Average	Teachers	86%	83%
Engagement	Well Below Average	Students	N/A	83%
Safety & Respect	Below Average			

⁸ Self-reported information from school-submitted data collection form on 2/13/14.

⁹ Self-reported information from school-submitted data collection form on 2/13/14.

¹⁰ Self-reported information from school-submitted self-evaluation form on 2/13/14.

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, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for at least two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment as of the end of the school year revealed that the school had met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had no 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 had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow from FY11 to FY13 and the school had positive cash flow in each measurable year.

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 falls within the range of nine to 13 members 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 is out of compliance with:

- The Board has not held the number of Board meetings outlined in its bylaws. The Board's bylaws state that nine regular meetings will be held each year, and based on the documentation submitted the Board held seven regular meetings with quorum in 2013.

School Compliance

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

- All staff members have appropriate fingerprint clearance.
- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- 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 1, 2014 and lottery date of April 4, 2014 adhering to charter law's requirement of accepting applications up to at least April 1.

The school is out of compliance with:

- The school leader was not trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department as of May 2014.
- The school has not posted its 2012-2013 NYSED Annual Report and annual audit to its website, as specified in charter law.

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 hired a Talent Manager in 2013 to focus on teacher recruitment, development, and retention.

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 the 2013-2014 school year South Bronx Classical Charter School served a lower percentage of students qualifying for free or reduced price lunch than CSD 12 but a higher percentage than the citywide average. The school served lower percentages of students with disabilities and English Language Learner students than both the CSD 12 and citywide averages.

Special Populations

School	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	School	84.7%	86.0%	85.4%	86.9%	87.1%	6.9%	5.3%	5.3%	7.7%	9.1%	6.9%	5.9%	5.3%	7.1%
CSD 12	88.0%	88.6%	87.2%	85.4%	89.6%	19.5%	18.9%	18.7%	19.1%	19.5%	18.5%	18.7%	18.3%	17.9%	17.1%
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-6	K-6
CSD(s)	12	12	12	12	12

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.