

The South Bronx Charter School
for International Cultures & the
Arts

2007~2008
ANNUAL REPORT

Board Chair
Richard Arroyo-Izquierdo

Principal
Evelyn Hey

July, 2008

July 29, 2008

VIA FEDERAL EXPRESS

Jeannemarie Hendershot
New York City Department of Education
Office of Charter Schools
52 Chambers Street, Room 405
New York, New York 10007

Re: 2007 – 2008 Annual Report for the South Bronx Charter School for International
Cultures and Arts

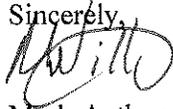
Dear Ms. Hendershot:

In response to your memorandum dated June 4, 2008 and in accordance with Section 119.3 of the New York State Regulations of the Commissioner of Education and Section 2857(2) of the New York State Education Law, enclosed is the 2007 – 2008 annual report for the South Bronx Charter School for International Cultures and the Arts. The report includes the following:

Annual Report for Charter Schools

- Cover Page
- Student Assessment Data
- Other Standardized Assessment Results Charts
- Accountability Plan
- Progress Toward Goal Attainment
- Value-Added Two Year Cohort Analysis
- Student & Teacher Attrition Data
- Report of Fiscal Performance
- Trustee Disclosure Forms
- School Calendar for 2007-2008
- School Calendar for 2008-2009
- Statement of Building Compliance
- Statement of Assurances

Enclosed please find eight complete paper copies of the report, of which one is the original. If you have any questions regarding the contents of this submission, contact me at (212) 786-7929.

Sincerely,


Mark-Anthony Williams
Operations Manager

Enclosures

Cc: Evelyn Hey, Principal
Richard Izquierdo, Chair, Board of Trustees
Dr. Lisa Long, NYSED

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2007 - 2008

Charter School Information and Cover Page

Name of Charter School **South Bronx Charter School for International Cultures and the Arts**

Address **383 E. 139th Street**
Bronx, NY 10454

Telephone **(718) 401-9216** **Fax** **(718) 401-9219**

BEDS # **320700860869**

District/CSD of Location **NYC CSD 7**

Charter Entity **New York City Department of Education**

Head of School (Contact Person) **Evelyn Hey**
(print name)

E-mail address of contact person **ehey@victoryschools.com**

President, Board of Trustees **Richard Izquierdo**
(print name)

E-mail address and Phone Number of Board President **izquierdorichard@aol.com**

718-742-4194

**Other Student Assessment Data
2007-08**

Name of Charter School: South Bronx Charter School for International Cultures and the Arts

Population: All Students

Name of Test: Iowa Test of Basic Skills (ITBS)

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
K	5/15/2008	76				64	63.9		
1	5/15/2008	69				66	38.5		
2	5/15/2008	74				73	45.7		

Population: All Students

Name of Test: Iowa Test of Basic Skills (ITBS)

Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
K	5/15/2008	75				72	53.7		
1	5/15/2008	69				67	37.3		
2	5/15/2008	74				73	48.6		

South Bronx Charter School for International Cultures and the Arts

ACCOUNTABILITY PLAN

(source: charter school application resubmitted 03-28-05)

PART 2: CHARTER GOALS

VI. Goals

1. **Mission Statement** [Ed.L. §2851(2)(a)]: Reiterate the overarching mission for your proposed charter school that reflects your educational philosophy and goals. This statement *should not exceed three to five sentences in length.*

VI.1. In an effort to represent the community's prestige, the South Bronx Charter School for International Cultures and Arts will be a model of excellence providing its youngsters with a constructivist and child-centered curriculum. Our intellectually challenging and standards based curriculum is enriched by our international perspective, our dual language program, and is responsive to a variety of approaches. Our students receive a well-rounded education that uses the arts to promote excellence in all areas: cognitive, social, emotional, and moral. Our school meets or exceeds New York State Learning Standards, aligns student learning to those standards and supports teachers with professional development opportunities. Our community, our parents, and staff are empowered to participate meaningfully in our school to strengthen its potential for success.

2. **Goals** [Ed.L. §2851(2)(b)]: In *no more than two pages*, provide a detailed account of your proposed charter school's 5-year goals, including any annual or interim targets to gauge your progress. The specific objectives to approach these goals, and the assessment tools you will use to determine your progress. These Goals will constitute the performance commitments for which your proposed charter school will be held accountable. At a minimum, your educational program must prepare students to meet or exceed the student performance standards adopted by the board of regents for other public schools. [Ed.L. §2851(2)(b)]

VI.2. At a minimum, SBCSICA will meet or exceed the student performance standards adopted by the Board of Regents for other public schools. [Ed.L. §2851(2)(b)]. The student achievement goals for the school will use as their basis the goal of proficiency for all students. Our performance will be measured through a variety of different assessment tools including criterion-referenced tests, nationally-norm referenced tests, and interim or unit progress assessments. These assessments facilitate all three key assessment techniques: longitudinal, or "value-added"; absolute; and comparative.

A key component in our performance measurement will be the attainment of Adequate Yearly Progress ("AYP") in all State assessments as defined by the State Education Department in accordance with the No Child Left Behind Act ("NCLB"). Our school will make consistent progress toward the 100% proficiency¹ goal. The school's "Performance Index"² will be used to calculate AYP.

¹ According to SED website, the Regents have defined proficiency as performance at Level 3 or above on the Grade 4 and 8 ELA and math assessments, Level 3 or above on the NYSESLAT for certain ELL students, and performance at Level 3 or above on the alternate assessments for ELA and math for certain students with disabilities.

² According to the SED website, a score of 200 means all students scored at or above Level 3. The index gives partial credit when students score at Level 2.

- (a) The required State assessments will be used to calculate AYP for all pertinent grades.
- (b) AYP will be determined for disaggregated subgroups of students including major racial/ethnic groups (Asian, Black, Hispanic, Native American, and White), low-income, limited English proficient and special education students. A group must have a minimum of 30 continuously enrolled students who are required to participate in an assessment in order for the school to be held accountable for the group making AYP.
- (c) The school will ensure 95% participation in each exam, as defined by SED.
- (d) The school can make AYP in two ways as defined by SED:
 - (i) The school will meet or exceed the Annual Measurable Objective (“AMO”) threshold established yearly by SED³; or,
 - (ii) The school will reduce the gap by 10% between the goal of a Performance Index of 200 and a group’s prior year performance. This is known as the “Safe Harbor” provision.

Please find below our specific academic goals and indicators.

Goal 1: All students will become proficient in reading and writing of the English language.

Measure 1: The school will make Adequate Yearly Progress (“AYP”) in New York State ELA exams, as defined by the State Education Department in accordance with No Child Left Behind for all grades 3-5.

Measure 2: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York State ELA assessments for grades 3-5 than will students at similar *schools* as defined by the New York City Department of Education.

Measure 3: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York City ELA assessments for grades 3 and 5 than will students at similar schools as defined by the New York City Department of Education.

Measure 4: Each cohort of students will improve in reading skills by at least 1 grade level (as approximated with an increase in mean NCE), according to the reading battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students moving from grade 1 to 2.

³ Annual Measurable Objective or AMO is a level of performance that meets or exceeds a specified threshold.

Goal 2: All students will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Measure 1: The school will make Adequate Yearly Progress (“AYP”) in New York State math exams, as defined by the State Education Department in accordance with No Child Left Behind for all grades 3-5.

Measure 2: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York State mathematics assessments for grades 3-5 than will students at similar schools as defined by the New York City Department of Education.

Measure 3: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York City mathematics assessments for grades 3 and 5 than will students at similar schools as defined by the New York City Department of Education.

Measure 4: Each cohort of students will improve their math skills by at least 1 grade level (as approximated with an increase in mean NCE), according to the math battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students moving from kindergarten to grade 1 to grade 2. (The math battery includes computation and problem solving subtests.)

Goal 3: All students will demonstrate competency in the understanding and application of scientific reasoning.

Measure 1: The school will meet all State designated performance standards in elementary science and make Adequate Yearly Progress (“AYP”) in New York State science exams, as defined by the State Education Department in accordance with No Child Left Behind.

Measure 2: A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State science assessments than will students at similar schools as defined by the New York State Department of Education.

Goal 4: All students will demonstrate competency in the understanding and application of social, geographical, civic, and world issues.

Measure 1: The school will meet or exceed all State standards for public school performance on the New York State social studies assessment that may be established by the Commissioner of Education.

Measure 2: A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State social studies assessments than will students at similar schools as defined by the New York State Department of Education.

Measure 3: Sixty percent of the students enrolled at the school for two or more years will perform at or above grade level on an end of year criteria referenced social studies test developed by McGraw Hill administered to grades 2-5 each year.

Goal 5: SBCSICA will demonstrate strong organizational viability by maintaining strong parental support and commitment to the school.

Measure 1: In a yearly parent survey distributed to all parents, 70% of parents responding will report that the effectiveness of the school's academic program, communication and child's progress is "good" or "excellent" (on a scale of "excellent", "good", "satisfactory", "poor").

Measure 2: During the school year, SBCSICA will maintain an enrollment level equal to or exceeding 90% capacity and a waiting list equal to or exceeding 10% of the school's population.

Measure 3: Each year, the average daily attendance rate of all SBCSICA students will be 90% or better and 75% will be retained.

Goal 6: All students who are enrolled in the dual language program will become proficient in Spanish.

Measure 1: 70% of the students enrolled at the school in the dual language program for three or more years will perform at Level 3 or above on the El Examen de Lectura en Español (ELE) for grades 3-5.

**Progress Toward Goals
2007-08**

Charter School Name: South Bronx Charter School for International Cultures and the Arts

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used to Indicate Attainment of the Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
Goal 1: All Students will become proficient in reading and writing of the English language.				
Measure 1: The school will make Adequate Yearly Progress (AYP) in New York State ELA exams, as defined by the State Education Department in accordance with No Child Left Behind for all grades 3-5.	Data Not Available	New York State ELA Exams	Data Not Available	The State AYP determinations have not been released yet.
Measure 2: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York State ELA assessments for grades 3-5 than will students at similar schools as defined by the New York City Department of Education.	71.4% of the SBCS students enrolled for two or more years were performing at or above level 3 on the New York State ELA assessments, while only 37.7% of students at similar schools were performing at or above level 3 on the New York State ELA assessments.	New York State ELA Assessments	Yes	
Measure 3: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York City ELA assessments for grades 3 and 5 than will students at similar schools as defined by the New York City Department of Education.	N/A	New York City ELA Assessments	N/A	This assessment is no longer administered by the City of New York.

<p>Measure 4: Each cohort of students will improve in reading skills by a least 1 grade level (as approximated with an increase in mean NCE), according to the reading battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students moving from grade 1 to 2.</p>	<p>There was an increase of +1.0 NCE's.</p>	<p>Iowa Test of Basic Skills (ITBS)</p>	<p>Yes</p>	
<p>Goal 2: All students will demonstrate competency in the understanding and application of mathematics computation and problem solving.</p>				
<p>Measure 1: The school will make Adequate Yearly Progress (AYP) in the New York State math exams, as defined by the State Education Department in accordance with No Child Left Behind for all grades 3-5.</p>	<p>Data Not Available</p>	<p>New York State Math Exams</p>	<p>Data Not Available</p>	<p>The State AYP determinations have not been released yet.</p>
<p>Measure 2: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York State mathematics assessment for grades 3-5 than will students at similar schools as defined by the New York City Department of Education.</p>	<p>96.7% of the SBCS students enrolled for two or more years were performing at or above level 3 on the New York State mathematics assessment, while only 77% of students at similar schools were performing at or above level 3 on the New York State mathematics assessment.</p>	<p>New York State Mathematics Assessment</p>	<p>Yes</p>	
<p>Measure 3: A greater percentage of students enrolled in the school for two or more years will perform at or above level 3 on the New York City mathematics assessments for grades 3 and 5 than will students in similar schools as defined by the New York City Department of Education.</p>	<p>N/A</p>	<p>New York City Mathematics Assessments</p>	<p>N/A</p>	<p>This assessment is no longer administered by the City of New York.</p>

<p>Measure 4: Each cohort of students will improve their math skills by at least one grade level (as approximated with an increase in the mean NCE), according to the math battery of the Iowa Test of Basic Skills (ITBS). Cohorts will include the scores of all eligible students moving from first to second grade and second to third. (The math battery includes computations and problem solving subtests.)</p>	<p>There was an increase of +1.2 NCE's</p>	<p>Iowa Test of Basic Skills (ITBS)</p>	<p>Yes</p>	
<p>Goal 3: All students will demonstrate competency in the understanding and application of scientific reasoning.</p>				
<p>Measure 1: The school will meet all State designated performance standards in elementary science and make Adequate Yearly Progress (AYP) in New York State science exams, as designed by the State Education Department in accordance with No Child Left Behind.</p>	<p>Data Not Available</p>	<p>New York State Science Exams</p>	<p>Data Not Available</p>	<p>The State AYP determinations have not been released yet.</p>
<p>Measure 2: A greater percentage of the students enrolled in the school for two or more years will perform at or above level 3 on the New York State science assessments than will students at similar schools as defined by the New York State Department of Education.</p>	<p>N/A</p>	<p>New York State Science Assessments</p>	<p>N/A</p>	<p>N/A</p>
<p>Goal 4: All students will demonstrate competency in the understanding and application of social, geographical, civic, and world issues.</p>				

<p>Measure 1: The school will meet or exceed all State standards for public school performance on the New York State social studies assessment that may be established by the Commissioner of Education.</p>	<p>N/A</p>	<p>New York State Social Studies Assessment</p>	<p>N/A</p>	<p>N/A</p>
<p>Measure 2: A greater percentage of the students enrolled in the school for two or more years will perform at or above level three on the New York State social studies assessments than will students at similar schools defined by the New York State Department of Education.</p>	<p>N/A</p>	<p>New York State Social Studies Assessments</p>	<p>N/A</p>	<p>N/A</p>
<p>Measure 3: Sixty percent of the students enrolled at the school for two or more years will perform at or above grade level on an end of the year criteria reference social studies test developed by McGraw Hill administered to grade 2 each year.</p>	<p>63% of the students enrolled for two or more years were performing at or above grade level.</p>	<p>End of the year criteria reference social studies test developed by McGraw Hill</p>	<p>Yes</p>	
<p>Goal 5: SBCSICA will demonstrate strong organizational viability by maintaining strong parental support and commitment to the school.</p>				
<p>Measure 1: In a yearly parent survey distributed to all parents, 85% of parents responding will report that the effectiveness of the school's academic program, communication and child's progress is "good" or "excellent" (on a scale of "excellent," "good," "satisfactory," "poor").</p>	<p>Of the 134 responses received, 91.8% (123 responses) reported that the effectiveness of the school's academic program is good or excellent</p>	<p>Satisfaction Surveys</p>	<p>Yes</p>	

<p>Measure 2: During the school year, SBCSICA will maintain an enrollment level equal to or exceeding 90% capacity and a waiting list equal to or exceeding 10% of the school's population</p>	<p>The school maintained an enrollment level of 89% and a waiting list of 15%.</p>	<p>Monthly Admission/Discharge Rosters</p>	<p>No</p>	<p>Parents withdrew children because of the lack transportation for the first two months.</p>
<p>Measure 3: Each year, the average daily attendance rate of all SBCSICA students will be 90% or better and 75% will be retained in years 1 and 2 and 90% in subsequent years.</p>	<p>The average daily attendance rate was 90.9%. For year 2005-06, the retention rate was 98%, 2006-07 the retention rate was 95%, 2007-08 the retention rate was 75%</p>	<p>Daily Attendance Records</p>	<p>No</p>	<p>The lack of transportation has prevented us from maintaining our retention rate.</p>
<p>Goal 6: All students who are enrolled in the dual language program for three or more years will perform at Level 3 or above on the El Examen de Lectura en Espanol (ELE) for grades 3-5.</p>				
<p>Measure 1: 70% of the students enrolled at the school in the dual language program for three or more years will perform at Level 3 or above on the El Examen de Lectura en Espanol (ELE) for grades 3-5.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>	<p>The ELE exam is administered to ELL students in a Bilingual Program who are given instruction in native language with 360 minutes of E.S.L.</p>

The following ELA and MATH data charts are necessary components in illustrating your school's annual progress and thus, are **not optional**.

Directions: Please compare the percent of students in the two-year cohort who scored at Levels 3 & 4 to the percent of those same students who scored proficient the previous year. Please submit only data from students who have been tested in two successive years at your school. For an example, please refer to the Annual Reporting Guidelines 2007-2008 document.

ELA - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change
4	N/A	N/A	N/A	#VALUE!
5	N/A	N/A	N/A	#VALUE!
6	N/A	N/A	N/A	#VALUE!
7	N/A	N/A	N/A	#VALUE!
8	N/A	N/A	N/A	#VALUE!

MATH - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change
4	N/A	N/A	N/A	#VALUE!

5	N/A	N/A	N/A	#VALUE!
6	N/A	N/A	N/A	#VALUE!
7	N/A	N/A	N/A	#VALUE!
8	N/A	N/A	N/A	#VALUE!

GENERAL		# or %
Year-End Enrollment		266
2007-08 Attendance Rate		90.9%
Parent Satisfaction		91.8%
Staff Satisfaction		91.6%
DEMOGRAPHIC		%
% Free and Reduced Lunch		71.0%
% Special Education		3.5%
% ELL		10.0%

Please enter the following data respective to your school's year-end demographics. Although the data is available in ATS, our office trusts that you know your school on a more current status than reflected online. Please check your current data with ATS and update where incongruous.

**Charter School Student Attrition Rates
2007-08**

Student Attrition Rates			
	2007-2008	2006-2007	2005-2006
Number of students leaving for lack of transportation	32	25	10
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	9	10	5
Number of students leaving for more restrictive special education setting	9	-	-
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	19	2	1
Number leaving for other reasons (undetermined)	-	-	-
Total number of students leaving.	69	37	16
Highest Number Enrolled <i>(July 1 – June 30)</i>	280	207	146
Total Percent Attrition	25%	18%	11%

**Charter School Teacher Attrition Rates
2007-08**

	2007-2008	2006-2007	2005-2006
Number of Classroom Teachers	12	10	6
Number of Special Area Teachers	4	3	4
Total Number of Teachers	16	13	10
Total Number of Teachers Leaving	7	4	0
Total Percent Attrition	43%	31%	0

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/08

Charter School Code:

Charter School Name: South Bronx Charter School for International Culture and the Arts	Phone: (212) 786-7913
Contact Person: Paul J. Augello, Jr.	

<u>REVENUES</u>		<u>EXPENDITURES</u>		<u>TOTAL</u>
		<u>SALARIES</u>	<u>OTHER</u>	
A. STATE SOURCES	\$ 22,100	F. GENERAL ADMINISTRATION	\$ 308,597	\$ 510,210
B. FEDERAL SOURCES	135,622	G. INSTRUCTIONAL SUPERVISION	866,744	1,362,687
C. PUBLIC SCHOOL DISTRICTS		H. ALL OTHER INSTRUCTION		-
1. BASIC OPERATING REVENUES	2,975,504	I. PUPIL SERVICES	3,096	3,096
2. STATE AID-PUPILS WITH DISABILITIES	277,482	J. PUPILS WITH DISABILITIES	56,999	56,999
3. FED. AID-PUPILS WITH DISABILITIES	2,574	K. TRANSPORTATION		-
4. OTHER REV FROM PUB SCH DISTRICTS		L. COMMUNITY SERVICE		-
D. ALL OTHER REVENUES	107,892	M. OPERATION & MAINTENANCE	213,127	1,055,056
E. TOTAL REVENUES FROM ALL SOURCES	\$ 3,521,174	N. EMPLOYEE BENEFITS	\$ 841,929	272,810
		O. DEBT SERVICE		95,318
S. ENROLLMENT	270	P. SCHOOL LUNCH		109,486
T. EXPENDITURES PER PUPIL	13,363	Q. CAPITAL EXPENSE		142,272
		R. GRAND TOTAL EXPENDITURES	\$	3,607,934

COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 1, 2008 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS
 State Education Department
 Room 462 - Education Building Annex
 Albany, New York 12234

Signature: 
 Chief School Officer

Date: July 28, 2008

SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURE & ARTS

2007-2008 School Year

Monday	August 20	Pre-Service Professional Development Begins – All Teachers Report
Monday	September 3	Labor Day
Tuesday	September 4	School Begins
Thurs-Fri	Sept 13-14	Rosh Hashonah – School Closed
Monday	October 8	Columbus Day – School Closed
Tuesday	November 6	Election Day [Students are not in Attendance]
Monday	November 12	Veteran’s Day – School Closed
Tues-Wed	Nov 13-14	Open School Evenings
Thurs-Fri	Nov 22-23	Thanksgiving Recess
Mon-Tues	Dec 24-Jan 1	Winter Recess (including Christmas and New Year’s Day)
Wednesday	January 2	School Reopens
Monday	January 21	Dr. Martin Luther King, Jr. Day-School Closed
Mon-Fri	Feb 18-22	Mid-winter Recess (including Washington’s Birthday) – School Closed
Tues-Wed	March 11-12	Open School Evenings
Friday	March 21	Good Friday – School Closed
Mon-Fri	April 21-25	Spring Recess
Monday	May 26	Memorial Day – School Closed
Thursday	June 5	Staff Development Day – [Students Not in Attendance]
Thursday	June 26	Last Day of School for Students
Friday	June 27	Last Day of School for Staff

Total school days that students are in session for Manhattan, Bronx, SI: 185

Please Note: Any day that the NYC School District closes schools, we will be closed.

**SOUTH BRONX CHARTER SCHOOL FOR INTERNATIONAL CULTURE & ARTS
[SBCS]**

2008-2009 School Year

Monday	August 18	Pre-Service Professional Development Begin - All Teachers Report
Monday	September 1	Labor Day
Tuesday	September 2	School Begins - Students Report
Tues-Wed	Sept. 30-Oct. 1	Rosh Hashonah - School Closed
Wednesday	October 9	Yom Kippur - School Closed
Monday	October 13	Columbus Day - School Closed
Tuesday	November 4	Election Day [Students are not in Attendance]
Tuesday	November 11	Veteran's Day - School Closed
Wed.-Thurs	Nov. 12-13	Open School Evenings
Thurs-Fri	Nov. 27-28	Thanksgiving Recess
Wed-Fri	Dec. 24-Jan 2	Winter Recess [including Christmas and New Year's Day]
Monday	January 5	School Reopens
Monday	January 19	Dr. Martin Luther King, Jr. Day [School Closed]
Mon-Fri	Feb 16-20	Mid-winter Recess [including Washington's Birthday] - School Closed
Tues-Wed	Mar. 10-11	Open School Evenings
Friday	March 21	Good Friday - School Closed
Thurs-Fri	April 9-17	Spring Recess
Monday	May 25	Memorial Day - School Closed
Thursday	June 4	Staff Development Day - [Students Not in Attendance]
Friday	June 26	Last Day of School for Students
Tuesday	June 30	Last Day of School for Staff

Total school days that students are in session : 185

Please Note: Any day that the NY School District closes schools, we will be closed.

South Bronx Charter School for International Cultures and the Arts

Statement of Building Compliance

The South Bronx Charter School for International Cultures and the Arts holds a Facility Shared Use Agreement with the New York City Department of Education to operate within the space designated at P.S. 49. This agreement is in full force and effect.

The school also operates in additional space provided by the New York City Department of Education at the Early Childhood Center located at 577 East 139 Street, Bronx, NY 10454. This agreement is in full force and effect.

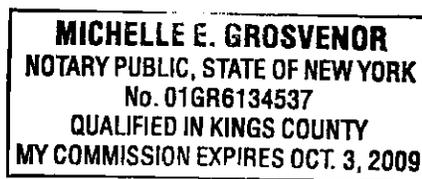
Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

EVELYN HEY
Print Name, Head of Charter School

Evelyn Hey
Signature and Date

Michelle E. Grosvenor
Notary Public Signature and Seal



Print Name, President, Board of Trustees

Signature and Date

Notary Public, Signature and Seal