



**Department of  
Education**

*Carmen Fariña, Chancellor*

Annual Comprehensive Review Report  
for Bronx Academy of Promise Charter  
School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION  
Office of School Design and Charter Partnerships  
52 Chambers Street  
New York, NY 10007  
Tel: 212-374-5419  
[CharterSchools@schools.nyc.gov](mailto:CharterSchools@schools.nyc.gov)  
[schools.nyc.gov/charters](http://schools.nyc.gov/charters)

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

Bronx Academy of Promise Charter School (“Bronx Academy of Promise”) is an elementary and middle school located in the Mount Eden neighborhood of the Bronx. The school does not have a universal pre-kindergarten program. The school is located in private space in Community School District 9. The school is not co-located with any other schools or programs.<sup>1</sup>

The school is in its second charter term. The school operates under a collective bargaining agreement with the teachers union.

The school leadership team is comprised of the following individuals: Principal Catherine Jackvony has been at the school for six years; Instructional Coach Denise Shiraldi has been at the school for one year; Math Coach Aldrina Arshravan is new to the school this academic year; Literacy Specialist Dr. Jane Spielman has been at the school for five years; Operations Manager Celeste Wallace has been at the school for six years; and Business Manager Candace Greene is new to the school this academic year.

### SCHOOL HIGHLIGHTS

Teachers at Bronx Academy of Promise have scheduled common planning time each day with members of their grade teams where they analyze student data, plan strategies and interventions to implement, and revise curriculum as needed.

The school doubled the proficiency rates of the district in both Math and ELA scores in 2014-15.

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<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

## CURRENT SCHOOL SNAPSHOT

<b>Bronx Academy of Promise Charter School</b>	
DBN	84X419
School Leader(s)	Catherine Jackvony
Board Chair(s)	Michael Carrion
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	9
Physical Address(es)	1349 Inwood Avenue, Bronx, NY 10452
Facility Owner(s)	Private
Enrollment <sup>2</sup>	574
Grades Served	K-8

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Rev. Dr. Michael Carrion	Chairman	Executive, Financial	8	2/4
2. Agatha Akyere		Executive, Academic	8	2/4
3. Milca Meyers	Secretary	Financial, Academic	7	3/4
4. Kevin Kearns		Financial	2	4/4
5. Dennis Sze		Academic	2	2/4
6. Carlibi Rojas		Academic	3	3/4

<sup>2</sup> According to ATS data as of October 14, 2015.

<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016, as evidenced by meeting minutes posted on the school's website.

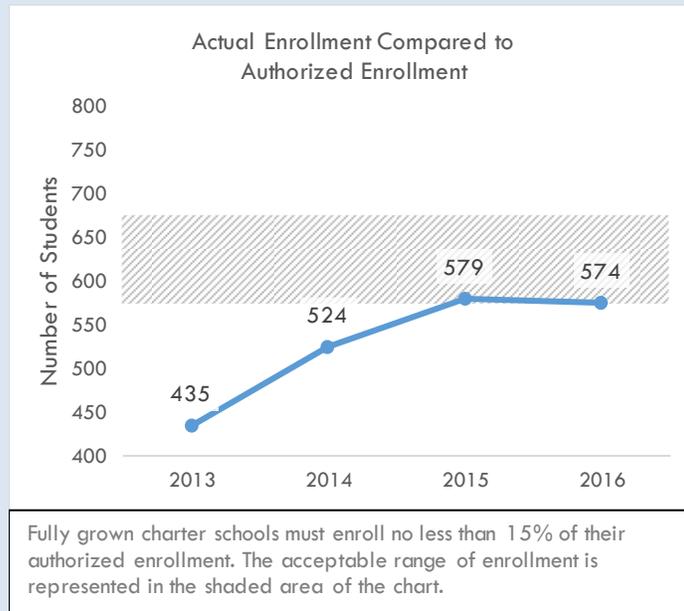
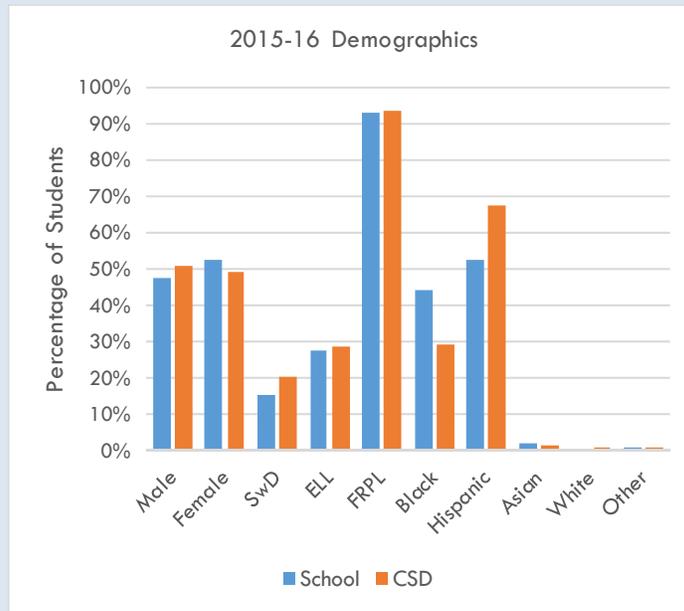
## CHARTER AUTHORIZATION PROFILE

<b>Bronx Academy of Promise Charter School</b>	
School Opened For Instruction	2008-2009
Date of First Renewal	2012-2013
Date of Second Renewal	N/A
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2018
Current Authorized Grade Span	K-8
Current Authorized Enrollment	675

Bronx Academy of Promise was renewed for a full five year term in the 2012-13 academic year with the following condition:

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
1. Board of Trustees must activate its committees by January 2013 Board meeting and throughout the new charter term demonstrate capacity, through recommendations made by its committees and actions taken by the Board, to provide strategic planning and support for sustainable school leadership.	Not On Target	<p>Only 1 of 4 Board meeting minutes from July 2015 – February 2016 indicate reports from committees.</p> <p>Additionally, the Board's bylaws state that "any executive committee of the Board shall comprise not fewer than five trustees." The current executive committee consists of two trustees.</p> <p>The Board's bylaws also state that the board will fill officer roles for Chair, Vice Chair, Secretary and Chief Financial Officer. Currently, the roles of Vice Chair and Chief Financial Officer are vacant.</p>

ENROLLMENT AND DEMOGRAPHICS



## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1 - 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 results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

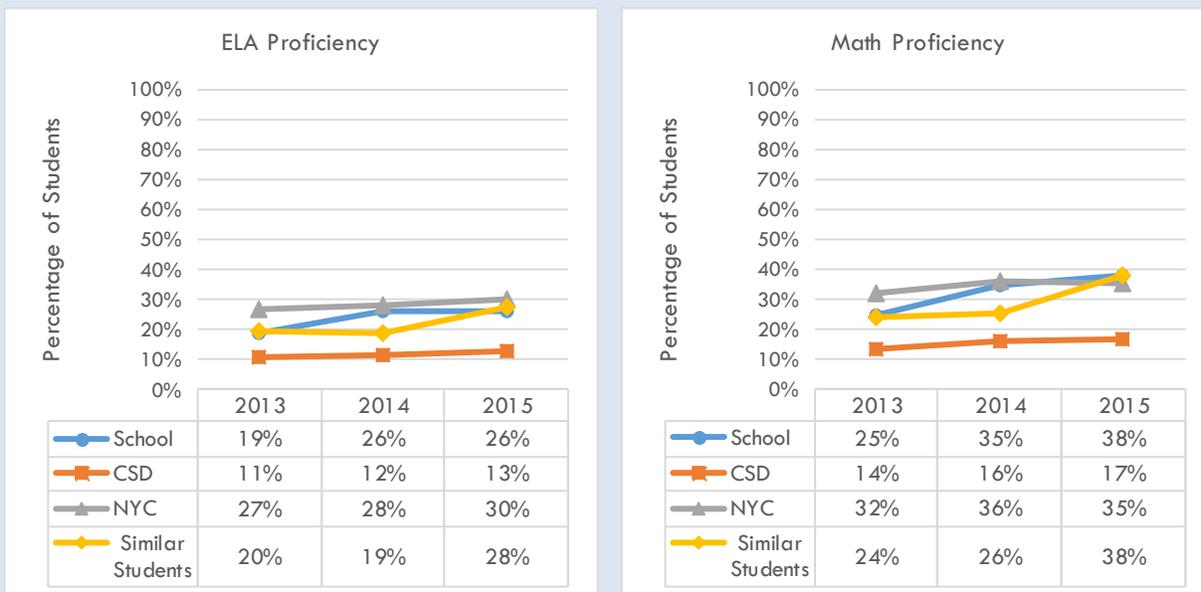
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?<sup>4</sup>

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.<sup>5</sup> These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY<sup>6</sup>

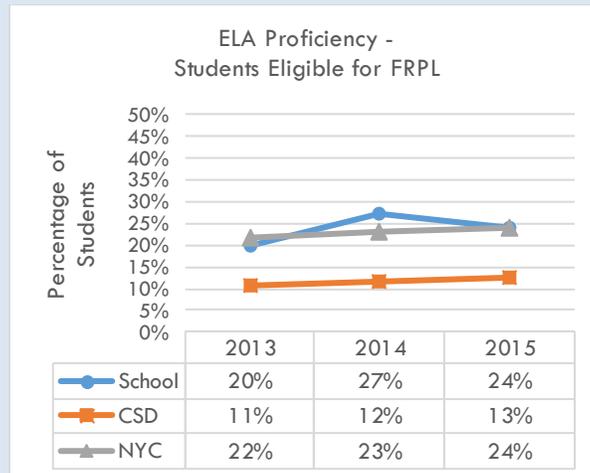
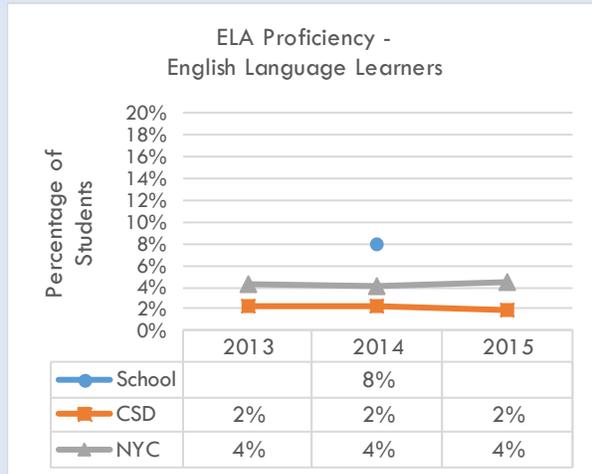
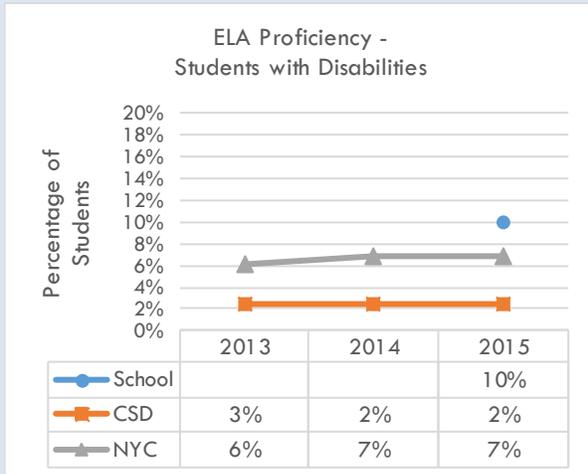


<sup>4</sup> For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

<sup>5</sup> Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

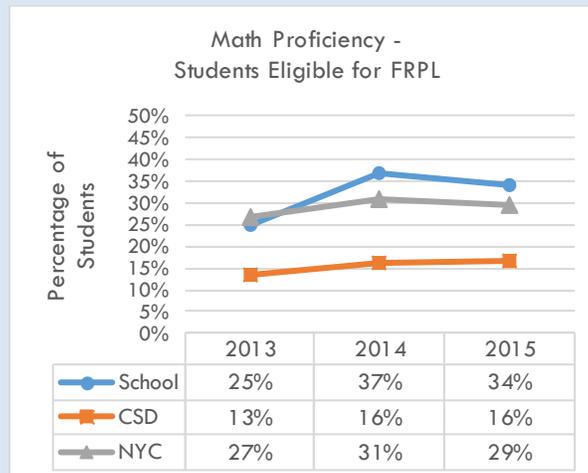
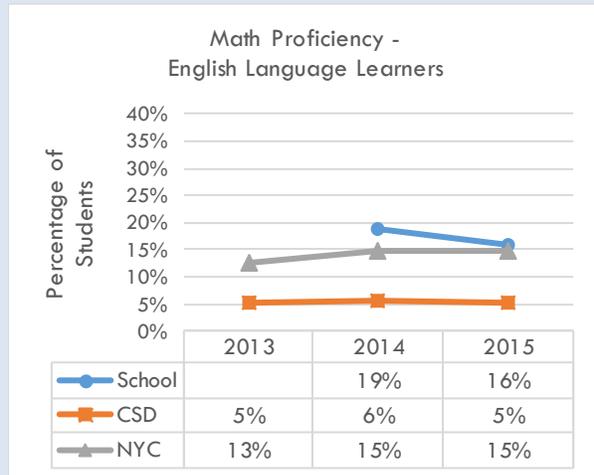
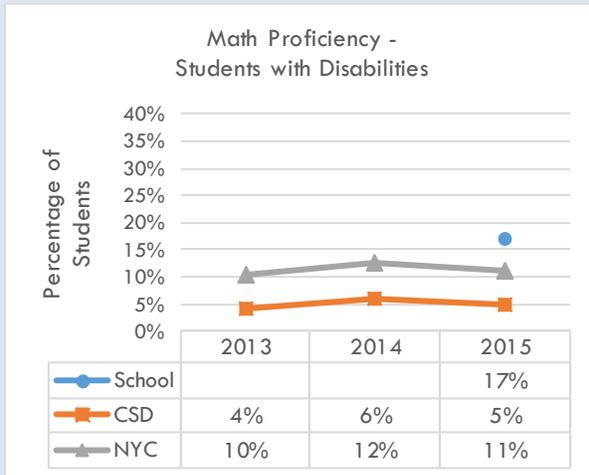
<sup>6</sup> For more on the NYC DOE's similar students comparisons, please see the information here: [http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports\\_ComparisonGroupDescription\\_20151209.pdf](http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf).

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



The school did not serve sufficient students with disabilities or English language learners in all years of the charter term to report on their performance in those years.

CLOSING THE ACHIEVEMENT GAP – MATH



The school did not serve sufficient students with disabilities or English language learners in all years of the charter term to report on their performance in those years.

## ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix G.

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### SCHOOL COMMUNITY AS A FAMILY UNIT

Bronx Academy of Promise believes that all members of the school - board, staff, students, parents/guardians - are members of a family built on respect and collaboration creating an educational environment that supports the "whole child." Collaboration with open communication is a crucial element in their student's academic, emotional and social success.

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### IMPLEMENTATION OF DATA TEAMS

All instructional staff meet on a regular basis to collaborate and examine student formative assessment data, develop short cycle Data Team assessments, monitor data, analyze strengths and obstacles, and establish learning goals. This important information supports instruction on a daily basis.

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### DIFFERENTIATION

Differentiating instruction at Bronx Academy of Promise means that the school observes and understands the differences and similarities among students and uses this information to plan instruction. Key principles include ongoing, formative assessments, the recognition of diverse learners, small group instruction, offering critical thinking and problem-solving activities and academic choice.

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### CONTINUOUS COMMON CORE CURRICULUM GROWTH

Bronx Academy of Promise develops and reviews content area curriculum maps to provide rigorous Common Core instruction to all students. The maps are revised according to research-based information, the academic needs of our students, a critical and granular evaluation of what works and what is important, as well as important cross-curricular connections.

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### CONTINUOUS PROFESSIONAL GROWTH

Teachers must continue to grow in their profession and the leadership team believes that it is the school's responsibility to support and facilitate that growth through various methods throughout the school year.

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## GUIDANCE/HOME-SCHOOL PARTNERSHIPS

Today's children face unique and diverse challenges, both personally and developmentally, that have an impact on academic achievement. Bronx Academy of Promise's guidance and family programs help to address those challenges and provide support for the home-school connection. Throughout the school year, the school's programs provide for a school-wide guidance curriculum, academic planning, and responsive services which support the vision that "every child is known by all."

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## GOING ABOVE AND BEYOND

At Bronx Academy of Promise, doing whatever it takes is a general understanding and commitment. The school has the highest expectations for all who walk through their doors, both child and student.

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## GOVERNANCE

The Board of Trustees have held four meetings from July 2015 to February 2016, as evidenced by minutes posted to the school's website. The Board had been scheduled to meet five times during this period. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months.

The Board has not experienced any turnover this academic year, and consists of six members, in compliance with its bylaws. The roles of Vice Chair and Chief Financial Officer of the Board are vacant, putting the Board out of compliance with its bylaws.

The Office of School Design and Charter Partnerships does not have financial disclosure forms for two board members – Milca Meyer and Kevin Kearns.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll 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, please see Appendix E.

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## SUPPORTIVE ENVIRONMENT

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Not Compliant	There is no process outlined for staff to express concerns.

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## OPERATIONAL STABILITY

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<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	School has missed deadlines for annual reporting requirements
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum <sup>7</sup>	Compliant	

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## COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

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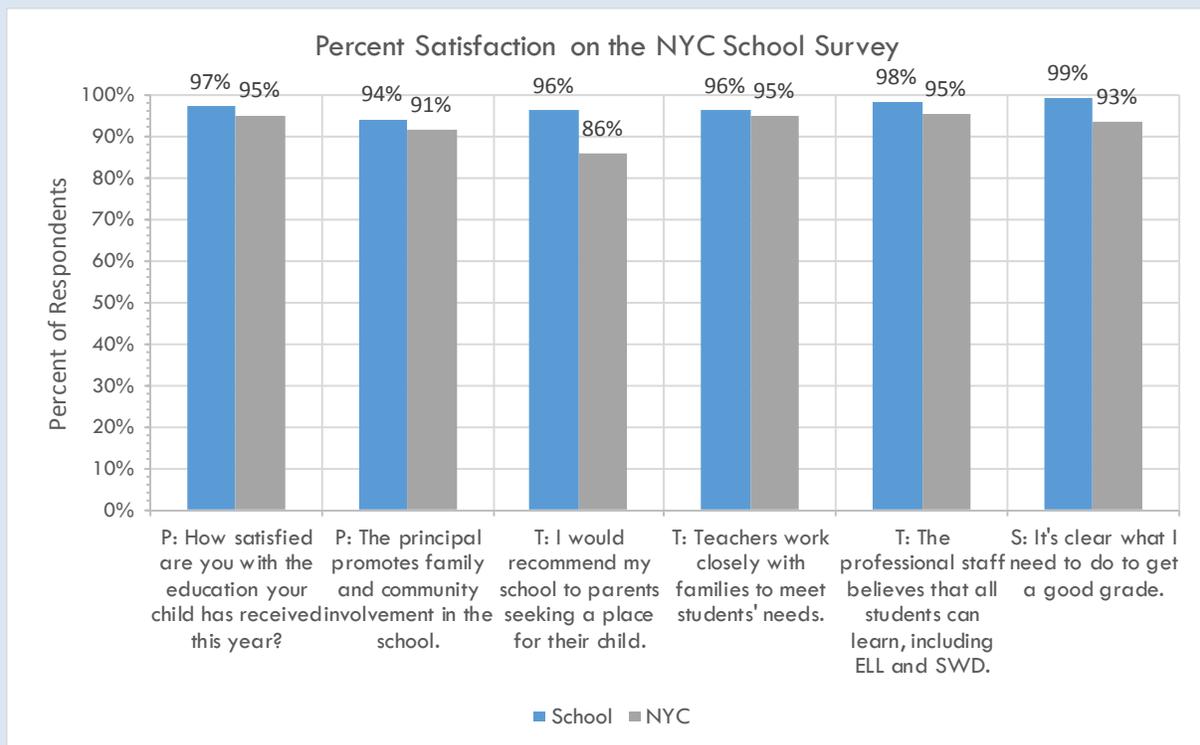
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	

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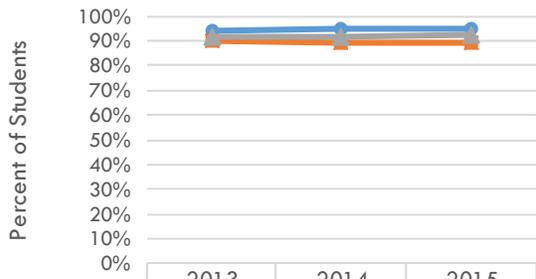
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<sup>7</sup> Quorum is defined is 50% of the board members plus one member present at a board meeting.

School is in compliance with employee fingerprinting requirements	Compliant	Some staff members received fingerprint clearance shortly after start date
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Not Compliant	Most recent Annual Report has not been posted on the school's website
School has followed all applicable lottery and enrollment regulations	Compliant	

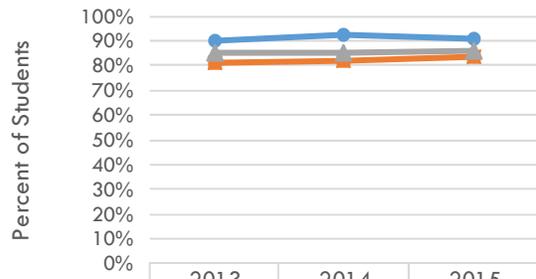


Attendance Rates



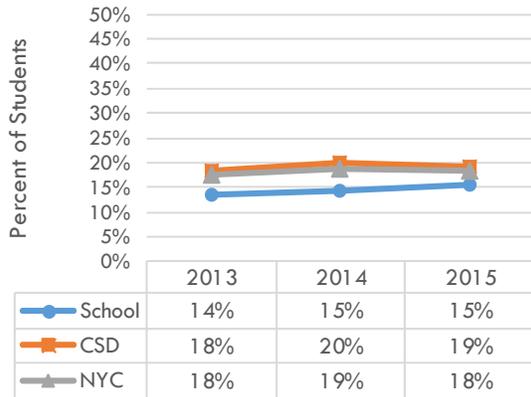
	2013	2014	2015
School	94%	95%	95%
CSD	90%	89%	90%
NYC	92%	91%	92%

Retention Rates

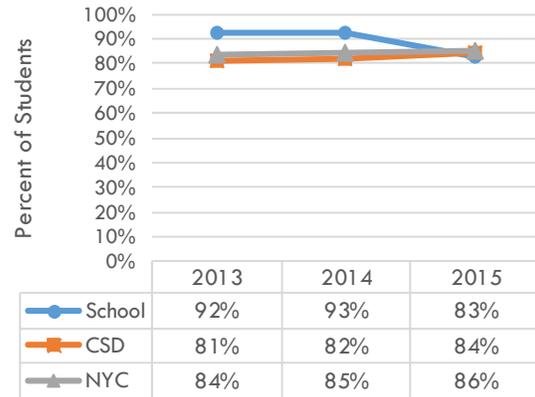


	2013	2014	2015
School	90%	92%	91%
CSD	81%	82%	83%
NYC	85%	86%	86%

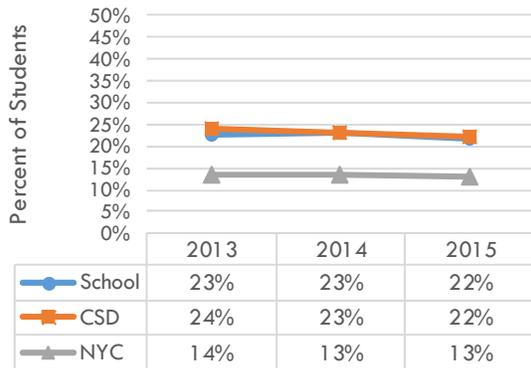
Enrollment Rates - Students with Disabilities



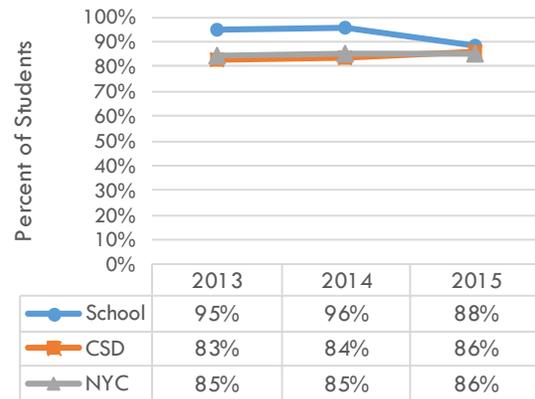
Retention Rates - Students with Disabilities



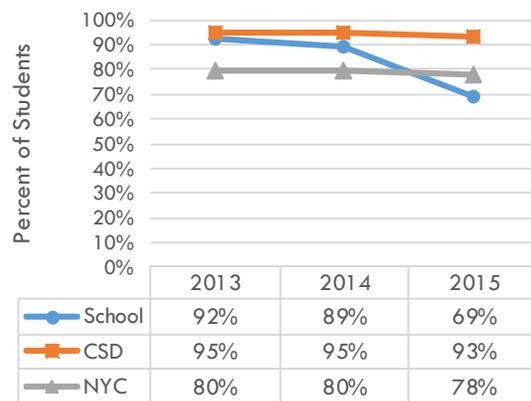
Enrollment Rates - English Language Learners



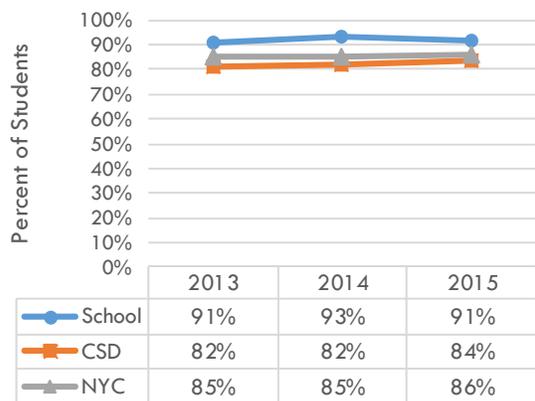
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Bronx Academy of Promise Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

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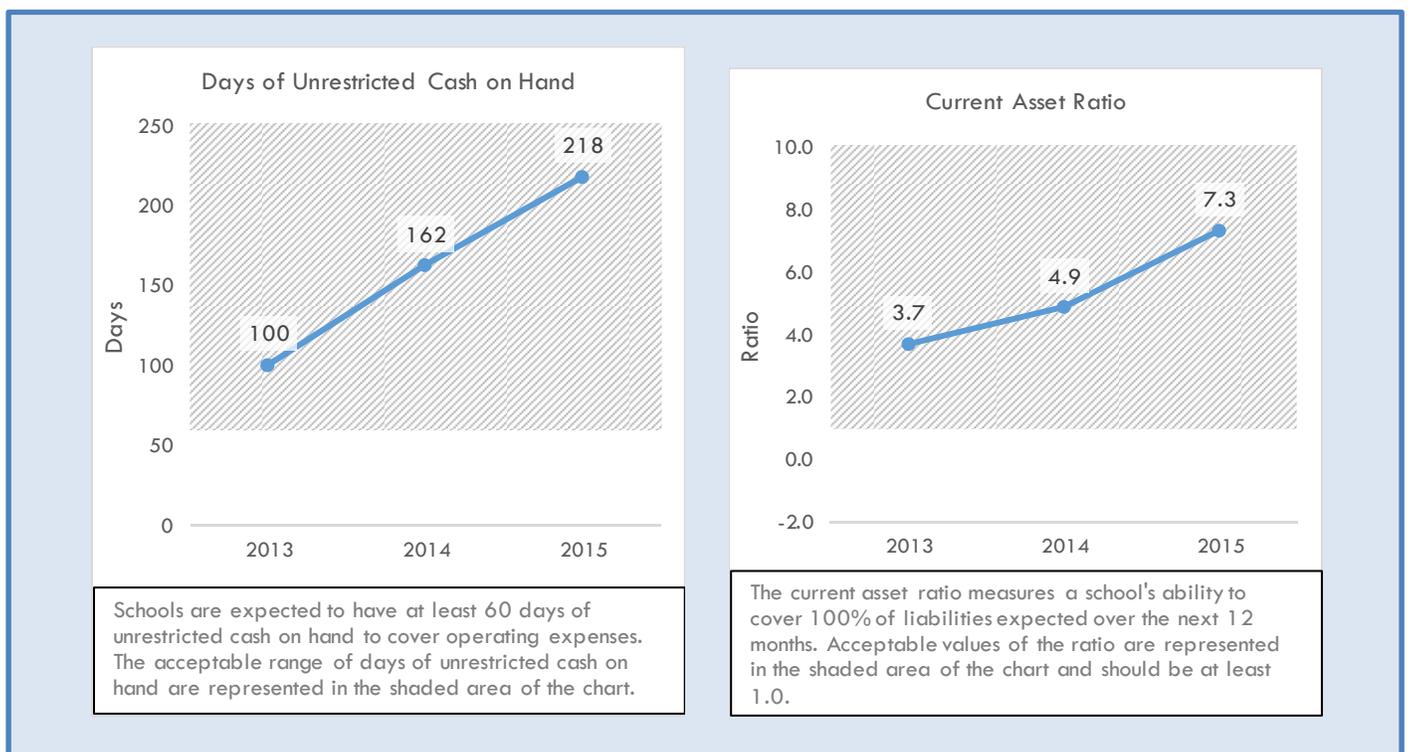
#### SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) [showed no material findings.

The school has \$70,000 in escrow, meeting the \$70,000 requirement.

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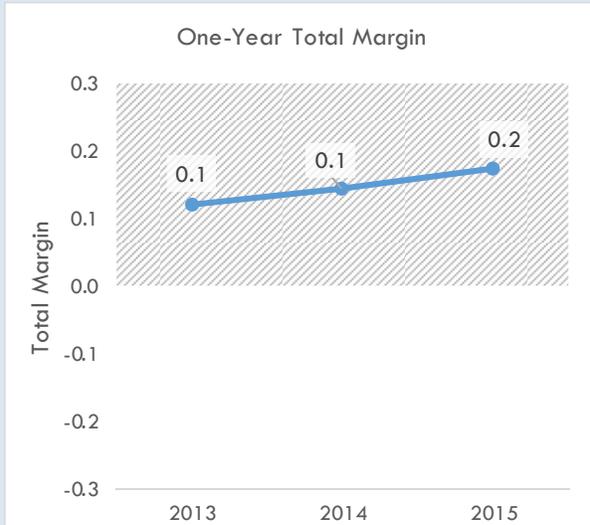
#### SHORT-TERM FINANCIAL VIABILITY<sup>8</sup>



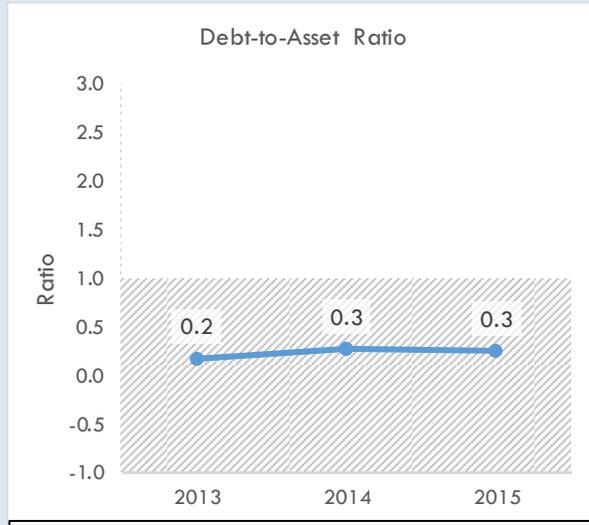
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<sup>8</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

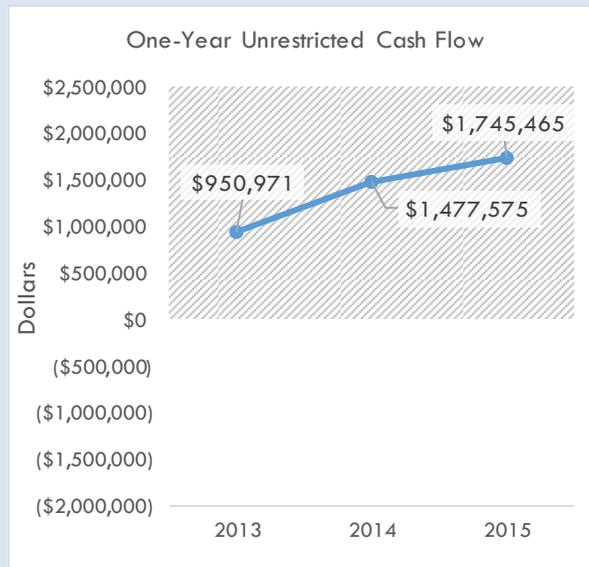
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

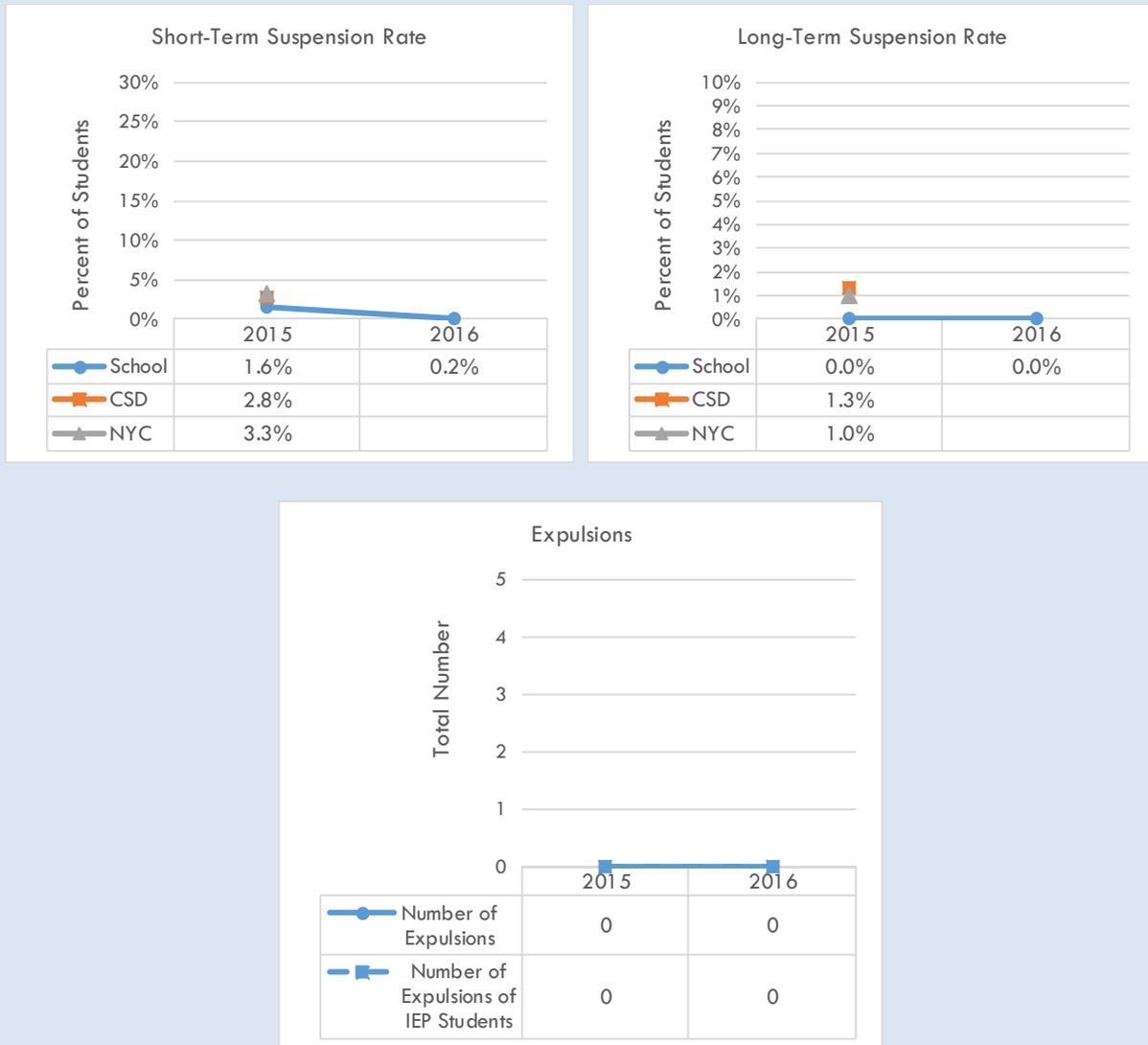
## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	180
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Grade K – Grade 7: 3 sections per grade Grade 8: 2 sections
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-8
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	2417
Number of Students Accepted via the Lottery (School Year 2015-16)	804 (Grade K), 287 (Grade 1), 242 (Grade 2), 208 (Grade 3), 226 (Grade 4), 220 (Grade 5), 275 (Grade 6), 89 (Grade 7), 66 (Grade 8)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
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	Yes
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	Yes

## SUSPENSION AND EXPULSION RATES<sup>9</sup>



<sup>9</sup> City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

### GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
<b>Bronx Academy of Promise Charter School</b>			
Grade 3	13%	37%	33%
Grade 4	22%	21%	24%
Grade 5	15%	20%	25%
Grade 6	30%	22%	19%
Grade 7		28%	20%
Grade 8			34%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	1%	24%	19%
Grade 4	12%	7%	11%
Grade 5	2%	10%	13%
Grade 6	22%	12%	7%
Grade 7		17%	8%
Grade 8			19%

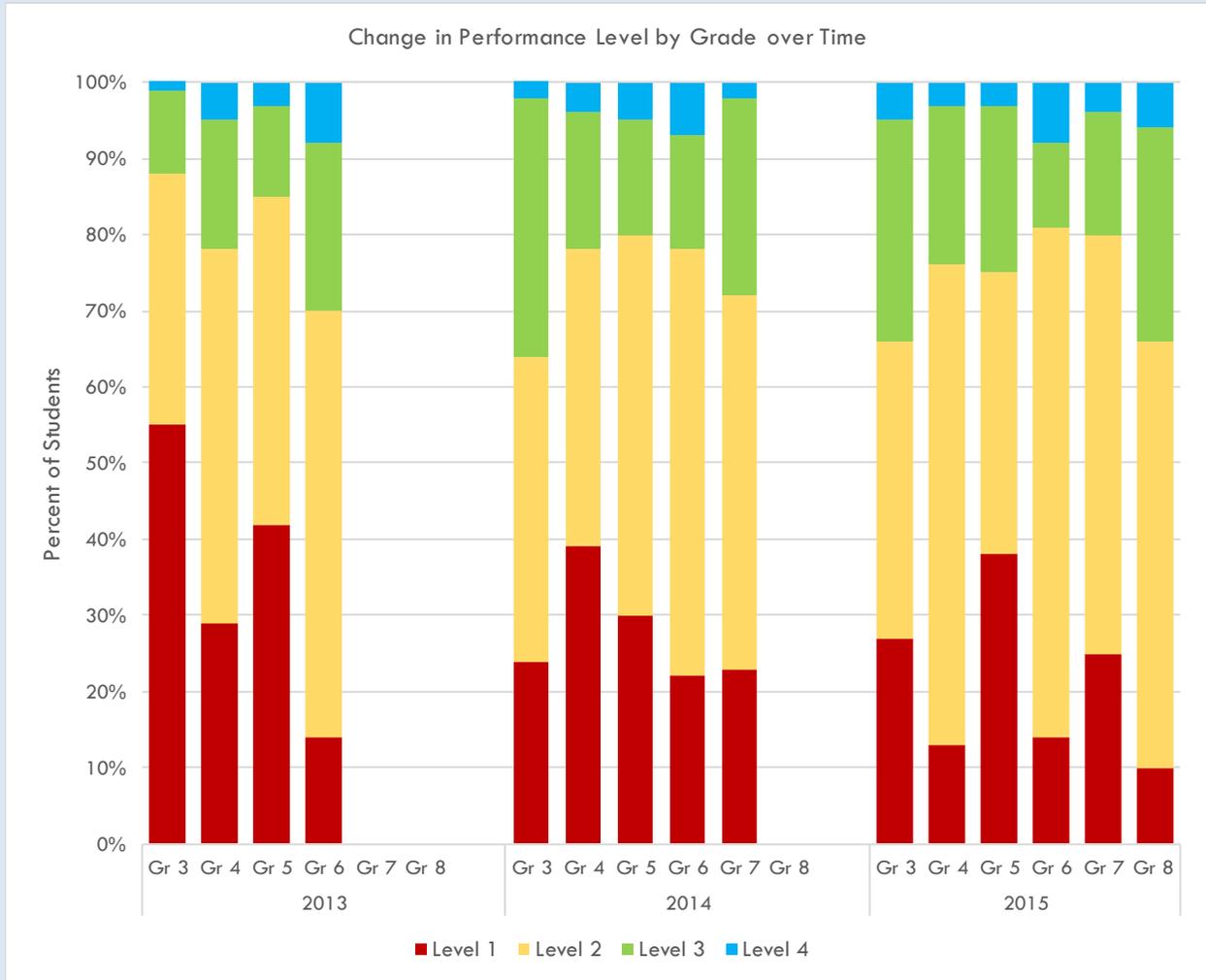
### GRADE-LEVEL PROFICIENCY IN MATH

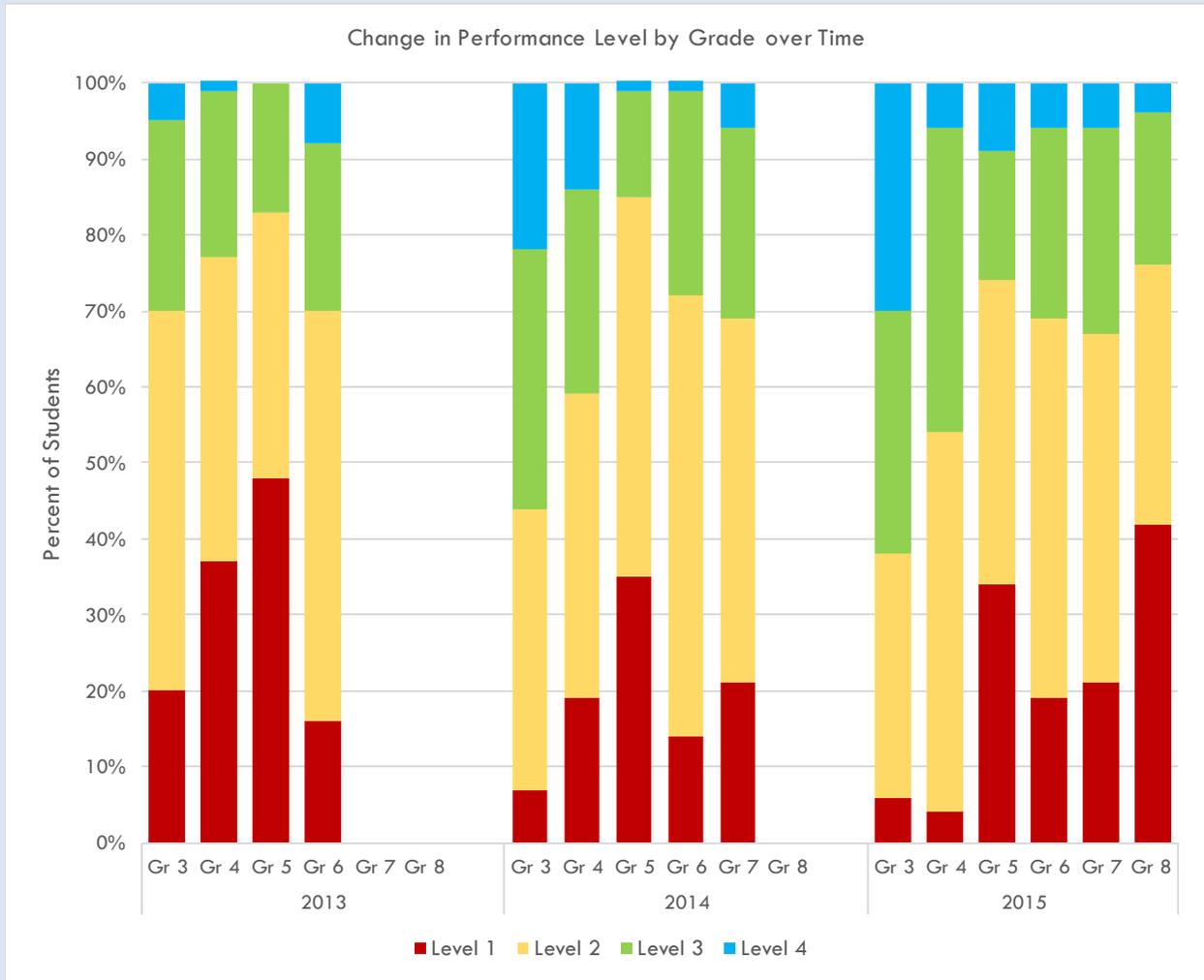
	2012-2013	2013-2014	2014-2015
<b>Bronx Academy of Promise Charter School</b>			
Grade 3	30%	56%	62%
Grade 4	24%	40%	46%
Grade 5	17%	15%	26%
Grade 6	30%	29%	31%
Grade 7		31%	32%
Grade 8			24%
<b>DIFFERENCE FROM CSD</b>			
Grade 3	16%	37%	42%
Grade 4	10%	23%	30%
Grade 5	4%	-3%	6%
Grade 6	17%	13%	14%
Grade 7		20%	18%
Grade 8			12%

**APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME**

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

**ENGLISH/LANGUAGE ARTS**





## APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>10</sup>, the school achieved/met its goals as follows:

- Academic Goals: <sup>11</sup>
  - 2 of 7 applicable academic charter goals in its most recent year
- Operational Goals:
  - 7 of 7 applicable operational charter goals in its most recent year
- Financial Goals:
  - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals  75% of NYS Tested students in at least their second year at BAPCS will score proficient with a score of a 3 or 4 on the NYS ELA exam.	This ELA goal was not met. Grade -----% at 3 & 4 3 -----33% 4 -----25% 5 -----25% 6 -----21% 7 -----19% 8-----35% All -----27%
Each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's exam and 75 percent at or above State ELA exam.	This ELA goal was not met. -----Percent at Stds 3 & 4 Grade---2014-->--2015 3-----20%-->--20% 4-----36%-->--25% 5-----22%-->--25% 6-----19%-->--20% 7-----21%-->--19% 8-----28%-->--34%

<sup>10</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>11</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<p>In grades two and three, each grade-level cohort will reduce by one-half the gap between prior year NCE group average in on the Reading Terra Nova and an NCE group average of 50.</p>	<p>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.</p>
<p>The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of all students in the same tested grades in local school district # 9.</p>	<p>This ELA goal was achieved.  -----Percent at Stds 3 &amp; 4  Grade---BAOPCS--&gt;--Dist. 9  3-----33%--&gt;--14%  4-----25%--&gt;--13%  5-----25%--&gt;--12%  6-----21%--&gt;--12%  7-----19%--&gt;--12%  8-----35%--&gt;--15% All-----  27%--&gt;--13%</p>
<p>75% of NYS Tested students in at least their second year at BAPCS will score proficient with a score of a 3 or 4 on the NYS math exam.</p>	<p>This Math goal was not met.  Grade -----% at 3 &amp; 4  3 -----41%  4 -----48%  5 -----28%  6 -----38%  7 -----43%  8-----25% All -----37%</p>
<p>Each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's exam and 75 percent at or above State Math exam.</p>	<p>This Math goal was not met.  -----Percent at Stds 3 &amp; 4  Grade---2014--&gt;--2015  3-----20%--&gt;--40%  4-----55%--&gt;--46%  5-----40%--&gt;--27%  6-----17%--&gt;--31%  7-----28%--&gt;--34%  8-----31%--&gt;--24%</p>
<p>In grades two and three, each grade-level cohort, will reduce by one-half the gap between prior year NCE group average on the Math Terra Nova and an NCE group average of 50.</p>	<p>N/A  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.</p>
<p>The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math</p>	<p>This Math goal was achieved.  -----Percent at Stds 3 &amp; 4  Grade---BAOPCS--&gt;--Dist. 9</p>

	exam will be greater than that of all students in the same tested grades in local school district # 9.	3-----41%-->--20% 4-----48%-->--16% 5-----28%-->--20% 6-----38%-->--17% 7-----43%-->--14% 8-----25%-->--12% All----- 37%-->--17%
	75% of NYS Tested students in at least their second year at BAPCS will be proficient with a score of a 3 on the NYS Science 4 exam.	This Science goal was met. 97 percent of grade 4 students in at least their second year scored at standards 3 or 4 on the NYS Science exam.
	The percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in local school district # 9.	District science scores have not been made public at this time.
	Achieve C or greater on the Overall and Progress sections of the Progress Report in all years of the charter term.	N/A
	Each year, the school will have a daily student attendance rate of at least 95 percent.	Met Attendance Rate = 95.3%
	At least 95% of the students will re-enroll at the school each year, not including any who might leave due to geographic reasons.	Met 96 percent of students have committed to return in the fall.
Operational Goals	Each year, each child will successfully complete two career education projects that are developmentally appropriate to research a career category and define the impact those working in the category have on the community. One project will be a group project, and the other will be individually- based. The projects will become part of each child's "portfolio" that will "travel" with him or her through the grades.	Met Each student was involved in at least 2 career projects this year. First, all students were an integral part of our annual Career Day festivities. For example, our seventh and eighth students were Career Day Ambassadors. Career Day Ambassadors are chosen to help with various functions of the day such as making arrangements for individual visitors, setting up the schedule, assisting the visitors on Career Day and presenting Career Day certificates to our honored guests. All of our students were given the opportunity to interact with over twenty Career Day guests, on an intimate level within their individual

	<p>classrooms, while the visitors presented their positions and explained their responsibilities. In addition, each student dressed in the clothing related to their chosen future employment. Individual grades have worked on various Career projects that coincided with their academic curriculums and designated character traits.</p> <p>For example, kindergarten and first grade students continue to work with their teachers to highlight their chosen character traits of caring and respect in coordination with their science curriculum. They visited such places as the Museum of National History, Hall of Science and the Fire Expo to understand the value showing kindness while working with both animals and people.</p>
<p>Achieve C or greater in Environment Section of the Progress Report in all years of the charter term.</p>	<p>Not Applicable The report no longer assigns grades.</p>
<p>Each year, the school will comply with all applicable laws, rules, regulations and contract terms applicable to charter schools including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.</p>	<p>Met BAOPCS complies with all applicable laws, rules, regulations and is in good standing with the NYC DOE and NYSED.</p>
<p>BAOPCS will meet the comparable CSD targeted percentages for English Language Learners, Students with Disabilities, and Free and Reduced lunch students.</p>	<p>Met Based on the NYSED enrollment targets calculator, BAOPCS matches the effective targets given for ELL/former ELL at 30% and Students with Disabilities at 16%.</p>
<p>Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi- monthly.</p>	<p>Met The planned enrollment is 594. We maintained enrollment within 15% with 581 on BEDS Day and ending enrollment of 576.</p>

	Achieve 80% satisfaction in the DOE Environmental survey in all years of the charter term.	Met 93 percent of parents responded positively to the survey.
Financial Goals	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	To Be Completed by Nov. 1
	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Met Financials reviewed at BOT meetings

## APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these 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 and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

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### LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- Advertising (e.g. radio, TV, newspaper, flyer) in languages other than English
- Outreach by multi-lingual staff
- Outreach to immigrant community/ies
- Outreach to specialized feeder schools and programs
- Advertising and school materials are translated as needed
- All school brochures, mailings and applications will mention that the school accommodates English language learners
- Translators available for families at school and community events, such as parent-teacher conferences, School Board and Parent Community Organization meetings
- Additional academic support throughout the school year, both during and after school for students and parents
- School website mentions the English Language Learner program

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### STUDENTS WITH DISABILITIES (SWD)

- Advertising (e.g. radio, TV, newspaper, flyer) that mentions special needs
- Outreach to specialized feeder schools and programs
- Special Education Coordinator available for families at school events, such as parent-teacher conferences and open houses.
- Guidance counselors for Elementary and Middle School students to assist with students and families
- Increased number of Integrated Co-Teaching (inclusion) classrooms to address the academic needs and support their emotional development.
- Monthly planned family presentations relating to Special Education, such as understanding the laws, the academic requirements, as well as parental support for families.
- All school brochures, mailings and applications will mention that the school accommodates students with disabilities.
- School website mentions students with special needs and the various classroom arrangements, such as ICT

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### STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- Meal program was covered at school open house, on application and during tours

- Support is offered to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program
- Recruitment occurred throughout neighborhoods surrounding the school and in the local district
- All school brochures, mailings and applications will mention that the school participates in the free/reduced lunch program
- School website mentions students who are eligible applicants for the free and reduced price lunch program.

## APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).

## APPENDIX G: SCHOOL VISIT NOTES

Two members of the Charter Authorizing Team (CAT) visited the school on March 16, 2016, met with the leadership team, and observed 15 classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of collaboration between co-teachers: The team saw consistent evidence of this.
- Evidence of small group instruction: The team saw consistent evidence of this.
- Evidence of objectives clearly posted: The team saw consistent evidence of this.
- Evidence of student engagement and voice, with students, not teachers, doing a majority of the talking in class, much of it to each other: The team saw inconsistent evidence of this.