



Office of School Design and Charter Partnerships
2014-2015

**BRONX LIGHTHOUSE CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Bronx Lighthouse Charter School	
Authorized Grades	Grades K-12
Authorized Enrollment	696
School Opened For Instruction	2004-2005
Charter Term Expiration Date	June 30, 2016
Last Renewal Term Type	Short Term (2 years)

School Information for the 2014-2015 School Year

Bronx Lighthouse Charter School	
Board Chair(s)	Rebecca Wollensack
School Leader(s)	Stacy Winitt (ES/MS), Dianne Hardcastle (HS) ¹
District(s) of Location	NYC Community School District 12
Borough(s) of Location	Bronx
Physical Address(es)	1001 Intervale Avenue, Bronx, NY 10459 (Grades K-8)
	1005 Intervale Avenue, Bronx, NY 10459 (Grades 9-12)
Facility Owner(s)	Charter Partnership Building
School Type	Elementary/Middle/High School
Grades Served 2014-2015	Grades K-12
Enrollment in 2014-2015*	661
Charter Universal Pre-Kindergarten Program	No

¹ Effective June 15, 2015, Diane Hardcastle no longer serves as the high school Principal for Bronx Lighthouse Charter School. The elementary and middle school Principal, Stacy Winitt, also left the school at the conclusion of the 2014-2015 school year. Beginning in the 2015-2016 school year, Travis Brown will serve as the Principal for the elementary and middle school, and Alix Duggins will serve as the Principal for the high school.

* 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 1-12
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	448 (Kindergarten) 278 (Grade 1) 159 (Grade 2) 152 (Grade 3) 147 (Grade 4) 110 (Grade 5) 167 (Grade 6) 77 (Grade 7) 61 (Grade 8) 92 (Grade 9) 23 (Grade 10) 13 (Grade 11) 1 (Grade 12)
Number of Students Accepted via the Charter Lottery	54
Lottery Preferences (School Year 2014-2015)**	
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	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	N/A

* 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)	Lighthouse Academies, Inc.
Other Partner(s)	Charter School Support Services, Inc.
Services Provided	<p>Lighthouse Academies, Inc. provides oversight of the school's education programs, supervision of the school's Principal and oversight of the school's business affairs. They manage the business and academic services of the school. Lighthouse Academies, Inc. establishes, implements and evaluates educational programs and provides counsel for staff development and selection, training and discipline of personnel and establishes and implements human resources systems and functions.</p> <p>Charter School Support Services (CSSS) arranges for and oversees any repairs needed for the real property at the facility. They contract development and support for third party vendor services selected by the school. CSSS conducts the annual safety walk through that includes an extensive checklist reviewed with school leadership. They develop financial plans and strategies for the school and manage lease compliance on building modifications.</p>
Management Fee	Lighthouse Academies, Inc.: \$225,000 Charter School Support Services: \$40,000

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/SchoolPortals/12/X185/default.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Longer School Day and Year	Students attend school for 8 hours a day, 190 days of the year, extending the amount of school time by about 30 school days as compared to traditional public schools.
K-12 Model	Students attend the school for 13 years, eliminating the transitions between elementary, middle, and high school, and strengthening relationships with families.
Arts Infusion	Arts infusion activates and engages students in learning activities and strengthens problem-solving and critical thinking skills – adding to overall academic achievement and school success.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	46	2
Grade 1	45	2
Grade 2	48	2
Grade 3	44	2
Grade 4	48	2
Grade 5	46	2
Grade 6	48	2
Grade 7	58	3
Grade 8	67	3
Grade 9	64	3
Grade 10	67	3
Grade 11	38	2
Grade 12	42	2
Total Enrollment	661	30

* 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.²

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.

² 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
Bronx Lighthouse Charter School	14.6%	11.3%
CSD 12	10.4%	11.0%
Difference from CSD 12 *	4.2	0.3
NYC	26.4%	28.4%
Difference from NYC *	-11.8	-17.1
New York State **	31.1%	30.6%
Difference from New York State	-16.5	-19.3

% Proficient in Mathematics		
	2012-2013	2013-2014
Bronx Lighthouse Charter School	22.2%	19.3%
CSD 12	11.3%	14.4%
Difference from CSD 12 *	10.9	4.9
NYC	29.6%	34.2%
Difference from NYC *	-7.4	-14.9
New York State **	31.1%	36.2%
Difference from New York State	-8.9	-16.9

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** 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
Bronx Lighthouse Charter School - All Students	63.5%	49.0%
Peer Percent of Range - All Students	66.0%	9.0%
City Percent of Range- All Students	47.9%	0.0%
Bronx Lighthouse Charter School - School's Lowest Third	79.0%	54.0%
Peer Percent of Range - School's Lowest Third	83.1%	0.0%
City Percent of Range - School's Lowest Third	58.4%	0.0%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Bronx Lighthouse Charter School - All Students	65.5%	41.0%
Peer Percent of Range - All Students	59.0%	0.0%
City Percent of Range- All Students	56.6%	0.0%
Bronx Lighthouse Charter School - School's Lowest Third	79.0%	62.0%
Peer Percent of Range - School's Lowest Third	72.3%	18.8%
City Percent of Range - School's Lowest Third	67.4%	14.7%

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 *	65.7%	37.1%
English Language Learner Students	30.4%	26.3%
Students in the Lowest Third Citywide	55.0%	26.4%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	54.3%	36.1%
English Language Learner Students	43.5%	10.0%
Students in the Lowest Third Citywide	57.6%	27.4%

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

Bronx Lighthouse Charter School enrolled its first class of ninth grade students beginning in the 2011-2012 school year; this cohort of students graduated at the conclusion of the 2014-2015 school year. As a result, certain high school performance data is not yet available, including data on high school graduation rates and closing the achievement gap data for the school's high school grades.

Credit Accumulation³

% 1st-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Bronx Lighthouse Charter School	91.7%	-
Peer Percent of Range	76.8%	-
City Percent of Range	81.7%	-
% 2nd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Bronx Lighthouse Charter School	92.0%	64.3%
Peer Percent of Range	88.4%	4.2%
City Percent of Range	84.6%	32.8%
% 3rd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Bronx Lighthouse Charter School	-	90.9%
Peer Percent of Range	-	80.1%
City Percent of Range	-	83.9%

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.

Regents Pass Rates

Bronx Lighthouse Charter School		
	2012-2013	2013-2014
Integrated Algebra	92.0%	90.0%
Algebra 2 / Trigonometry	-	56.1%
Comprehensive English	-	78.8%
U.S. History	-	100.0%
Chemistry	47.2%	0.0%
Physics	-	50.0%
Living Environment	88.9%	90.5%
Language Other Than English	-	88.4%

³ Credit accumulation is self-reported by charter schools to the NYC DOE. Bronx Lighthouse Charter School did not provide first-year credit accumulation data to the NYC DOE for the 2013-2014 school year.

Progress Towards Attainment of Academic Goals in 2013-2014

Academic Goals	
Charter Goals	2013-2014
1. Each year, 25% of scholars will take at least a Pre-AP/AP course and/or successfully earn credit through dual enrollment in a college course.	Met
2. Within 4 years 100% of students will take at least one AP course.	Partially Met
3. Each year, for both math and reading, kindergarten through eighth grade students will achieve an average of at least 120% (1.2 years) of their projected growth on the NWEA MAP assessments.	Met
4. Each year, for both math and reading, those kindergarten through eighth grade students in participating schools whose baseline score falls in the bottom quartile according to national norms will achieve an average of at least 150% (1.5 years) of their projected growth on the NWEA MAP assessments.	Met
5. Each year, the school will reduce its non-proficient population by 10% in ELA and Math or/and will meet the Annual Measurable Objective set by the State Education Agency.	Not Met
6. Each year, at least 50% of scholars will score above a 1450 on the SAT; 30% will score with in the top quartile on normed referenced exams or meet the college readiness benchmarks on each exam taken.	Not Met
7. Each year, at least 20% of kindergarten through eighth grade students will be in the top quartile on the NWEA MAP reading assessment and at least 30% of kindergarten through eighth grade students will be in the top quartile on the math assessment in the spring.	Met
8. Each year, 100% of students enrolled at the school since at least ninth grade will graduate high school in four years; 90% of students who join the school after ninth grade will graduate high school in four years and 100% of students who join us after ninth grade will graduate high school in five years. Note: students with special needs that are entitled to additional educational time or require additional time are exempt	N/A
9. Each year, 100% of twelfth grade graduates are accepted to at least one four-year college.	N/A
10. Each year, the school will have an average daily student attendance rate of at least 95%.	Met

Self-Reported Responsive Education Program & Learning Environment⁴

Curriculum Changes and/or Adjustments

- In the 2014-2015 school year, the school implemented the Engage NY curriculum, which is directly aligned to the Common Core Learning Standards, in kindergarten through grade eight for English Language Arts (ELA) and Math.
- Adjustments were made to the way Science and Social Studies were taught:
 - Beginning in 2014-2015, science is taught as a separate class in kindergarten through grade three in order to emphasize the importance of hands-on learning that develops critical thinking skills.
 - Beginning in 2014-2015, Social Studies is integrated into the ELA curriculum in kindergarten through grade three in order to make specific and relevant connections to the non-fiction based ELA curriculum.
 - Beginning in 2014-2015, both Social Studies and Science are taught as stand-alone classes in grades four through eight, with the gradual departmentalization supporting both mastery of the curriculum and age appropriate social development.
- Six Advanced Placement courses were added to the High School Course Catalogue.
- Senior courses were added (i.e. economics and participation in government) as the school grew to serve twelfth grade students for the first time in 2014-2015.

Interim Assessments

- All kindergarten through eighth grade students take the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment in the fall and spring (kindergarten and first grade students also take it a third time in the winter).
- All second through eighth grade students take the Achievement Network (ANet) assessments three times during the year. Those assessments are directly aligned to Common Core Learning Standards.
- Unit exams for students in grades nine through twelve are aligned to end-of-course testing targets and serve as both unit and interim assessments. The school moved to this model in the 2012-2013 academic year to decrease the total number of assessments and time dedicated to assessment, and to increase quality of unit assessments.

Approach to Data-Driven Instruction

- Kindergarten through eighth grade teachers track students' mastery of Common Core Learning Standards using both classroom and interim assessments. Data meetings are held quarterly to assess students' progress as measured on the ANet assessments and report card grades. Based on this, instructional plans are created. Teachers adjust these plans throughout each quarter under the guidance of their coaches to ensure that instruction remains responsive to the data.
- For students in grades nine through twelve, assessment results are tracked and recorded and drive development of re-teaching plans. Response to Intervention (RTI) cycles allow for teachers to modify targeted groups for intervention. Courses are coordinated based on pre-requisites, which allow for targeted and data-driven planning practices.

Philosophy on Special Education and English Language Learner Service Provision

- Students receive special education services mainly via Special Education teacher Support Services (SETSS) and related service providers. The school does accept students with Individualized Education Programs (IEPs) that require a more restrictive setting and works to accommodate those needs as best it can.
- The school's English-as-a-Second-Language (ESL) teacher provides small group instruction to English Language Learner (ELL) students.

Professional Development Opportunities

⁴ Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

- Bronx Lighthouse Charter School releases students early every Friday to allow for regular Professional Development (PD). Sessions this year have included workshops on using data effectively, creating authentic assessments, building positive classroom and school culture, and the Danielson Framework.
- All staff are encouraged to seek outside PD opportunities, and approximately 70% of the kindergarten through eighth grade staff attended external workshops during the 2014-2015 school year.

Teacher Evaluation

- The Danielson Framework is used to evaluate teachers via informal and formal observations.

Differentiated Instruction

- In kindergarten through grade eight, additional teacher support is provided via Teaching Assistants, Special Education teachers, or Academic Interventionists. The presence of a second instructor in the room allows for differentiation to occur via parallel or collaborative teaching. When only one instructor is present, differentiation is fostered via a gradual release model (allowing scholars to begin working independently at the time that they demonstrate the ability to do so) and cooperative learning groups.
- In grades nine through twelve, all teachers use lesson planning templates that include a specific planning page for subgroups of students based on their needs and performance.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received in the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - The greatest adjustment to the kindergarten through eighth grade instructional program for the 2014-2015 school year was the implementation of the Common Core Learning Standards based Engage NY curriculum. This decision was based on the poor results on the NYS ELA and Math exams in the 2013-2014 school year, as well as the analysis of report card grades for that year which demonstrated significant misalignment to those scores.

Learning Environment

- While high academic and behavioral expectations exist in the elementary and middle school, they are not consistently implemented. This is certainly an area of continued growth for the school. The new curriculum implemented in kindergarten through grade eight promotes critical thinking and complex communication skills, although again, implementation is not consistent and will be an area targeted for improvement.
- The high school program has had consistent learning environment expectations over three years, and student data indicates continued improvement. The school uses a merit system to recognize effective student habits and provide redirection for students who struggle to meet behavior expectations. This includes special incentives for students who apply for college-ready status. The school introduced some restorative justice elements to its program, and this is a priority for future years.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on June 3, 2015. Based on discussion, document review, and observation, the following was noted:

School Leadership

- School leadership reported that standards trackers are used to help teachers set goals and adjust teaching. This was the school's first year using the Engage NY curriculum; many resources were dedicated to helping teachers with planning, specifically by using Understanding By Design.
- To support teachers, the Directors of Teacher Leadership (DTLs) meet with teachers in weekly coaching sessions. Over the course of the year, DTLs conduct three formal observations, with the Principal conducting another two.
- The RTI team reviews grades and performance quarterly. In grades nine through twelve, RTI is provided in a 30-minute block four days a week. In kindergarten through grade eight, students receive additional support and previewing in the "lab" blocks. Special Education teachers plan with General Education teachers and share classroom space. Tutoring is provided to students after school. Academic intervention services are offered during specials and on Friday afternoons.

Classroom Observations

- Thirty classrooms were observed (including four of intervention or SETTS instruction), with class sizes ranging from 3 (for an intervention session) to 24, with an average of 18 students.
- Approximately half of all classrooms visited included a single teacher leading the class, with the other half of visited classrooms displaying a lead-and-assist model, lead-and-monitor, or team teaching model.
- In kindergarten through grade eight:
 - Most questions asked students for basic recall or to demonstrate understanding, with few pushing for analysis, application, synthesis or evaluation.
 - There were few observed examples of differentiation of materials, modality, tasks, products or assessment.
 - The majority of checks for understanding took the form of questioning, observing and classwork.
 - Students appeared aware of expectations for behavior and those off-task were quickly redirected. Students participated in class, but teacher talk dominated the majority of classrooms.
- In grades nine through twelve:
 - Many observed questions asked students for basic recall or to demonstrate understanding, but there were also many examples of analysis and application.
 - Several examples of differentiation were observed, including student projects on self-selected topics and assessment.
 - Many checks for understanding took the form of questioning, observing and classwork. There were also examples of peer-to-peer feedback and review of work, as well as the use of rubrics.
 - Students appeared aware of expectations for behavior and those off task were quickly redirected. Students participated in class and, in several classes, led discussions, presentations or engaged each other in group work.

Teacher Interviews

- Ten teachers were interviewed as a part of the visit.
- All teachers reported the frequent use of data to drive instruction. A majority of elementary and middle school teachers cited use of ANet results, and all high school teachers cited exam results.
- All teachers reported frequent observations that provided helpful feedback.
- A majority of teachers reported that professional development provided on Friday early release days was helpful; some reported being supported to find additional, external professional development.

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	Dianne Hardcastle	4.5
2. Principal	Stacy Winitt	1
3. Director of College Transition	Alice Choi	3
4. Director of School Culture	Alyssa Garcia	1
5. Director of School Culture	Alicia Hammond	2.5
6. Director of Student Services	Kristina Sarr	4.5
7. Director of Teacher Leadership	Kevin Golden	10
8. Director of Teacher Leadership	Christopher Stewart	1
9. Director of Teacher Leadership	Jane Tulley	1
10. School Operations Manager	Rony Thomas	4

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committees</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Rebecca Wollensack	President	Yes
2. Christian Lopez	Secretary	Yes
3. Jennifer Kim	Treasurer	Yes
4. Ken Blacklow	Trustee	Yes
5. Neal Solon	Attorney	Yes
6. Evelyn DeGonzalez	Trustee	Yes
7. Ian Roberts	Trustee	Yes
8. Tonya Anderson	Trustee	Yes
9. Vilma Calba	Trustee	Yes

Board of Trustees Committees (School Year 2014-2015)

The school did not report any committees (active or otherwise) for its Board of Trustees.

School Climate & Community Engagement

Bronx Lighthouse Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	0.0%
Instructional Staff Turnover (School Year 2014-2015)**	9.4%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	6
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> • If Yes, how many times did it meet? 	5
<ul style="list-style-type: none"> • If Yes, how many parents attended these meetings? 	10
Average Daily Attendance Rate (School Year 2013-2014)**	93.6%

* 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		Bronx Lighthouse Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	50%	47%	62%
	Most students at my school treat each other with respect.	52%	58%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	82%	74%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	93%	95%
	My child's school makes it easy for parents to attend meetings.	94%	90%	94%
	I feel satisfied with the response I get when I contact my child's school.	96%	94%	95%
Teachers	Order and discipline are maintained at my school.	86%	82%	80%
	The principal at my school communicates a clear vision for our school.	88%	85%	88%
	School leaders place a high priority on the quality of teaching.	98%	90%	92%
	I would recommend my school to parents.	80%	77%	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*	Bronx Lighthouse Charter School *	93%	82%
	NYC	83%	83%
Parents	Bronx Lighthouse Charter School	90%	57%
	NYC	54%	53%
Teachers	Bronx Lighthouse Charter School	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)	161 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Cash flow sufficient to cover 100% of liabilities (ratio should be greater than or equal to 1.00)	5.00	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)	0.98	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	0.06	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.24	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.19	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	5.75	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(68,201)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$(299,463)	Weak

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	9
Number of Board Members Required per the Bylaws	5
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	3
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	2
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*	7 / 9

* Section 2851(2)(c) of the NYS Charter Schools 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 ⁵	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	No
Immunization Record ⁶	Yes
Insurance	Yes
Lottery	Yes
Annual Report/Financial Audit Submitted to SED and Posted	Yes

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:
64	15	23.4%	64	100.0%	0%	0%

⁵ The NYS 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.

⁶ The Department of Health standards require an immunization rate of 99%.

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	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	No
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	No
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	No
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: 13 / 2% Out of School Suspensions: 88 / 9%	

*Suspensions during the 2014-2015 school year as of April 1, 2015.

Enrollment and Retention Targets⁷

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.

⁷ 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 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, Bronx Lighthouse Charter School served:
 - a lower 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 lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a lower percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- In school year 2014-2015, Bronx Lighthouse Charter School retained:
 - a higher 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 percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a higher 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)	Bronx Lighthouse Charter School	93.4%	93.3%
	Effective Target	94.1%	93.9%
	Difference from Effective Target	-0.7	-0.6
Students with Disabilities (SWD)	Bronx Lighthouse Charter School	17.3%	15.9%
	Effective Target	17.8%	17.8%
	Difference from Effective Target	-0.5	-1.9
English Language Learners (ELL)	Bronx Lighthouse Charter School	9.7%	9.8%
	Effective Target	22.4%	22.2%
	Difference from Effective Target	-12.7	-12.4

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Bronx Lighthouse Charter School	83.0%	-
	Effective Target	80.3%	-
	Difference from Effective Target	+2.7	-
Students with Disabilities (SWD)	Bronx Lighthouse Charter School	76.4%	-
	Effective Target	75.7%	-
	Difference from Effective Target	+0.7	-
English Language Learners (ELL)	Bronx Lighthouse Charter School	87.1%	-
	Effective Target	75.2%	-
	Difference from Effective Target	+11.9	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-11	K-12
Enrollment	637	661
CSD(s)	12	12

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 no plans to expand or replicate; the school is currently at scale.
- The school will hire a full time family coordinator for the 2015-2016 school year (the position was vacant in 2014-2015) in order to promote parent and community engagement.
- The school is considering adding an Integrated Co-Teaching (ICT) model of special education in the next charter term which would provide a wider range of services for special education services.

Please note that the school's identification of future plans as presented above does not construe application by the school or approval by the NYC DOE of any associated revision. The information presented above is for informational purposes only; it reflects proposed, not approved, future plans of the school. A formal non-material or 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.