



Office of School Design and Charter Partnerships
2013-2014

BRONX ACADEMY OF PROMISE CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2013 – 2014 SCHOOL YEAR

Part 1: School Overview

School Information for the 2013-2014 School Year

Name of Charter School	Bronx Academy of Promise Charter School
Board Chair(s)	Rev. Dr. S. Michael Carrion
School Leader(s)	Catherine Jackvony
Management Company (if applicable)	N/A
Other Community Partner(s)	N/A
District(s) of Location	NYC Community School District 9
Physical Address(es)	1349 Inwood Avenue, Bronx, NY 10452
Facility Owner(s)	Private

School Profile

- Bronx Academy of Promise Charter School (BAPCS) is an elementary and middle school, which served 524 students¹ in grades K-7 during the 2013-2014 school year. It opened in 2008-2009 and is under the terms of its second charter. The school's authorized grade span is K-8, which it will reach in the 2014-2015 school year.
- The school is located in privately-operated facilities in the Bronx within Community School District (CSD) 9.²
- Bronx Academy of Promise Charter School enrolls new students in kindergarten, although it accepts lottery applications and backfills empty seats in all other grades. There were 1,771 students on the waitlist after the Spring 2013 lottery.³ The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 94.6%.⁴
- Bronx Academy of Promise Charter School was renewed during the 2012-2013 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The school leadership includes Catherine Jackvony, Principal, who joined the school in March 2011, and Lex Lovell, Assistant Principal, who joined the school in August 2013.
- The school has 50 instructional staff members.⁵ Its student to staff ratio is 11:1. The school has three sections per grade and an average class size of 22.
- The lottery preferences for Bronx Academy of Promise Charter School's 2013-2014 school year included the New York State Charter Schools Act's required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school.⁶

¹ Enrollment reflects ATS data from 10/31/13.

² NYC DOE Location Code Generation and Management System database.

³ Self-reported information from school-submitted data collection form on 2/14/14.

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

⁵ Self-reported information from school-submitted data collection form on 2/14/14.

⁶ Information from Bronx Academy of Promise Charter School's 2013-2014 application.

Part 2: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data through 2012-2013

ES/MS Students scoring at or above Level 3 on the NYS assessment, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
Bronx Academy of Promise Charter School	44.6%	26.0%	48.9%	19.4%
CSD 9	28.2%	31.9%	31.6%	10.8%
Difference from CSD 9	16.4	-5.9	17.3	8.6
NYC	46.5%	49.5%	51.2%	26.8%
Difference from NYC	-1.9	-23.5	-2.3	-7.4
New York State	53.2%	52.8%	55.1%	31.1%
Difference from New York State	-8.6	-26.8	-6.2	-11.7

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
Bronx Academy of Promise Charter School	62.7%	36.1%	66.1%	24.9%
CSD 9	36.8%	40.6%	42.9%	13.5%
Difference from CSD 9	25.9	-4.5	23.2	11.4
NYC	54.3%	58.5%	62.6%	31.7%
Difference from NYC	8.4	-22.4	3.5	-6.8
New York State	61.0%	63.3%	64.8%	31.1%
Difference from New York State	1.7	-27.2	1.3	-6.2

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

Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	B	F	A	B
Student Progress	A	F	A	C
Student Performance	B	D	B	B
School Environment	A	A	A	A
Closing the Achievement Gap Points	8.3	0.0	3.5	1.8

Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to the New York State Education Department (NYSED), Bronx Academy of Promise Charter School fully met six of the 17 academic performance goals identified in its charter and has not yet met 11 of the 17 academic goals identified in its charter.

Responsive Education Program & Learning Environment⁷

- In June 2013, teachers met by grade level with the school's principal and literacy coach to revise their ELA curriculum maps and unit plans. These efforts focused on increasing both overall instructional rigor as well as alignment of authentic performance tasks to Common Core Standards. The school also made a substantive purchase of non-fiction materials to support its instructional shift toward a better balance of fictional and informational texts.
- Based on a comparative analysis of mid-year Developmental Reading Assessment (DRA) level growth to that of students in the prior school year, which showed that students needed additional support in phonics, the school revised its current ELA curriculum maps to include a phonics continuum throughout all grade levels.
 - The school continues to use the DRA to gauge student growth in ELA throughout all grade levels.
- BAPCS continues to use grade-level Data Teams to disaggregate data on students' academic progress, as well as to ascertain the needs of individual and groups of students. This year, the school began integrating PE, Art, Music, and Technology teachers into the Data Teams to build consistency and accountability for all subject areas.
- In the 2013-2014 school year, the school's Academic Intervention Service (AIS) and English Language Learner (ELL) teachers created their own Data Team to address the needs of their students on a more individualized basis.
- The school's ELL teachers have increased the amount of time they spend collaborating with general education classroom teachers in addition to co-teaching with grade-level teachers.
- Teachers who have been designated as co-teachers for AIS, ELL or Special Education classrooms have attended professional development (PD) workshops and seminars relating to these methods of intervention and classroom support.
- BAPCS continues to provide AIS in ELA and math, with a focus on co-teaching and push-in services. In the 2013-2014 school year, the school hired an additional teacher to support the increased number of students eligible for AIS. The school's new seventh grade Science, Social Studies and math teachers also supported the AIS program in the middle school grades.
- BAPCS's 2012-2013 teacher evaluations, based on the Danielson rubric, revealed that indicator 3B (Using Effective Questioning and Discussion Techniques) was an area of growth for teachers. As a response, in August 2013 the school partnered with the Great Books Foundation to hold a school-wide, two-day PD workshop where teachers were instructed in the Shared Inquiry method and process for classroom questioning and facilitating discussions. This material was reinforced throughout the school year through the school's new requirement that teachers include Shared Inquiry questions in lesson plans.
- The school also partnered with the Leadership and Learning Center to provide an additional school-wide PD focused on student improvement goals. This session focused on three specific growth areas: updates on new developments in the Common Core standards, components of rigorous instruction, and authentic performance tasks.

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

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

Governance Structure & Organizational Design

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and the school's website, the NYC DOE notes the following:

- The Board has seven board members, all voting, including a parent representative. The Board Chair, Rev. Dr. Michael Carrion, has been on the Board since July 2008.
- As evidenced by Board rosters, there was no Board member turnover during school year 2013-2014.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic and operational performance to the Board and its committees.
- The school has publicly posted Board minutes from its September 2013 through November 2013 meetings on its website.

School Climate & Community Engagement

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, the NYC DOE notes the following:

- The school has not experienced leadership turnover during school year 2013-2014. Per its Board minutes, the school added an assistant principal to its leadership team in September 2013.
- Instructional staff turnover from the 2012-2013 school year was 12%, with two out of 41 instructional staff members choosing not to return and three out of 41 instructional staff members not being asked to return for the 2013-14 school year. As of February 2014, one teacher employed at the beginning of the school year no longer works there.⁸
- As of February 2014, average daily attendance for students during that school year was at 94.6%; the school's charter goal is at least 95%.⁹
- Student turnover from the end of school year 2012-2013 to the beginning of 2013-2014 was 7.2%, and 1.4% of students left the school between the start of the school year and February 2014.¹⁰
- As evidenced by its self-evaluation form, the school reports having a Parent/Teacher Organization (PTO).¹¹

2012-2013 NYC School Survey Results¹²

Categories	Result	Community	Response Rate	Citywide Rate
Academic Expectations	Above Average	Parents	76%	54%
Communication	Above Average	Teachers	100%	83%
Engagement	Above Average	Students	98%	83%
Safety & Respect	Well Above Average			

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

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

¹⁰ Self-reported information from school-submitted data collection form on 2/14/14.

¹¹ Self-reported information from school-submitted self-evaluation form on 2/14/14.

¹² Results are particular to the school type as identified in the 2013 School Survey.

Financial Health

Near-term financial obligations:

- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for more than two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-2014 budget to the actual enrollment at the end of the school year indicates that the school met its enrollment target, supporting its projected revenue.
- The school is meeting its debt obligations.

Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years, and in FY13, the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 to FY13, the school generated overall positive cash flow from FY11 to FY13, and the school had positive cash flow in each measurable year.

Annual Independent Financial Audit:

- An independent audit performed for FY 13 showed no material findings.

Essential Question 3: Compliance with charter and all applicable laws and regulations?

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

Board Compliance

The Board is in compliance with:

- The Board's membership size falls within the range of five to 15 members outlined in the school's charter and in the Board's bylaws.

The Board is out of compliance with:

- The Board has held the number of Board meetings outlined in its bylaws (10); however, this does not adhere to the charter law's requirement for the number of meetings per calendar year (12).
- Currently, the Board has filled the positions of Chair and Secretary but not Vice-Chair or Chief Financial Officer, all of which are officer positions outlined in its bylaws.

School Compliance

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

- All staff members have appropriate fingerprint clearance.
- The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification.
- The school has submitted insurance documents to the NYC DOE.
- The school has the required number of staff with AED/CPR certification.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school had initially publicized an application deadline of March 28, 2014, which does not adhere to the charter law's requirement of accepting applications up to at least April 1. However, the school subsequently reported that this was a clerical error and it accepted applications up to and including April 3, 2014 and held its public lottery on April 4, 2014.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- The school has posted its 2012-13 NYSED Annual Report and annual audit to its website, as specified in charter law.

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- The Board and the school's facility owner have entered discussions regarding the lease of a gymnasium/auditorium to be built on a lot adjacent to the school building, potentially by Fall 2015.
- The Board continues its negotiations with the local chapter of the teachers' union regarding its proposed teacher contract for the next three years, with teacher evaluations being the last item requiring resolution.

Enrollment and Retention Targets

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English language learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- In 2013-2014, Bronx Academy of Promise Charter School served a higher percentage of students who qualified for free or reduced price lunch compared to citywide but not CSD 9 averages. The school served a higher percentage of English Language Learners than the citywide average and a comparable percentage to that of CSD 9. The school served a lower percentage of students with disabilities compared to both CSD 9 and citywide averages.

Special Populations

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
	School	86.7%	93.5%	90.1%	90.2%	88.9%	10.5%	12.0%	11.6%	11.7%	12.8%	20.6%	23.3%	22.4%	22.9%
CSD 9	83.8%	86.3%	88.0%	88.5%	91.5%	16.8%	17.1%	16.4%	16.7%	18.3%	26.2%	26.9%	25.8%	24.7%	23.4%
NYC	62.1%	65.3%	68.1%	69.8%	73.5%	15.9%	15.9%	15.7%	16.1%	17.1%	16.1%	16.1%	15.5%	15.0%	14.7%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-3	K-4	K-5	K-6	K-7
CSD(s)	9	9	9	9	9

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.