



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report for Bronx Community Charter School

SCHOOL YEAR 2015-16

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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 Community Charter School (BCCS) is an elementary and middle school located in the Norwood neighborhood of the Bronx. The school is located in a private space in Community School District 10.¹

BCCS is currently in its third charter term. The school operates under a collective bargaining agreement with the teachers, supervisors, and paraprofessionals' unions as voted upon by the teachers.

The school leadership team is comprised of the following individuals: Co-Director, Marth Andrews, with the school for eight years; Co-Director Sasha Wilson, with the school for eight years; Middle School Principal, Nicole Scariano, with the school less than a year; Director of Student Support, Jeannine King, with the school six years; Dean of Discipline, Antoinette Bradley, with the school six years.

SCHOOL HIGHLIGHTS

In 2014-15, BCCS students in grades three to five outperformed the Community School District 10 in both English Language Arts (ELA) and Math. Math proficiency average at BCCS was 30.8% and the district average was 25.8% and ELA proficiency average was 20% and the district average was 18.4%.

Further, BCCS students represent a diverse cross section of the local CSD including a student population that is 54% Latino 38% African and African American, 4% Asian, and 4% White. Further, 84% of BCCS students qualify for free or reduced priced lunch and more than half of BCCS students speak a language other than English or in addition to English at home. There are 18 different home languages spoken by BCCS students.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

Bronx Community Charter School	
DBN	84X398
School Leader(s)	Martha Andrews, Sasha Wilson
Board Chair(s)	Ariel Behr
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	10
Physical Address(es)	3170 Webster Avenue, Bronx, NY 10467
Facility Owner(s)	Private
Enrollment ²	412
Grades Served	K-6

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Ariel Behr	Chair	Finance and Executive	7	4/4
2. Daniel Osorio	Treasurer	Finance and Executive	2	3/4
3. Cynthia Rogers	Secretary	Education	9	3/4
4. Beverly Falk	Trustee	Education	9	2/4
5. Gil Schmerler	Trustee	Education	1	4/4
6. Noah Doyle	Trustee	Finance and Executive	2	1/4
7. Stephanie Woo	Family Representative		2	2/4

² According to ATS data as of October 14, 2015.

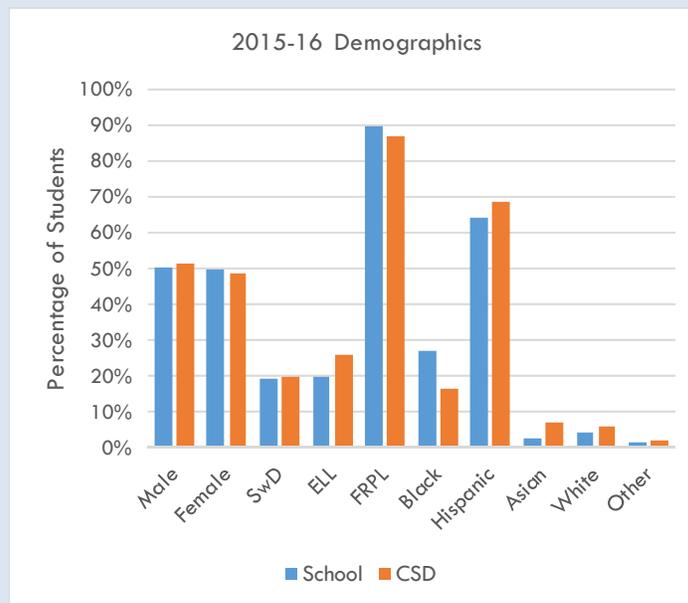
³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

CHARTER AUTHORIZATION PROFILE

Bronx Community Charter School	
School Opened For Instruction	2008-2009
Date of First Renewal	2012-2013
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2020
Current Authorized Grade Span	K-8
Current Authorized Enrollment	520

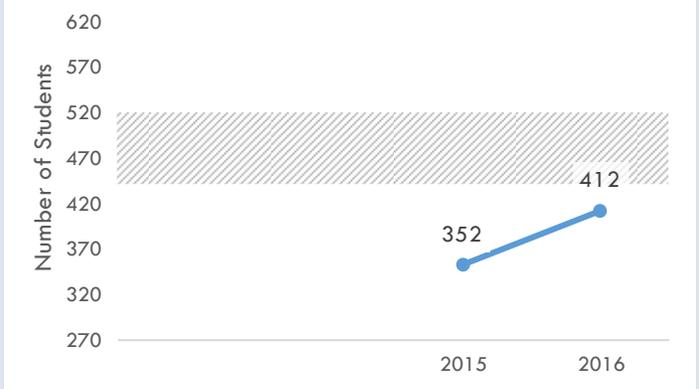
BCCS name was previously renewed for a full five year term in the 2014-15 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS⁴



⁴ Schools are permitted to fall below 15% below authorized enrollment until they are fully enrolled. The school is not yet fully grown.

Actual Enrollment Compared to Authorized Enrollment



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

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

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;

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)

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:

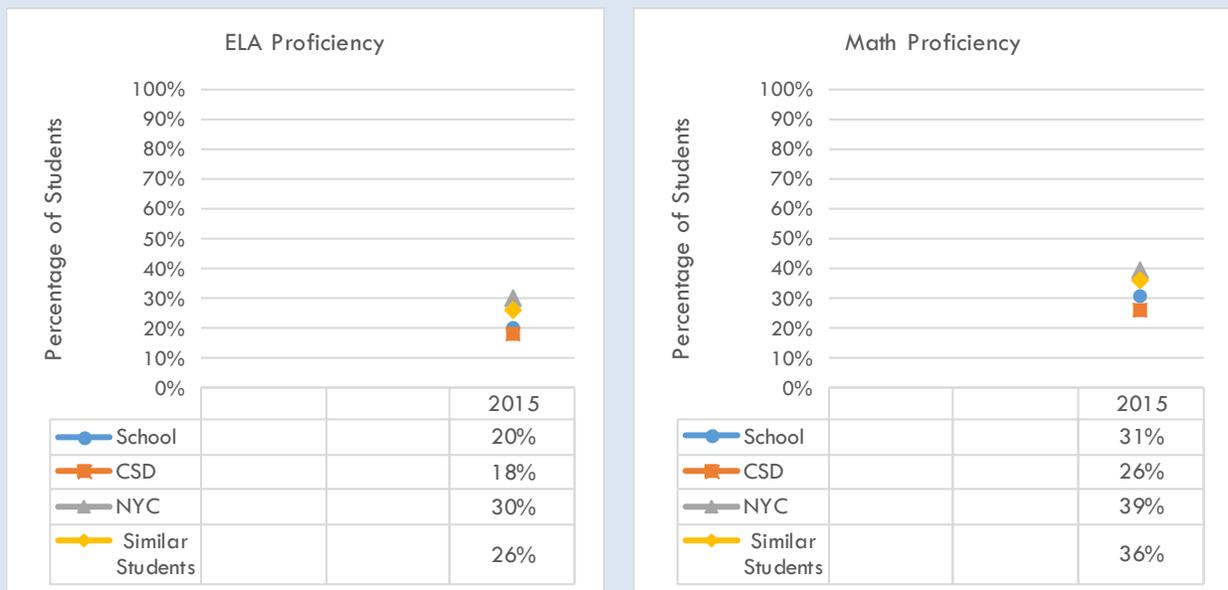
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁵

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.⁶ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁷



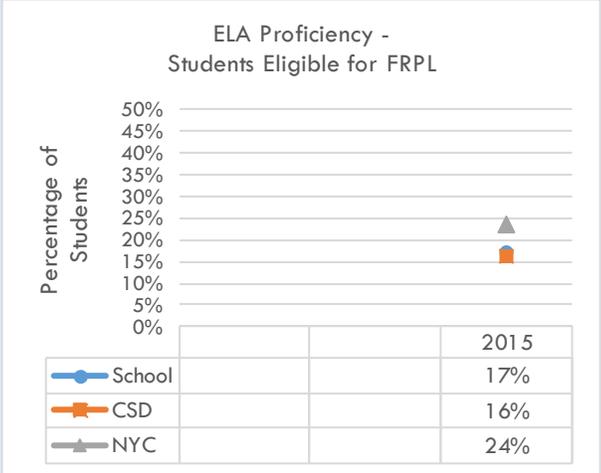
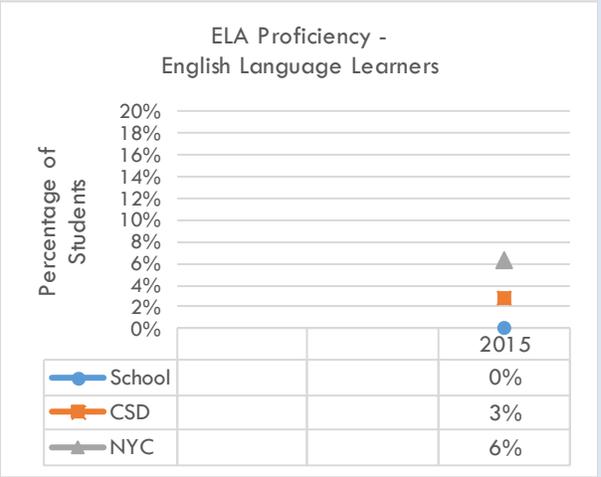
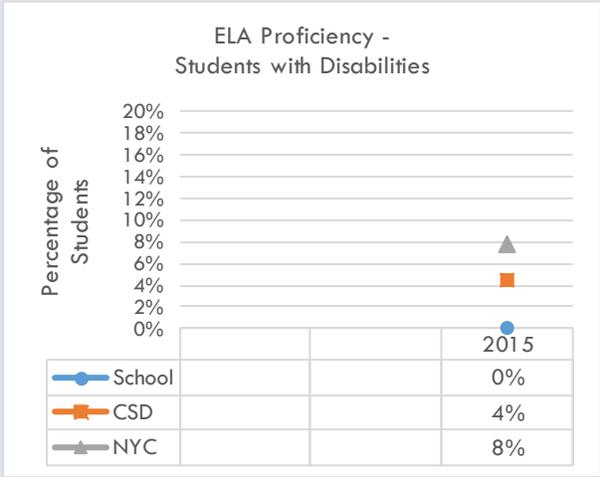
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS

⁵ 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.

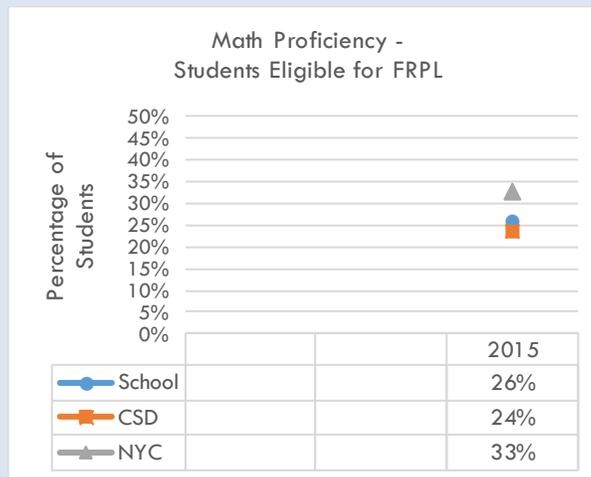
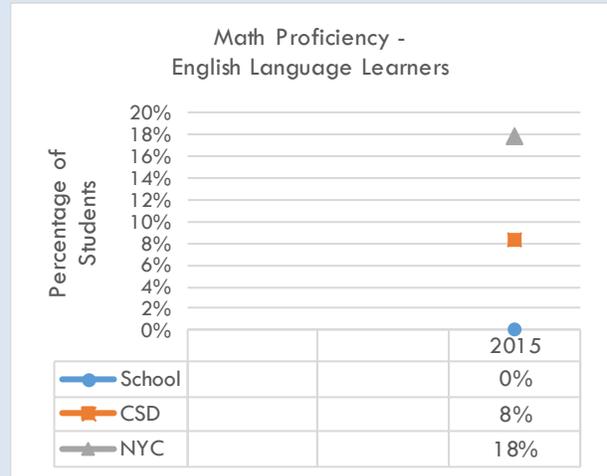
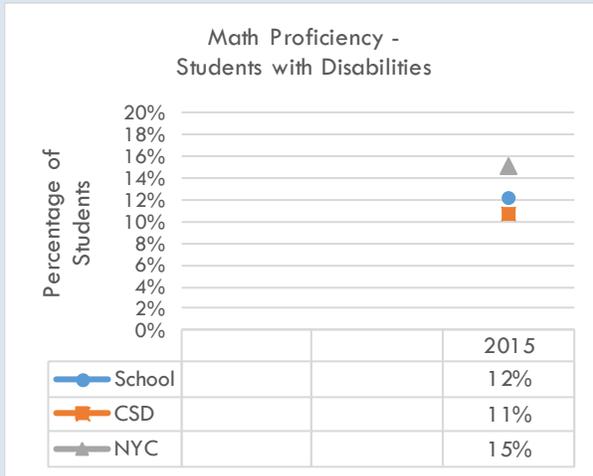
⁶ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core 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.

⁷ 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.



CLOSING THE ACHIEVEMENT GAP – MATH



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.

KNOWING STUDENTS AS INDIVIDUALS

BCCS gives individualized assessments several times over the course of the year. Teachers write extensive narrative and checklist reports on each child 3 times each year. Child study protocols are used to dig deeply into exceptional students' learning profiles. Instruction is tailored to meet individual needs.

HANDS-ON LEARNING

Students engage in project based learning to deepen their social studies and content understandings.

RICH ARTS EXPERIENCES

Students work with a dance teacher, a drumming instructor, and a visual arts teachers who are all professionals in their fields. Students also attend performances and visit museums and galleries throughout the year.

POWERFUL STANDARDS-BASED CURRICULUM

Teachers, coaches, and school leaders work hard to know the BCSS and to design instruction that will ensure academic growth and achievement.

TECHNOLOGY INTENSIVE

Students throughout the school engage in technology, learning both skills and ways of thinking through coding, engineering, and robotics.

GOVERNANCE

The Board of Trustees consists of seven members. The number of Board members is consistent with the minimum of seven and maximum of 17 members established in the Board's bylaws.

The Board has two populated committees – finance and executive. Their bylaws also call for a standing Educational Accountability committee, which is not currently populated.

The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. Their 2015-16 meeting calendar called for 10 meetings. They have met four times between July 1, 2015 and February 1, 2016.

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.

SUPPORTIVE ENVIRONMENT

<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	Compliant	

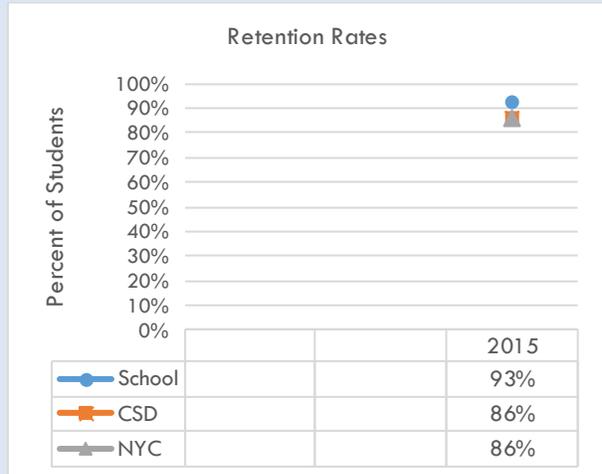
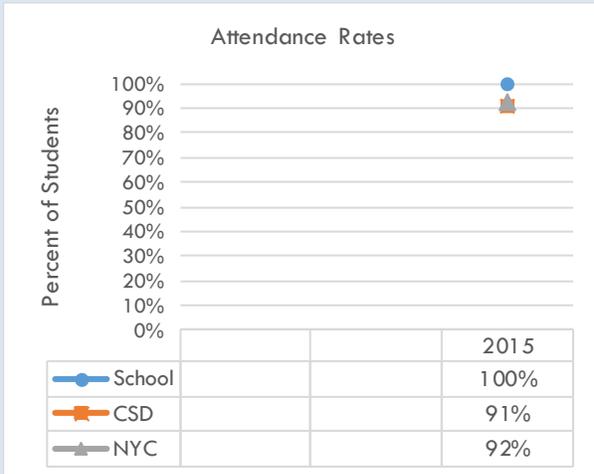
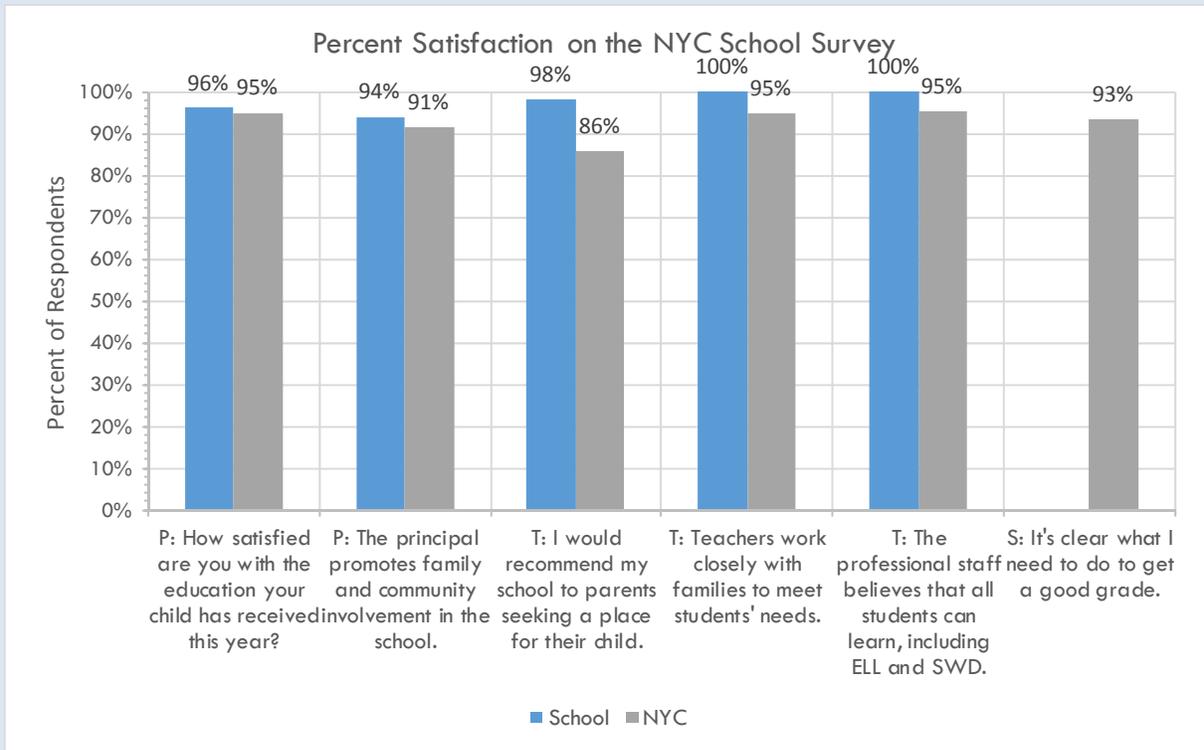
OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school failed to submit their ACR materials on time.
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 ⁸	Compliant	

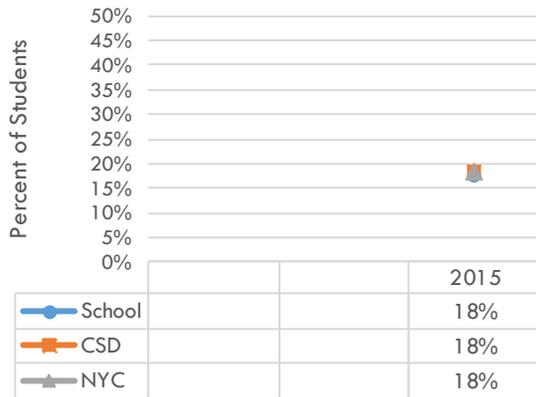
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

⁸ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

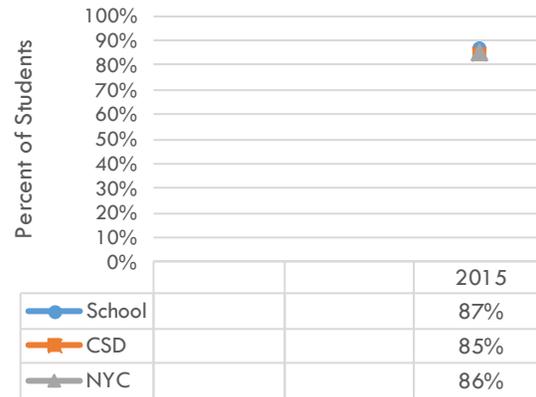
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (lease, certificate of occupancy, certificate of insurance, fire and safety inspections)	Compliant	The school has a temporary certificate of occupancy on file.
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	One staff member began working before fingerprint clearance was complete in 2015-16.
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	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	



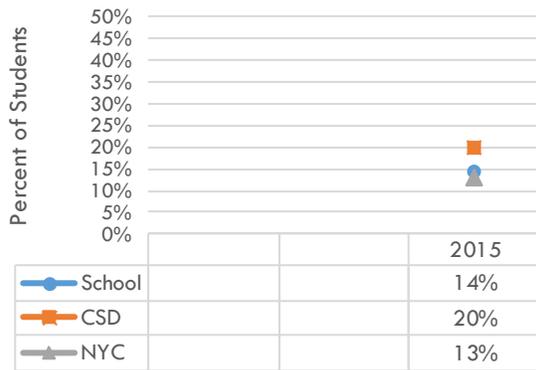
Enrollment Rates - Students with Disabilities



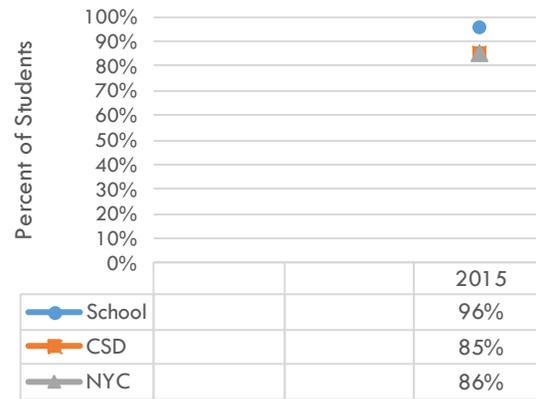
Retention Rates - Students with Disabilities



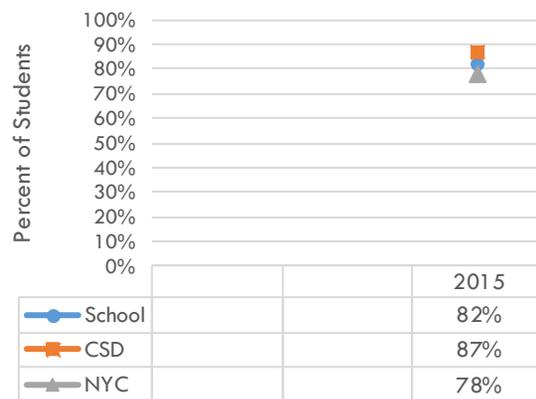
Enrollment Rates - English Language Learners



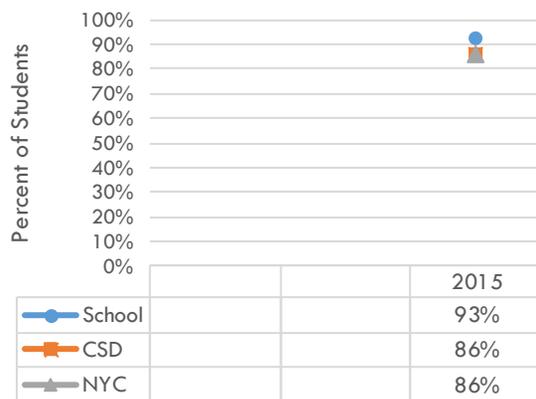
Retention Rates - English Language Learners



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 Community Charter School in support of Essential Question 3:

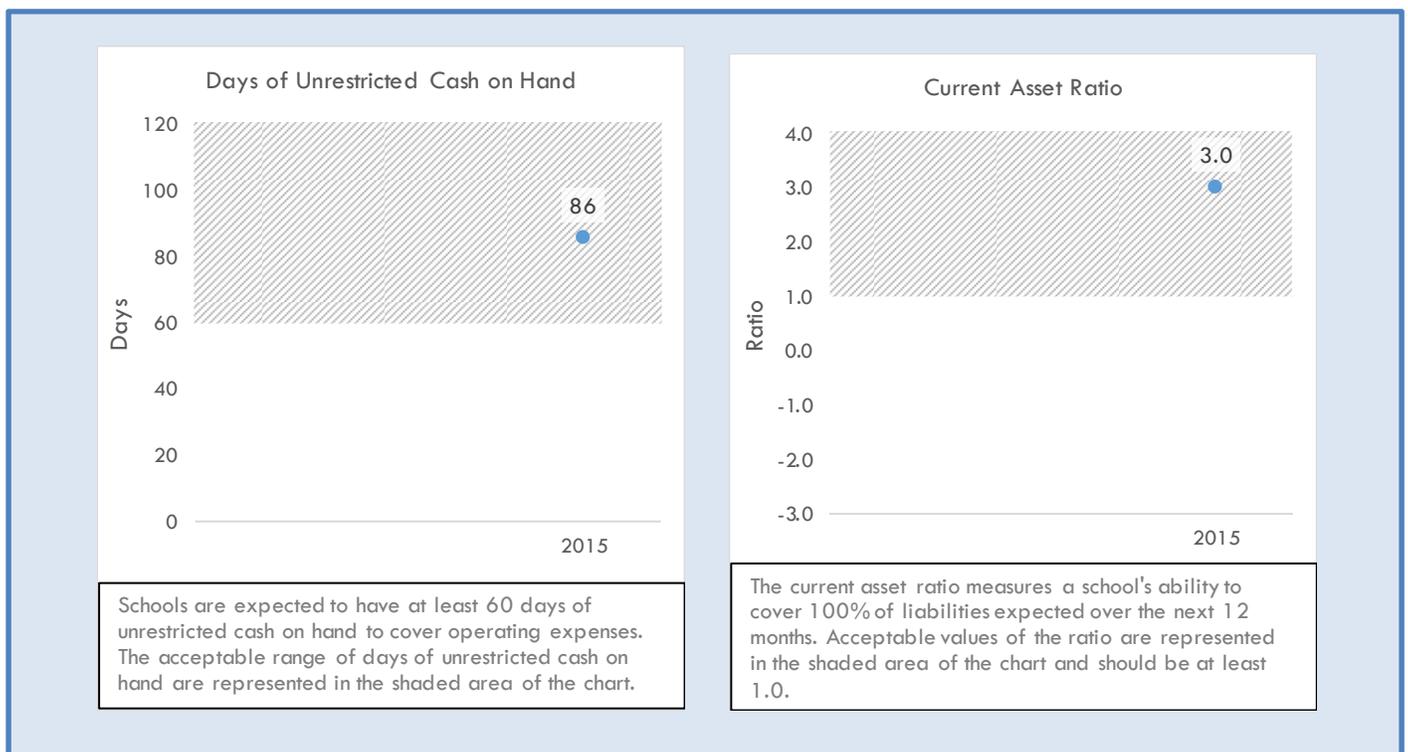
- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

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

SCHOOL FINANCES

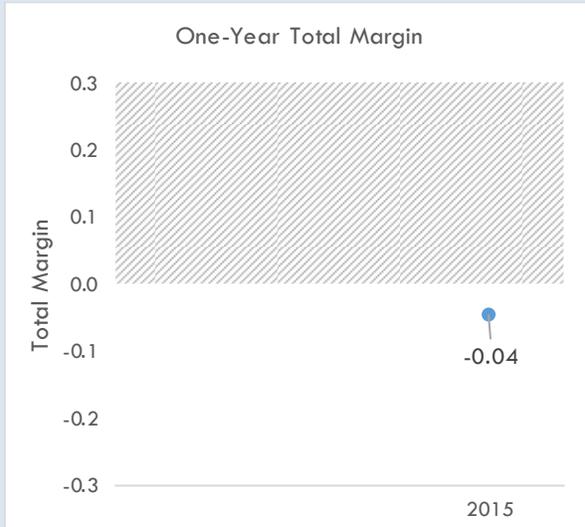
An independent audit performed for fiscal year 2015 (FY15) no material findings. The school has \$75,000 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹

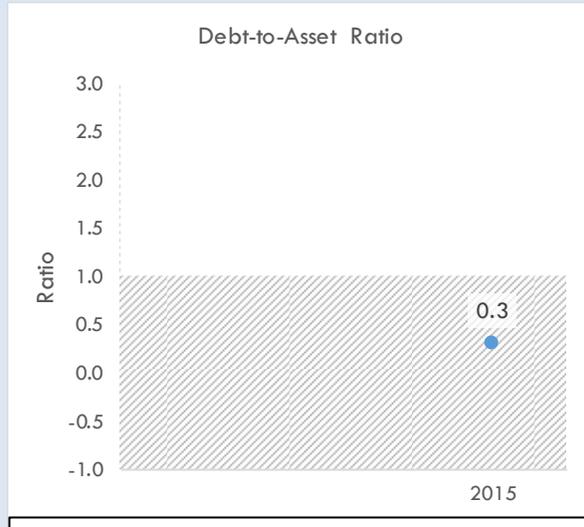


⁹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

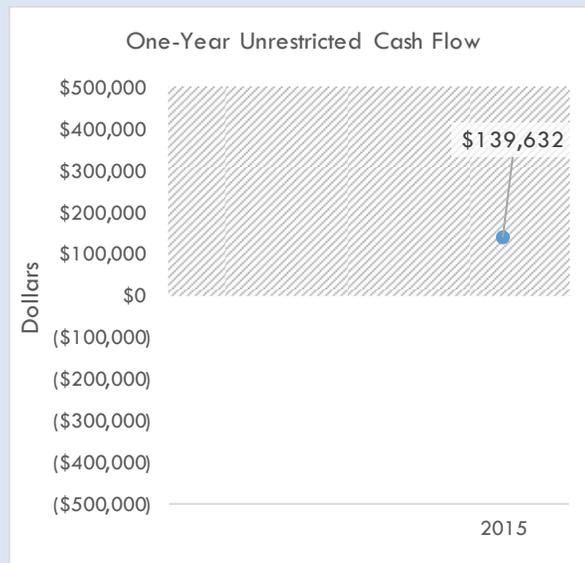
LONG-TERM FINANCIAL SUSTAINABILITY



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.

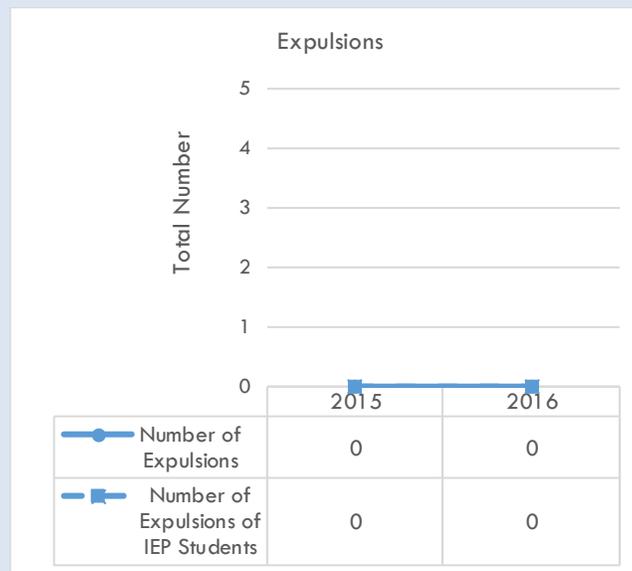
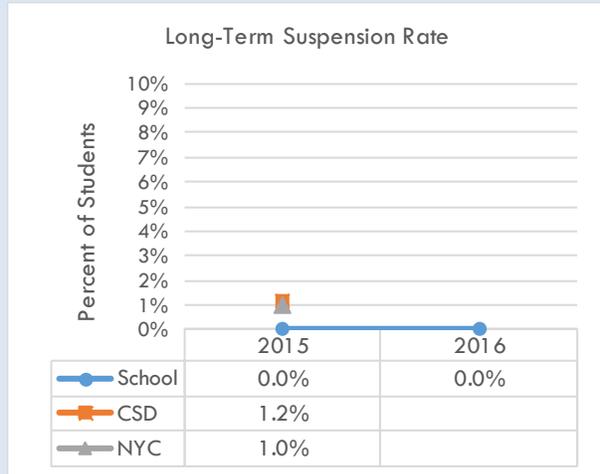
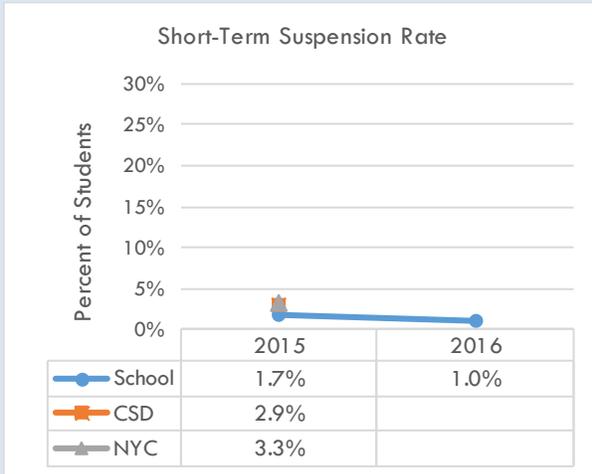
APPENDIX A: SCHOOL OVERVIEW

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	185
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	No
Sections per Grade	Grade K: 2 Sections Grade 1: 3 Sections Grade 2: 3 Sections Grade 4: 2 Sections Grade 5: 2 Sections Grade 6: 2 Sections
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-6
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	614
Number of Students Accepted via the Lottery (School Year 2015-16)	40 (Grade K), 9 (Grade 1), 8 (Grade 2), 5 (Grade 3), 3 (Grade 4), 4 (Grade 5), 12 (Grade 6)
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	Yes
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	No

SUSPENSION AND EXPULSION RATES¹⁰



¹⁰ 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
Bronx Community Charter School			
Grade 3	22%	40%	18%
Grade 4	22%	31%	21%
Grade 5	18%	21%	20%
DIFFERENCE FROM CSD			
Grade 3	4%	23%	-1%
Grade 4	5%	12%	2%
Grade 5	1%	4%	4%

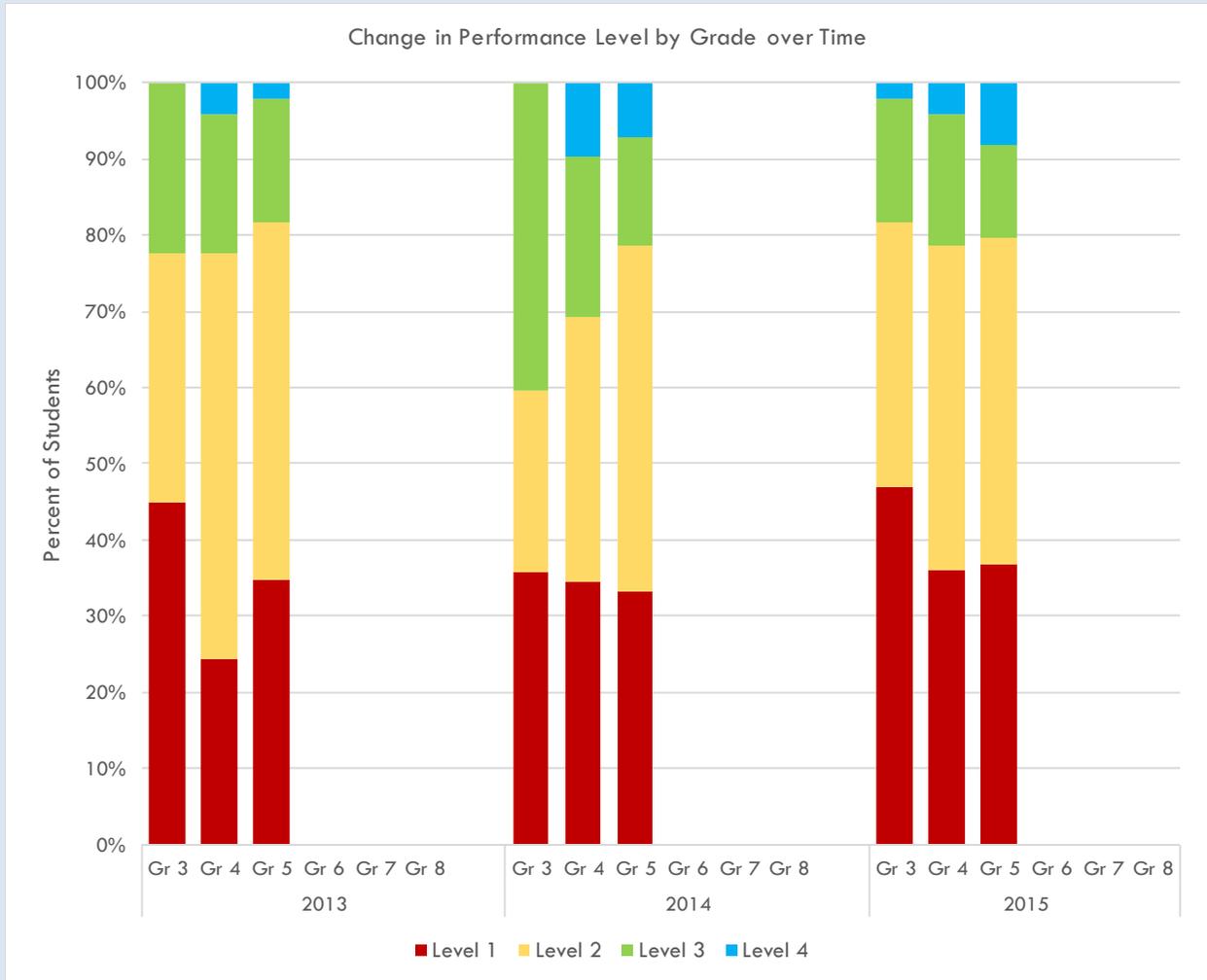
GRADE-LEVEL PROFICIENCY IN MATH

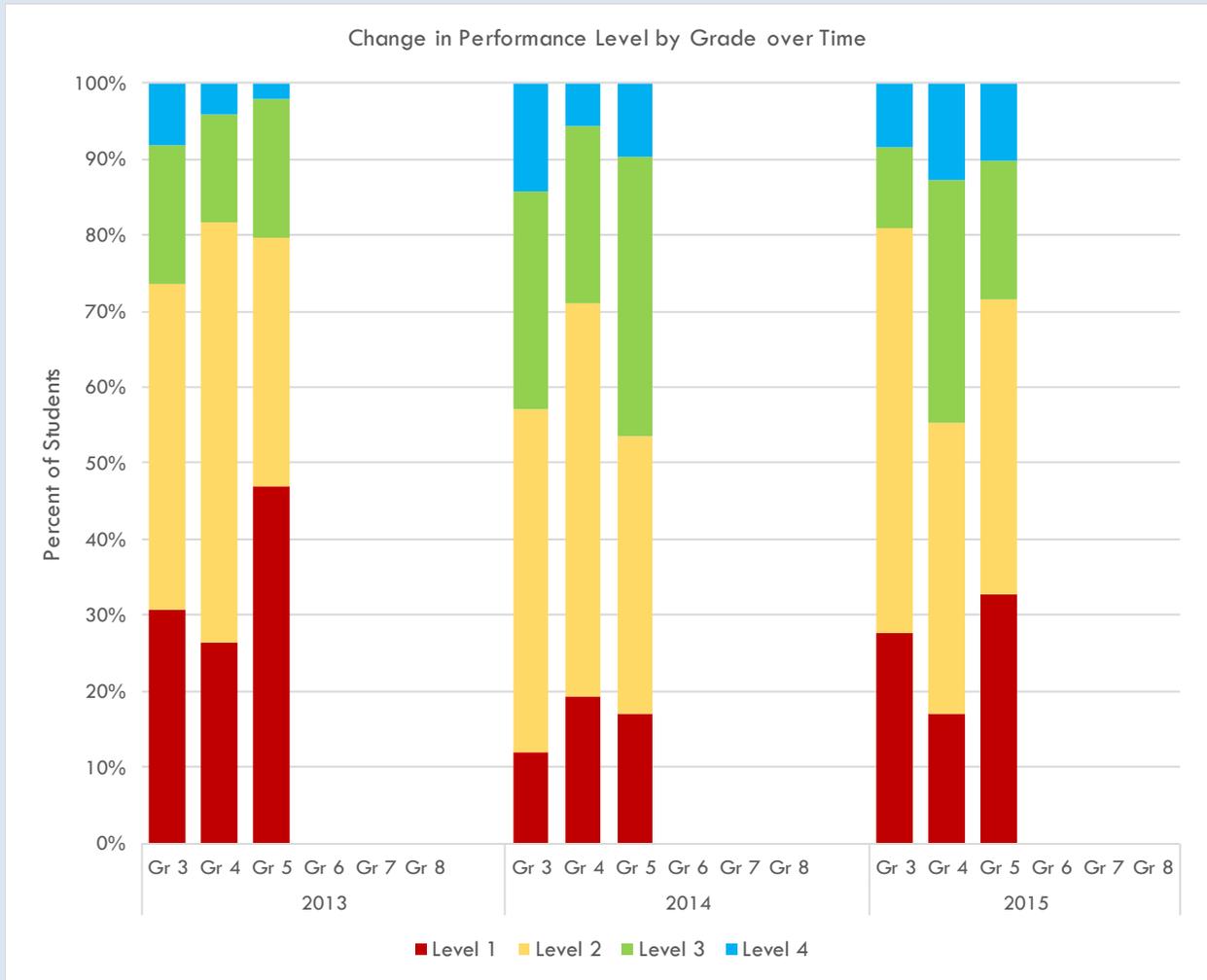
	2012-2013	2013-2014	2014-2015
Bronx Community Charter School			
Grade 3	27%	43%	19%
Grade 4	18%	29%	45%
Grade 5	20%	46%	29%
DIFFERENCE FROM CSD			
Grade 3	5%	16%	-6%
Grade 4	-7%	1%	17%
Grade 5	3%	22%	4%

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 year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 6 of 10 applicable academic charter goals in its most recent year
- Operational Goals:
 - 4 of 4 applicable operational charter goals in its most recent year
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals		2014-15
Academic Goals	Each year, 75% of Kindergarten-5th graders will perform at or above Benchmark Grade Levels on the Fountas and Pinnell assessment.	Partially Met
	75% of 3rd through 5th graders who are enrolled on the test date Assessments of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS ELA.	Not met. 20% of BCCS 3rd-5th graders performed at a level 3 or above in 2014-15.
	Each year, the percentage of students at BCCS performing at or above Level 3 on the NYS ELA examination in each tested grade will be greater than that of Community School District 10.	Met. BCCS outperformed CSD 10.
	Each year, the percentage of students performing at or above Level 3 on the NYS ELA exam NYC in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC Department of Education and based on the similar	<i>Left blank by school</i>

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹² 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>school categories generated by the NYS Education Department and the NYC Department of Education.</p>	
<p>Returning 3rd grade students will reduce by one-half, the gap between their average score in the previous year's administration of the Terra Nova or other nationally-normed reading test, and their average score in the current year. If a grade-level cohort exceeds the national average in the previous year, the cohort will show at least an increase in the current year</p>	<p>Our students out performed the national average and demonstrated growth from the prior year.</p>
<p>75% of 3rd through 5th graders who are enrolled on the test date of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS Mathematics examination.</p>	<p>Not met. 30% of students at BCCS performed at level 3 or above in the math test.</p>
<p>Each year, the percentage of students at BCCS performing at or above Level 3 on the NYS Mathematics exam in each tested grade, will be greater than that of Community School District 10.</p>	<p>Met. BCCS outperformed community school district 10 and 4th grade outperformed NYC and NYS.</p>
<p>Each year, the percentage of students performing at or above Level 3 on the NYS Mathematics exam in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC Department of Education and based on the similar school categories generated by the State Education Department and the NYC Department of Education.</p>	<p>This data is not yet available.</p>
<p>Returning 3rd grade students will reduce by one-half the gap between their average score in the previous year's administration of the Terra Nova, a nationally-normed math test, and their average score in the current year. If a grade-level cohort exceeds the national average in the previous year, the cohort will show at least an increase in the current year.</p>	<p>Our students out performed the national average and demonstrated growth from the prior year.</p>
<p>Each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on the previous year's NYS Mathematics exam and 75% at or above Level 3 on the current year's NYS Mathematics exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the</p>	<p>Not met.</p>

	cohort will show at least an increase in the current year.	
	75% of 4th graders who were enrolled on the test date of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS Science examination.	Met.
	Each year, the percentage of students performing at or above Level 3 on the State Science exam in each tested grade will be greater than that of Community School District 10.	Met. BCCS outperformed CSD 10.
Operational Goals	Each year, parents will express satisfaction with BCCS' program, based on the school's Family Survey, in which at least 90% of all parents provide a positive response to each of the survey items.	Over 90% of families at BCCS provided positive responses on the annual School Survey from 2014-15.
	Each year, 95% of all students enrolled during the course of the school year, will return the following September, excluding those students who have moved.	Over 95% of students enrolled in 2013-14 returned to BCCS in 2014-15, excluding those whose families made geographical moves.
	The school will have a daily attendance average of at least 95%.	BCCS met this goal.
	Each year, BCCS will comply with all applicable laws, rules, regulations and contract terms 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.	BCCS is in compliance with all applicable laws, rules, and regulations.
Financial Goals	The School will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	BCCS received a clean audit.
	Each year, BCCS will operate on a balanced budget and maintain a stable cash flow.	BCCS operated with a balanced budget and maintained a stable cash flow in 2014-15.

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.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

In 2013-14, BCCS implemented a lottery preference for English language learners. This preference means that students who are classified as ELL will have a preference in the lottery over those who are not. In this way, continue to increase the number of English Language Learners and move towards a percentage that is comparable to that of District 10 as a whole.

STUDENTS WITH DISABILITIES (SWD)

BCCS has made connections with local special needs schools, including the Herbert Birch Centers, and has also encouraged CPSE to publicize the BCCS lottery to families with entering kindergartners. The work of the Director of Student Support and additional special education certified teachers is to deepen and expand these connections, and we are confident that our percentage of students with special needs will continue to increase and match the district percentage.

Each year, the percentage of special education certified teachers at BCCS has increased. In the 2015-16 school year, every one of our classrooms will have one full time certified special education teacher in addition to a general education teacher. There are an additional 3 special education certified teachers on staff. We have a full time counselor. We contracted speech, occupational therapy and physical therapy services. BCCS works closely with the Special Education Collaborative at the NYC Charter Center, independent consultants, and Branching Minds to provide professional development for teachers and advocacy and other tools for families. The Director of Student Support works in conjunction with the Intervention Coordinator to coordinate these services.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

No efforts described.

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.