



Office of School Design and Charter Partnerships
2014-2015

BRONX ACADEMY OF PROMISE CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Bronx Academy of Promise Charter School	
Authorized Grades	Grades K-8
Authorized Enrollment	675
School Opened For Instruction	2008-2009
Charter Term Expiration Date	June 30, 2018
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

Bronx Academy of Promise Charter School	
Board Chair	Michael Carrion
School Leader	Catherine Jackvony
District(s) of Location	NYC Community School District 9
Borough(s) of Location	Bronx
Physical Address(es)	1349 Inwood Avenue, Bronx, NY 10452
Facility Owner(s)	Private
School Type	Elementary/Middle School
Grades Served 2014-2015	Grades K-8
Enrollment in 2014-2015*	581
Charter Universal Pre-Kindergarten Program	No

* 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 1-8
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	2,324
Number of Students Accepted via the Charter Lottery	66
Lottery Preferences (School Year 2014-2015)**	
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	Yes
Homeless or Living in Shelter or Temporary Residence	Yes
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	Yes

* 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)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
School Community as a Family Unit	The Bronx Academy of Promise Charter School (BAOP) believes that all members of the school community - the board, staff, students, and parents/guardians - are members of a family built on respect and collaboration. BAOP strives to create an educational environment that supports the "whole child." Collaboration with open communication is a crucial element to students' academic, emotional and social success.
Implementation of Data Teams	All instructional staff meet on a regular basis to collaborate and examine formative assessment data, develop short-cycle Data Team assessments, monitor data, analyze strengths and obstacles, and establish learning goals. This information supports the school's instruction on a daily basis.
Differentiation	Differentiating instruction at BAOP means observing and understanding the differences and similarities among students and using this information to plan instruction. Key principles include: <ul style="list-style-type: none"> • ongoing, formative assessments; • the recognition of diverse learners; • small group instruction; • offering critical thinking and problem solving activities; and • academic choice.
Continuous Common Core Curriculum Growth	BAOP develops and reviews content area curriculum maps to provide rigorous Common Core instruction to all students. The maps are revised according to: <ul style="list-style-type: none"> • research-based information; • the academic needs of students; • evaluation of what works and what is important; and • important cross-curricular connections.
Continuous Professional Growth	Teachers continue to grow in their profession and BAOP believes that it is the school's responsibility to support and facilitate that growth through various methods and activities throughout the school year.
Guidance/Home-School Partnerships	Today's children face unique and diverse challenges, both personally and developmentally. These challenges have an impact on academic achievement. BAOP's guidance program and home-school programs help to address those challenges and provide support for the home-school connection. Throughout the year, BAOP's program provides for a school-wide guidance curriculum, academic planning, and responsive services which support the vision that every child is known by all.
Going Above and Beyond	At BAOP, doing whatever it takes, is a general understanding and commitment. The school holds high expectations for all who walk through the door, for both children and adults.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	64	3
Grade 1	64	3
Grade 2	77	3
Grade 3	67	3
Grade 4	71	3
Grade 5	67	3
Grade 6	65	3
Grade 7	54	3
Grade 8	52	2
Total Enrollment	581	26

* 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 Community School District (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.¹

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.

¹ 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, New York City and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Bronx Academy of Promise Charter School	19.4%	25.5%
CSD 7	10.8%	11.8%
Difference from CSD 7 *	8.6	13.7
NYC	26.8%	28.3%
Difference from NYC *	-7.4	-2.8
New York State **	31.1%	30.6%
Difference from New York State	-11.7	-5.1
% Proficient in Mathematics		
	2012-2013	2013-2014
Bronx Academy of Promise Charter School	24.9%	39.6%
CSD 7	13.5%	16.3%
Difference from CSD 7 *	11.4	23.3
NYC	31.7%	36.2%
Difference from NYC *	-6.8	3.4
New York State **	31.1%	36.2%
Difference from New York State	-6.2	3.4

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

** 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 Academy of Promise Charter School - All Students	69.0%	68.0%
Peer Percent of Range - All Students	68.2%	72.6%
City Percent of Range- All Students	64.6%	66.2%
Bronx Academy of Promise Charter School – School's Lowest Third	76.5%	78.0%
Peer Percent of Range - School's Lowest Third	56.3%	59.1%
City Percent of Range - School's Lowest Third	53.1%	60.2%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Bronx Academy of Promise Charter School - All Students	49.5%	57.0%
Peer Percent of Range - All Students	26.2%	32.5%
City Percent of Range- All Students	18.9%	33.8%
Bronx Academy of Promise Charter School – School's Lowest Third	64.0%	74.0%
Peer Percent of Range - School's Lowest Third	20.0%	53.5%
City Percent of Range - School's Lowest Third	23.7%	55.8%

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 *	61.1%	59.3%
English Language Learner Students	53.8%	40.3%
Students in the Lowest Third Citywide	53.8%	59.4%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	38.9%	33.3%
English Language Learner Students	17.9%	42.6%
Students in the Lowest Third Citywide	31.9%	49.2%

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

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Charter Goals	2013-2014
1. Each year, 75% of third through eighth grade students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year will perform at or above Level 3 on the New York State English Language Arts (ELA) Exam.	Not Met
2. Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam and 75% at or above Level 3 on the current year's NYS ELA Exam.	Not Met
3. Each year, 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.	Met
4. Each year, the percentage of students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year and performing at or above Level 3 on the NYS ELA Exam in each tested grade will be greater than that of Community School District 9.	Met
5. Each year, 75% of third through eighth grade students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year will perform at or above Level 3 on the NYS Math Exam.	Not Met
6. Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's NYS Math Exam and 75% at or above Level 3 on the current year's NYS Math Exam.	Not Met
7. Each year, 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 Math Terra Nova and an NCE group average of 50.	Met
8. Each year, the percentage of students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year and performing at or above Level 3 on the NYS Math Exam in each tested grade will be greater than that of Community School District 9.	Partially Met
9. Each year, 75% of fourth and eighth grade students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year will perform at or above Level 3 on the NYS Science Exam.	Met
10. Each year, the percentage of students who are enrolled in the school on the date of the test administration who were also enrolled on BEDS day of the prior school year and performing at or above Level 3 on the NYS Science Exam in each tested grade will be greater than that of Community School District 9.	N/A
11. Each year, the school will make Adequate Yearly Progress (AYP) in ELA, math and science.	Met
12. Each year, the school will score a C or better on the Overall and Progress sections of the NYC DOE Progress Report.	N/A
13. Each year, the school will have a daily student attendance rate of at least 95%.	Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. 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. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- The school made the following changes for the 2014-2015 school year:
 - Introduced a new science and social studies program for sixth through eighth grade;
 - Provided for a more intensive guided reading program through professional development and additional ELA materials;
 - Reviewed curriculum maps to highlight Engage NY information and materials; and
 - Revised curriculum maps to incorporate increased amounts of inquiry and increased details to Essential Questions and Performance Assessments.

Interim Assessments

- ELA and Math predictive assessments are administered twice a year, generally in October and in January in order to orchestrate a granular analysis of Common Core Standards to build on Data Teams as well as drive instruction.
- The school also administers the Fountas and Pinnell Benchmark Reading Assessment three times per year (September, January and June), which provide baseline, midline and end-of-year comprehensive measures of achievement.

Approach to Data-Driven Instruction

- The school continues to disaggregate student information on academic progress and use such data to help drive instruction on a daily basis.
- Grade level teams meet on a regular basis to work through a five-step Data Team process. The Data Team process includes the following steps: collecting and charting the data, analyzing student strengths and obstacles, establishing goals created in the form of a SMART goal, selecting instructional strategies that relate to the individual academic student needs, and determining results indicators.
- Each August the New York State Assessments in ELA and Math are analyzed by grade, student, and standards to determine academic intervention services and to set data-driven instruction by our support staff.

Philosophy on Special Education and English Language Learner Service Provision

- The school believes that all students should be totally immersed and included in their education. Therefore, the school's philosophy on providing Special Education and English Language Learner (ELL) services surround the collaborative model of "push in services" and addressing individual student needs within the authentic learning environment.
- ELL teachers work collaboratively with grade level teachers to organize schedules to meet the requirements for all language learners.
- The school has increased the number of integrated co-teaching (ICT) classrooms each year for the past three years.
- The school currently employs two special education teachers who are responsible for providing special education teacher support services (SETSS). SETTS teachers meet on a weekly basis with classroom teachers to discuss individual progress and goals.
- The school employs a Special Education Coordinator who is responsible for monitoring all facets of a student's Individual Education Program (IEP) and ensuring compliance.
- The school's special education, AIS and ELL teachers have increased the amount of time spent collaborating with classroom teachers in preparation for their co-teaching responsibilities in an attempt to address the individual needs of their students.
- The school offers various placements and services to address the needs of students with disabilities and English Language Learners. During 2014-2015 the school had seven ICT classrooms and employed two special education teachers who provided SETSS services on a daily basis.

³ Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

- Two counselors (one for elementary and one for middle school) provide students with a comprehensive counseling program to help foster emotional and social growth.

Professional Development Opportunities

- Teachers regularly self-reflect on and analyze their practices throughout common planning sessions, committee meetings, data teams, professional development workshops and additional academic activities.

Teacher Evaluation

- Teachers are evaluated using a framework based on Charlotte Danielson's work and created in collaboration with the principal and a team of teachers that was implemented in September 2011 and revised in May 2014 after a new union contract was signed.
- Teacher performance is measured using the following domains and percentages:
 - 25% Domain 1
 - 25% Domain 2
 - 40% Domain 3
 - 10% Domain 4
- All teachers receive at least one hour-long Comprehensive Observation that begins with a pre-observation meeting and ends with a post-observation meeting held within three days.
- In addition, Focus observations (informal) are held periodically throughout the school year.
- Teachers who are identified as 'ineffective' are given a comprehensive Teacher Development Plan to help foster professional growth.
- Teachers are required to present an end of the year "portfolio" as evidence of student growth.

Differentiated Instruction

- The academic environment is supported by small group instruction provided by classroom teachers as well as AIS and ELL educators. This type of small group instruction provides for an increased amount of individualized learning where academic activities are differentiated by process, product and content.
- The grade level curriculum maps include additional differentiation to address the varied learning styles of students.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - The school implemented the Fountas and Pinnell Reading Assessment rather than continuing the Developmental Reading Assessment. This change helped pinpoint specific areas of weakness in ELA and such data points contributed to building a more-individualized instructional plan, which was useful when teachers facilitated guided reading.

Learning Environment

- The school strives to provide students with a learning environment filled with a variety of characteristics that support a strong academic culture and the belief of high academic and behavioral expectations for all.
- The school provides a comprehensive approach to student management, including positive behavioral expectations, a clear discipline policy enforced by the entire staff and supervised by the school's Instructional Coach.
- The school highlights positive behaviors and supports positive classroom environments through their "Promise League" and "AAA Promise Scholars" program.
 - The "Promise League" is an award presented monthly for the classroom with the most points granted for their appropriate behaviors both in and out of the school building, holding students accountable and responsible.
 - The "AAA Promise Scholar" award is presented to individual students who exemplify outstanding behaviors in the areas of achievement, attendance and attitude.

- Each award includes a variety of positive reinforcements that help to build a safe, orderly and supportive school environment as well as provide students with opportunities to develop as individuals and citizens.

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	Catherine Jackvony	5

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position/ Committees	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Rev. Dr. Michael Carrion	Chairman	Yes
2. Agatha Akyere	<i>Executive Committee, Academic Committee</i>	Yes
3. Milca Meyers	Secretary	Yes
4. Kevin Kearns	<i>Financial Committee</i>	Yes
5. Dennis Sze	<i>Academic Committee</i>	Yes
6. Carlibi Rojas	<i>Academic Committee</i>	Yes
7. Ruben Austria	Secretary	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Executive Committee	Yes	Yes
2. Financial Committee	Yes	Yes
3. Academic Committee	Yes	Yes

School Climate & Community Engagement

Bronx Academy of Promise Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	10.4%
Instructional Staff Turnover (School Year 2014-2015)**	16.0%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	5
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet? 	7
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	15
Average Daily Attendance Rate (School Year 2013-2014)***	94.9%

* 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 Academy of Promise Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	90%	88%	62%
	Most students at my school treat each other with respect.	80%	81%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	91%	98%	79%
Parents	I feel satisfied with the education my child has received this year.	97%	97%	95%
	My child's school makes it easy for parents to attend meetings.	97%	97%	94%
	I feel satisfied with the response I get when I contact my child's school.	98%	99%	95%
Teachers	Order and discipline are maintained at my school.	100%	98%	80%
	The principal at my school communicates a clear vision for our school.	93%	91%	88%
	School leaders place a high priority on the quality of teaching.	98%	91%	92%
	I would recommend my school to parents.	93%	94%	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 Academy of Promise Charter School	98%	99%
	NYC	83%	83%
Parents	Bronx Academy of Promise Charter School	76%	84%
	NYC	54%	53%
Teachers	Bronx Academy of Promise Charter School	100%	98%
	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)	190 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	3.00	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)	0.97	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	0.14	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.36	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.27	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.00	Weak
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$1,477,575	Strong
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$2,428,546	Strong

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	7
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:	1
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	0
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**	<i>Unknown</i>

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School 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 ⁴	No
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

⁴ The 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.

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:
54	9	16.7%	46	85.2%	0	0.0%

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	No
Removing students (i.e., suspending)	No	N/A
Procedures for expelling students	No	N/A
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	No	N/A
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	No	N/A
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	No	N/A
Specifically addresses student discipline policy for students with disabilities	No	N/A
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: 0 (0%) Out of School Suspensions: 7 (1%)	

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

Enrollment and Retention Targets⁵

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.

⁵ 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 to 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 Academy of Promise 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 higher percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Bronx Academy of Promise 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) ⁶	Bronx Academy of Promise Charter School	97.0%	92.1%
	Effective Target	95.3%	95.0%
	Difference from Effective Target	+1.7	-2.9
Students with Disabilities (SWD)	Bronx Academy of Promise Charter School	16.9%	17.6%
	Effective Target	16.1%	16.2%
	Difference from Effective Target	+0.8	+1.4
English Language Learners (ELL)	Bronx Academy of Promise Charter School	29.4%	31.3%
	Effective Target	30.7%	30.7%
	Difference from Effective Target	-1.3	+0.6

⁶ The school used a private vendor for lunch services for the 2013-2014 and 2014-2015 school years. As a result, the percentage of students receiving Free or Reduced Price Lunch in the above table may not accurately capture all students who were eligible for the program. Please note that the above figures are based on the NYSED methodology as of April 1, 2015 for calculating enrollment of special populations and utilize the NYC DOE’s Automate the Schools (ATS) records.

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Bronx Academy of Promise Charter School	91.0%	N/A
	Effective Target	80.0%	-
	Difference from Effective Target	+11.0	-
Students with Disabilities (SWD)	Bronx Academy of Promise Charter School	88.2%	N/A
	Effective Target	73.4%	-
	Difference from Effective Target	+14.8	-
English Language Learners (ELL)	Bronx Academy of Promise Charter School	91.9%	N/A
	Effective Target	78.9%	-
	Difference from Effective Target	+13.0	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-7	K-8
Enrollment	503	581
CSD(s)	9	9

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 continues to work towards the completion of a combination gymnasium/auditorium to be built on a lot adjacent to the current school building. This expansion would provide the school with a modern regulation-sized gym facility. The construction plans are in place for this endeavor and the builder is currently waiting a mayoral override in order to move forward on the actual process.
- Moving forward into the 2015-2016 school year, Bronx Academy of Promise Charter School has already identified areas of improvement which include the following items:
 - The school will hire a new parent coordinator. The previous parent coordinator submitted his resignation in early December and since that time the school has interviewed over fifteen applicants, looking for just the right person to enhance an already vibrant community.
 - The school is planning to hire a Math Coach to support its math curriculum as well as its teachers. In particular, this increased focus on math will be targeted to students with disabilities in an attempt to close the achievement gap, as indicated on the school's 2014-2015 School Report.
 - Vocabulary development will be emphasized with various academic materials, assessments and professional development workshops.
 - The school will also build on its technology needs to better outfit its new STEM Lab.

Please note that the school's identification of future plans for as presented above does not construe application by the school or approval by the NYC DOE of any charter revision for such plans. 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.