



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Grand Concourse Academy Charter School

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VISIT DATE: MAY 13-14, 2013

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This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

SCHOOL BACKGROUND INFORMATION

Opening Information

Date Initial Charter Approved by SUNY Trustees	May 18, 2004
School Opening Date	September 2004

Current Location

Address	District	Facility	Enrollment	Grades
116-118 E 169 th St., Bronx, NY 10452	NYC CSD 09	Private	392	K-5

Renewal History

Type of Renewal	Date Approved by SUNY Trustees
Initial Full-Term Renewal	March 30, 2009

¹ Revised September 4, 2013, and available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

RENEWAL RECOMMENDATION

Recommendation

Subsequent Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Grand Concourse Academy Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 5th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 402 students.

To earn a Subsequent Full-Term Renewal of five years, the school must have met or come close to meeting its academic Accountability Plan goals during the Accountability Period.²

During the Accountability Period,³ the school has met or come close to meeting its academic Accountability Plan Goals. The school has consistently met the key measures in English language arts (“ELA”) and mathematics and has come close to meeting its Accountability Plan goals throughout the term.

Required Findings

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees’ specific renewal criteria, the Institute must make the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the means by which it will meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁵ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute

² SUNY Renewal Policies, page 12.

³ For the purpose of reporting student achievement results, the SUNY Renewal Policies define the Accountability Period as the time the Accountability Plan was in effect. In the case of a Subsequent Renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

⁴ See New York Education Law § 2852(2).

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

communicated specific targets for each school in July 2013. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

Report Format

The Institute makes the foregoing renewal recommendation based on the school’s Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the State University of New York Charter Renewal Benchmarks (Version 5.0, the “SUNY Renewal Benchmarks”), which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the following four interconnected renewal questions for framing benchmark statements to determine if a school has made an adequate case for renewal:

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the education corporation fiscally sound?
4. If the school’s charter is renewed, what are its plans for the next charter term, and are they reasonable, feasible and achievable?

The report’s Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, additional evidence on student achievement contained in the School Performance Summaries and the New York City Department of Education (“NYCDOE”) Progress Report Results.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Grand Concourse Academy Charter School (“Grand Concourse Academy”) continues to be an academic success based on the attainment of its key Accountability Plan goals and evidence about the educational program complied on school evaluation visits during the charter period and at the time of renewal.

Academic Attainment. At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal.

Note: This year the Institute is not reporting results for the two absolute ELA and math measures. Because of the high standards in the new state testing program only a handful of schools statewide met the absolute proficiency target and the state has not yet recalibrated the absolute Annual Measurable Objective.

Throughout Grand Concourse Academy’s five-year Accountability Period, the school came close to meeting both its ELA and math goals. The school has continually met its targets in the comparative measures in both key goals. Specifically, the school outperformed its local school district by at least 20 percentage points each year and performed better than predicted compared to similar schools statewide based on economically disadvantaged students, far surpassing the targets in both subjects during the entire Accountability Period. With respect to comparative growth, students showed greater year-to-year growth compared to statewide results in math than students with the same scores in the previous four years and in ELA during the previous two years, placing it in 2012-13 at the 62nd percentile in ELA and the 73rd percentile in math of all public schools. During the Accountability Period, the school has also met its science goal and is in good standing under the state’s NCLB accountability system.

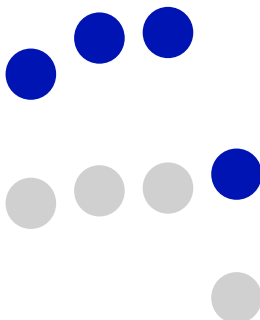
These results appear on the following page and in School Performance Summaries in the Appendix.

Grand Concourse Academy

Comparative Measure: District Comparison.

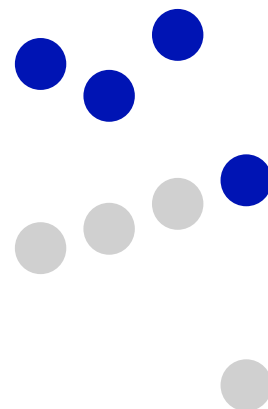
Each year, the percent of students enrolled at Grand Concourse in at least their second year performing at or above proficiency will be greater than that of students in the same tested grades in the local school district.

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



Standard consistently met.

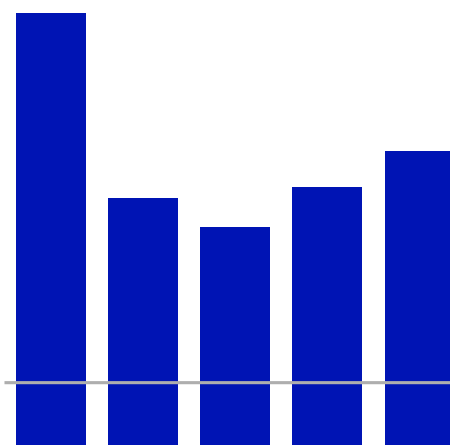
MATHEMATICS ACCOUNTABILITY PLAN GOAL



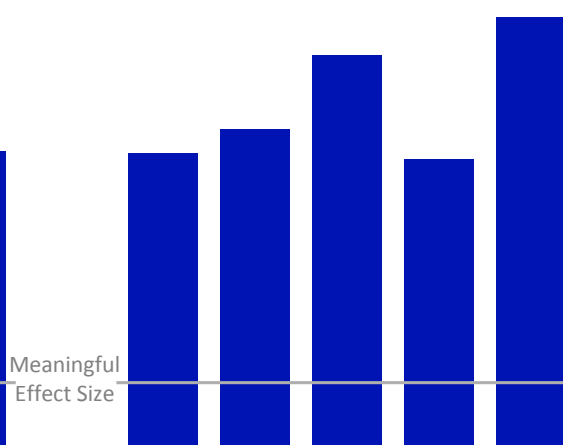
Standard consistently met.

Comparative Measure: Effect Size.

Each year, Grand Concourse will exceed its predicted level of performance by an Effect Size of 0.3 or above according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



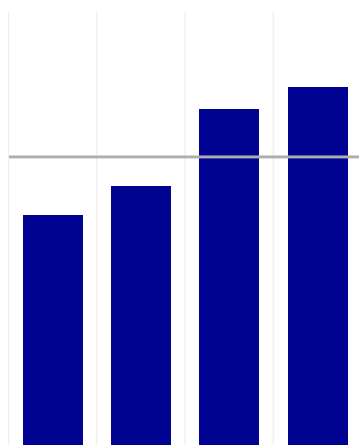
Standard consistently met.



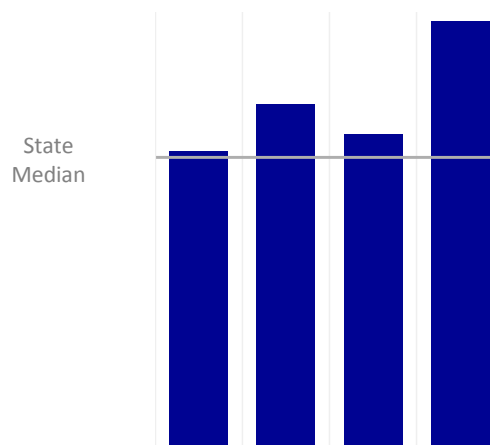
Standard consistently met.

Comparative Growth Measure: Mean Growth Percentile.

Each year, Grand Concourse's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.



Standard met in two of four years.



Standard consistently met.

Instructional Leadership. Under the direction of the founding principal, Grand Concourse Academy maintains strong instructional leadership. The leadership establishes an environment of high expectations for teacher performance, hiring strong teachers and conducting frequent informal and formal monitoring of instruction with an emphasis on demonstrable student achievement. The principal and other leaders focus on benchmark achievement data in each classroom, working closely with a teacher to be sure that students are continually improving.

- The leadership consists of the principal, two vice principals and an instruction/assessment specialist who also serves as a coach.
- Vice principals check lesson plans and visit classrooms on an informal basis, following up with a discussion with the observed teacher on strengths and areas for growth. By the end of the school year, they have provided teachers with a number of written feedback forms based on informal observations, a few coaching sessions and planning feedback. Teachers can request assistance, or may be designated to receive it from coaches as a result of observations.
- The leadership conducts formal evaluations twice per year, using clear criteria in a well-established process.
- Teachers meet weekly in grade teams and in professional learning teams (“PLT’s”) organized by grade in which they plan curriculum and instruction, and assess the effectiveness of instruction.
- This leadership structure continues to enable the school to achieve at a high comparative level, outperforming the local district in proficiency rates by at least 25 percent in each of the last three years in both ELA and math.

NOTEWORTHY

Over the course of the charter period, the school has tied teacher evaluations and annual bonuses to student performance data, with student outcomes accounting for 40 percent of the formal evaluation.

The State Education Department under the auspices of its Federal Race to the Top grant has recently explicitly incorporated this approach into its teacher evaluation model.

Curriculum & Assessment. Grand Concourse Academy continues to use assessments to adjust instruction and improve student learning and to implement a clearly defined curriculum, based on commercial products, in all subject areas.

- The school has adjusted its assessment cycle and adopted different assessments to align with Common Core learning standards. The instructional/assessment specialist has created pacing guides and assisted teachers in augmenting ELA lessons to increase rigor and depth of knowledge.
- In mathematics, the school covers 16 topical units during the school year and uses a teach-assess-re-teach cycle in groups of four units. In ELA, the school administers a baseline

assessment at the start of the school year and now administers three EngageNY practice tests.

- The school’s instructional/assessment specialist scores all assessments and creates an item analysis for teachers and school staff. With the assistance of the school’s principal, vice principals and the coordinator, teachers review assessment results during grade-level PLT meetings and identify areas for whole class re-teaching and changes in groupings for academic interventions.
- Teachers discuss curriculum and pacing at the PLT meetings when teachers identify the need for changes or after the administration of unit assessments. Teachers regularly submit lesson plans for review to the vice principals, who provide differentiated feedback based on teacher experience and facility with lesson planning.
- Teachers continue to use consistent rubrics to grade writing samples throughout the school; the school’s vice principals and coordinator provide professional development and oversight in the grading of writing to ensure consistency.

Pedagogy. High quality instruction is evident throughout the school, with a strong emphasis on differentiation and significant opportunities for students to pursue higher-level thinking. As shown in the chart below, during the renewal visit, Institute team members conducted 18 classroom observations following a defined protocol used in all school renewal visits.⁶

Classroom Observation Methodology: Number of Observations

Content Area	Grade						Total
	K	1	2	3	4	5	
ELA		1	1	3	2	1	8
Math		1		1	2	2	6
Science					2		2
Soc Stu				1		1	2
Specials							0
Total	0	2	1	5	6	4	18

- Teachers deliver purposeful lessons with clear objectives aligned to the school’s curriculum.
- Some teachers consistently include opportunities in their lessons to challenge students’ thinking. For example, students utilized skills in finding area and perimeter to design a garden and calculate the cost of materials; students wrote poems based on seven different possible forms; and students used shape manipulatives to explore the concepts of sides and vertices.
- Teachers frequently check for understanding by working closely with students individually and in small groups. They analyze benchmark test scores closely to understand where students lack understanding, and group flexibly based on the results of the tests.

⁶ The Institute modified its classroom observation protocol in September 2013; therefore, the Pedagogy sections related to renewal visits that took place in spring 2013 follow a somewhat different format than those for fall visits.

- The school culture remains calm, focused, orderly, and happy. Students have internalized efficient routines for transitions throughout the school. Teachers’ exhibit consistently good classroom management; the school leadership supports teachers in case of significant misbehavior.
- These structures, combined with the warmth of the staff towards students, create an environment fully focused on learning.

At-Risk Students. The school addresses the needs of at-risk students.

General Education Students Receiving Targeted Interventions

Program	Four tiered intervention strategy. <ul style="list-style-type: none"> • Additional support for targeted students in whole-group instruction • Regular small group instruction • Intensive daily individual support • After ten weeks of intervention, possible special education referral
Staff	Title I coordinator
Identification Process	Selected school-wide assessments to track student performance.
Coordination	Weekly grade level PLT monitoring of students identified for interventions.
Progress Monitoring	Discussion of anecdotal evidence of progress at weekly PLT meetings.
Classroom Teacher Professional Development	Grand Concourse Academy provides professional development activities geared at helping classroom teachers support at-risk students primarily through PLTs and grade team meetings.

Students with Disabilities

Program	Co-teaching support in each grade for ELA and math; small group and one-on-one support for students with Individualized Education Programs (“IEPs”) in the afternoon.
Staff	Four teachers certified in both general and special education provide Special Education Teacher Support Services (“SETSS”).
Identification Process	The fourth intervention level in the school’s tiered intervention strategy.
Coordination	Weekly PLT review of student performance.
Progress Monitoring	Discussion of anecdotal evidence of progress at weekly PLT meetings.

Classroom Teacher Professional Development		Grand Concourse Academy provides professional development activities geared at helping classroom teachers support at-risk students primarily through PLTs and grade team meetings.		
		2011-12	2012-13	2013-14
Enrollment (N)		(40)	(40)	(40)
Results	Tested on State Exams (N)	(21)	(18)	(N/A)
	Percent Proficient on ELA Exam	19.0	16.7	N/A
	Percent Proficient Statewide	15.5	5	N/A

English Language Learners

Program	Students in grades K-1 receive push-in/pull-out services. Students in grades 2-5 receive pull-out support.			
Staff	The staff consists of a bilingual teacher and an English-for-speakers-of-other-languages (“ESOL”) intern.			
Identification Process	The school utilizes the Home Language Survey and Language Assessment Battery-Revised (LAB-R) to identify students for ELL services.			
Progress Monitoring	Teachers review mainstream assessment results.			
Classroom Teacher Professional Development	Grand Concourse Academy provides professional development activities geared at helping classroom teachers support at-risk students primarily through PLTs and grade team meetings.			
		2011-12	2012-13	2013-14
Enrollment (N)		(86)	(95)	(110)
Results	Tested on NYSESLAT ⁷ Exam (N)	(86)	(95)	(N/A)
	Percent Proficient or Making Progress on NYSESLAT	82	66	N/A

⁷ New York State English as a Second Language Achievement Test, a standardized state exam.

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

The school is an effective and viable organization. The education corporation board (the “board”) carries out its oversight responsibilities with an unrelenting focus on student achievement and rewards teachers accordingly with annual bonuses. The education corporation organization effectively supports the delivery of the educational program. During the current charter term, the board with certain minor exceptions has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. Grand Concourse Academy’s board works effectively to achieve the school’s Accountability Plan goals. The board provides rigorous oversight of the school’s program and finances by receiving regular reports from both the school’s principal and the business manager. Through regular reports from the school leader, the board competently oversees the school’s future as an academically successful, financially viable, and legally compliant organization.

- Board members possess adequate skills, including education, philanthropy and legal.
- The board has established clear priorities, long-range goals, and deliberately tracks progress toward meeting the goals.
- The board competently oversaw the school’s transition away from an educational service provider that provided limited and back office services until the end of the last charter term, and it continues to hold school leaders accountable for the school’s academic success.
- The board is formally involved in the hiring and evaluation of the school leader.

Organizational Capacity. Grand Concourse Academy’s education corporation organization effectively supports the delivery of the educational program. The education corporation has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program as set forth in its charter agreement. The school leader competently manages the day-to-day operations of the school. The school’s leadership aligns its priorities to the school’s mission.

- The school maintains distinct lines of accountability, and its well-organized operations team handles an array of administrative tasks, freeing instructional leaders to focus on teaching and learning. In addition to the chief business officer, two senior business associates, two human resources and pupil personnel coordinators manage the school’s day-to-day operations consistent with the principal’s stated priorities.
- The school has implemented a clear discipline policy and provided professional development on effective classroom management.
- Throughout the charter period, Grand Concourse Academy has maintained full enrollment and reports a sizable waitlist of 1, 074 students seeking entry.
- Due to the location of the school, its targeted outreach and monitoring efforts, as well as its focus on providing a strong system of supports for at-risk students, the school is likely

to meet or exceed the enrollment and retention targets set by the SUNY Trustees for ELLs, students with disabilities, and students eligible for the FRPL program.

- While the current percentage of ELL students is relatively low for the school’s community school district of location, Grand Concourse Academy has received federal Title 3 funding to offer adult English-as-a-second-language instruction in the community, which the school uses as a resource to reach out to potential ELL students and their families.
- Given its targeted outreach and monitoring efforts, as well as its focus on providing a strong system of supports for at-risk students, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees for ELLs, students with disabilities, and students eligible for the FRPL program.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

Current Key Design Elements ⁸	Evident?
An administration with exemplary leadership ability and significant experience;	✓
Shared decision making;	✓
Two professionals in each classroom for literacy, mathematics, and Title I services;	✓
Job-embedded professional development; and	✓
An internal interim assessment system.	✓

Parent Satisfaction. Parents/guardians and students are satisfied with the school.⁹

2010-2011	2011-2012	2012-2013
Response Rate: 92%	Response Rate: 89%	Response Rate: 80%
Academic Expectations: 8.7 Communication: 8.4 Engagement: 8.3	Academic Expectations: 8.6 Communication: 8.4 Engagement: 8.4	Academic Expectations: 9.2 Communication: 9.1 Engagement: 8.9

Persistence in Enrollment. The school provided the following statistical information in their renewal application materials.

	2010-11	2011-12	2012-13
Percent of Eligible Students Returning From Previous Year ¹⁰	94.3	91.9	94.0

⁸ As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school.

⁹ Source: Application for Charter Renewal.

COMPLIANCE

Governance. The Grand Concourse Academy board implements, maintains and abides by appropriate policies, systems and processes. In material respects, the school board has ensured the effective governance and oversight of the school. The school board demonstrates a thorough understanding of its role in holding both the school leadership accountable for academic results and fiscal soundness.

- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws.

Legal Requirements. The education corporation substantially complies with applicable laws, rules and regulations and the provisions of its charter. The Institute found exceptions in the following areas.

Complaint Process. Impermissibly bifurcated in that it does not allow a complainant direct access to the board.

Freedom of Information Law. The school lacks appropriate documentation to fully comply with requirements to maintain a detailed in staff list and a document subject matter list.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Grand Concourse Academy is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix. In support of its financial condition, the education corporation engages in conservative budgeting practices and conducts routine monitoring of revenues and expenses, making appropriate adjustments when necessary.

Budgeting and Long-Range Planning. Throughout the charter term, Grand Concourse Academy has maintained fiscal soundness through conservative budgeting practices and routine monitoring of revenues and expenses, and has made appropriate adjustments when necessary.

- The education corporation develops annual budgets as a collaborative effort among the principal, the chief business officer (“CBO”), and the board.
- The principal and CBO have implemented a strategic approach when considering spending trends, with academic staffing and other instructional needs as the key drivers in the development of budgets.
- They routinely analyze the budget, and present budget updates including budget to actual variances to the board treasurer and the entire board.

Internal Controls. The education corporation has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements and receipts, bank reconciliations, payroll, fixed assets, grants/contributions, procurement and supplies, and the preparation of financial statements.

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The education corporation’s most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance.

Financial Reporting. The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and the State Education Department (“SED”) with required financial reports that are on time, complete and follow generally accepted accounting principles.

- Each of the education corporation’s annual financial audits indicates that staff followed and conducted reports in accordance with generally accepted accounting principles and the corporation received an unqualified opinion.

Financial Condition. The education corporation maintains adequate financial resources to ensure stable operations.

- Grand Concourse Academy posts a fiscally strong composite score rating on the Institute’s financial dashboard indicating a consistent level of fiscal stability over the charter contract term.¹¹
- The education corporation has no long-term debt; it has a lease agreement with the church adjacent to the school, where it pays below market rent.

The following tables and charts present key color- coded evidence indicating Grand Concourse Academy has demonstrated fiscal soundness over the course of its charter term.¹²

¹¹ The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school’s performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

¹² The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

ARE THE SCHOOL'S PLANS FOR THE NEXT CHARTER TERM REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that Grand Concourse Academy has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

Plans for the School's Structure. The school has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

The mission of the Grand Concourse Academy Charter School is to establish a challenging, collaborative and nurturing, student-centered learning environment, where staff and parents, are accountable and empowered as major stakeholders in guiding students to mastery of Common Core Standards, personal responsibility and strong character to meet 21st century skills.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended or will amend other key aspects of the renewal application -- including by-laws and code of ethics -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

Plans for the Educational Program.

	Current Charter Term	End of Next Charter Term
Enrollment	392	402
Grade Span	K-5	K-5
Teaching Staff	29	29
Days of Instruction	180	180

The same core elements of the instructional program that have led Grand Concourse Academy to meet its Accountability Plan goals during the current charter term would be likely to enable the school to meet its goals in the future.

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Grand Concourse Academy in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. Grand Concourse Academy has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has taken a practical approach to budgeting and planning for the next charter term. The plan shows flat enrollment going forward and the school has a large wait list bolstering those projections. The plan assumes periodic increases in per-student payments which helps results in projected budget surpluses in each year. However, even an assumption of no increase in per-student revenue, would result in a breakeven outcome over the next charter term with ample accumulated net assets left undisturbed. The school plans to extend its lease and continue to provide instruction in its current location. The school's strong starting financial condition provides support for such results. Grand Concourse Academy has appropriately budgeted for an increase in facility expenses. Based on the foregoing fiscal information and the education corporation's record of fiscal soundness, the Institute finds that the education corporation has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

APPENDIX

SCHOOL OVERVIEW

Current Mission Statement

The mission of the Grand Concourse Academy Charter School is to establish a challenging, collaborative and nurturing, student-centered learning environment, where staff and parents, are accountable and empowered as major stakeholders in guiding students to mastery of Common Core Standards, personal responsibility and strong character to meet 21st century skills.

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment ¹³	Proposed Grades	Actual Grades
2004-05	175	175	K-2	K-2
2005-06	225	225	K-3	K-3
2006-07	275	275	K-4	K-4
2007-08	330	344	K-5	K-5
2008-09	335	376	K-5	K-5
2009-10	364	398	K-5	K-5
2010-11	350	396	K-5	K-5
2011-12	356	380	K-5	K-5
2012-13	360	392	K-5	K-5
2013-14	364	392	K-5	K-5

Current Board of Trustees¹⁴

Board Member Name	Position
Joyce H. Davis	Chair
Linda Manley, Esq.	Secretary
Howard Banker	Treasurer
Jeanette Engles	Trustee
Arlene Hall	Trustee
Lydia Sierra	Trustee

¹³ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹⁴ Source: Institute Board Records.

Student Demographics¹⁵

	2010-11		2011-12		2012-13 ¹⁶
	Percent of School Enrollment	Percent of NYC CSD 9 Enrollment	Percent of School Enrollment	Percent of NYC CSD 9 Enrollment	Percent of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	0	1	0	1
Black or African American	47	32	44	31	44
Hispanic	49	66	51	65	51
Asian, Native Hawaiian, or Pacific Islander	1	1	2	1	3
White	0	1	1	1	1
Multiracial	3	0	0	0	0
Special Populations					
Students with Disabilities ¹⁷	5.6	N/A	6.8	18	10
English Language Learners	9.7	26	21.3	25	20
Free/ Reduced Lunch					
Eligible for Free Lunch	79	85	82	86	--
Eligible for Reduced – Price Lunch	8	4	5	4	--
Economically Disadvantaged	89	--	93	--	94

School Leader(s)

School Year(s)	School Leader(s) Name and Title
2004-05 to Present	Ira K. Victor, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2004-05	First-Year Visit	Institute	May 17, 2005
2005-06	Evaluation Visit	Institute	March 29, 2006
2006-07	Evaluation Visit	Institute	March 22-23, 2007
2008-09	Initial Renewal Visit	Institute	Dec 2-4, 2008
2010-11	Evaluation Visit	External	Nov 30- Dec 1, 2010
2010-11	Evaluation Visit	External	Dec 13-14, 2010
2012-13	Subsequent Renewal Visit	Institute	May 13-14, 2013

¹⁵ Source: 2010-11 and 2011-12 School Report Cards, SED.

¹⁶ The Institute derived the 2012-13 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2012 student enrollment report to SED (2012-13 BEDS Report). District data are not yet available.

¹⁷ Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012 as the state's Empirical Analysis of Enrollment Targets.

Conduct of the School Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
May 13-14, 2013	Natasha Howard, PhD	Director of School Evaluation
	Danielle Keen	Senior Analyst
	Tom Franta	Associate Counsel
	Maria Sazon	Director of School Finance
	Eileen Coppola	Consultant

FISCAL DASHBOARD



Grand Concourse Academy

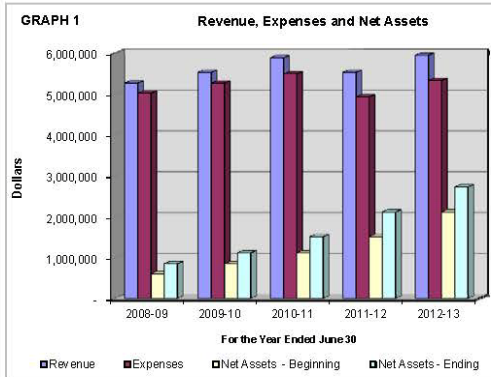
SCHOOL INFORMATION

FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	33,540	342,947	847,580	897,968	1,521,569	1,976,554
Grants and Contracts Receivable	-	-	134,398	78,802	-	123,763
Accounts Receivable	237,593	224,510	-	-	70	-
Prepaid Expenses	62,958	37,315	60,412	44,854	38,389	60,637
Contributions and Other Receivables	-	-	-	16,838	-	1,239
Total Current Assets - GRAPH 2	334,091	604,772	842,390	1,038,462	1,560,028	2,162,193
Property, Building and Equipment, net	746,746	644,873	1,072,469	1,377,665	1,250,328	1,203,882
Other Assets	68,082	68,082	68,082	68,082	68,082	68,082
Total Assets - GRAPH 2	1,148,919	1,317,727	1,982,941	2,484,209	2,878,438	3,434,157
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	349,436	470,651	85,020	138,317	63,172	82,586
Accrued Payroll and Benefits	-	-	414,711	421,582	465,706	494,589
Deferred Revenue	-	-	-	-	703	-
Current Maturities of Long-Term Debt	-	-	135,407	88,376	92,920	15,907
Short Term Debt - Bonds, Notes Payable	-	-	32,390	-	-	-
Other	198,951	-	-	-	128,804	114,091
Total Current Liabilities - GRAPH 2	548,387	470,651	667,527	648,275	751,305	707,173
L-T Debt and Notes Payable, net current maturities	-	-	204,761	116,385	15,907	-
Total Liabilities - GRAPH 2	548,387	470,651	872,288	764,660	767,212	707,173
Net Assets						
Unrestricted	600,532	847,076	-	1,508,535	2,111,226	2,726,984
Temporarily restricted	-	-	1,110,653	-	-	-
Total Net Assets	600,532	847,076	1,110,653	1,508,535	2,111,226	2,726,984
Total Liabilities and Net Assets	1,148,919	1,317,727	1,982,941	2,273,195	2,878,438	3,434,157
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	3,758,578	4,704,375	4,992,841	5,355,150	5,079,104	5,295,963
Students with Disabilities	-	-	18,043	38,098	19,049	-
Grants and Contracts	-	-	31,855	30,656	30,882	31,086
State and local	-	-	-	-	-	-
Federal - Title and IDEA	694,686	356,555	332,707	428,746	301,397	337,837
Federal - Other	-	-	73,135	10,229	84,140	55,243
Other	-	-	15,800	-	-	-
Food Service/Child Nutrition Program	152,996	147,038	-	-	-	-
Total Operating Revenue	4,806,260	5,207,988	5,464,380	5,862,879	5,514,372	5,719,729
Expenses						
Regular Education	3,782,375	4,510,581	4,224,579	4,464,485	3,852,705	3,915,041
SPED	-	-	351,738	273,057	266,070	608,449
Regular Education & SPED (combined)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Program Services	3,782,375	4,510,581	4,576,317	4,737,542	4,118,775	4,523,490
Management and General	556,493	511,090	689,817	753,346	810,193	807,027
Fundraising	-	-	-	-	-	-
Total Expenses - GRAPH 1 / GRAPH 4	4,338,868	5,021,671	5,266,134	5,490,888	4,928,968	5,330,517
Surplus / (Deficit) From School Operations	267,392	186,297	198,246	371,992	585,404	389,212
Support and Other Revenue						
Contributions	-	-	50,800	5,695	2,252	4,598
Fundraising	-	-	10,590	16,421	6,084	13,410
Miscellaneous Income	17,170	60,247	3,941	3,774	8,951	208,538
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	17,170	60,247	65,331	25,890	17,287	226,546
Total Unrestricted Revenue	4,623,430	5,268,215	5,529,711	5,888,769	5,531,659	5,946,275
Total Temporarily Restricted Revenue	-	-	-	-	-	-
Total Revenue - GRAPH 1	4,623,430	5,268,215	5,529,711	5,888,769	5,531,659	5,946,275
Change in Net Assets	284,562	246,544	263,577	397,882	602,691	615,758
Net Assets - Beginning of Year - GRAPH 1	315,970	600,532	847,076	1,110,653	1,508,535	2,111,226
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	600,532	847,076	1,110,653	1,508,535	2,111,226	2,726,984
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	784,094	622,536	879,009	912,605
Instructional Personnel	-	-	1,818,139	2,087,976	2,015,436	817,606
Non-instructional Personnel	-	-	272,527	353,627	131,679	1,519,214
Personnel Services (Combined)	1,995,424	2,499,234	-	-	-	-
Total Salaries and Staff	1,995,424	2,499,234	2,874,760	3,064,138	3,026,124	3,249,425
Fringe Benefits & Payroll Taxes	407,351	540,123	578,674	590,564	607,268	635,434
Retirement	-	-	85,083	105,420	118,988	124,174
Management Company Fees	543,793	500,000	-	-	-	-
Building and Land Rent / Lease	422,303	434,066	812,904	632,511	344,816	579,749
Staff Development	27,974	51,831	14,086	42,837	45,192	51,845
Professional Fees, Consultant & Purchased Services	56,852	78,589	279,044	222,677	152,546	133,994
Marketing / Recruitment	2,989	2,359	1,236	25	549	1,835
Student Supplies, Materials & Services	162,125	176,903	178,820	146,985	83,757	113,694
Depreciation	228,061	249,428	251,789	233,983	224,347	109,599
Other	491,996	489,138	189,738	451,748	325,381	330,668
Total Expenses	4,338,868	5,021,671	5,266,134	5,490,888	4,928,968	5,330,517
ENROLLMENT						
Chartered Enroll	275	275	364	350	356	360
Revised Enroll	330	335	-	-	-	-
Actual Enroll - GRAPH 4	330	335	364	350	376	391
Chartered Grades	K-4	K-4	K-5	K-5	K-5	K-5
Revised Grades	K-5	K-5	K-5	-	-	-

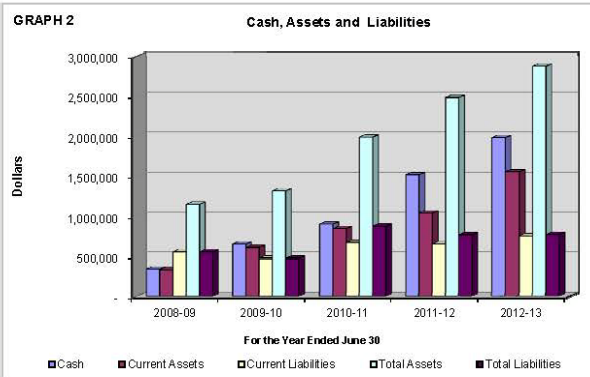
Grand Concourse Academy

SCHOOL ANALYSIS

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
Primary School District	NYC						
Per Pupil Funding	11,023	12,443	12,443	13,527	13,527	13,527	
Increase over prior year	8.1%	12.9%	0.0%	8.7%	0.0%	0.0%	
PER STUDENT BREAKDOWN							Average - 5 Yrs. OR Charter Term
Revenue							15,187
Operating	13,958	15,546	15,012	16,751	14,666	14,628	15,187
Other Revenue and Support	52	180	179	74	46	579	106
TOTAL - GRAPH 3	14,010	15,726	15,192	16,825	14,712	15,208	15,293
Expenses							12,398
Program Services	11,462	13,464	12,572	13,536	10,954	11,569	12,398
Management and General, Fundraising	1,686	1,526	1,895	2,152	2,155	2,064	1,883
TOTAL - GRAPH 3	13,148	14,990	14,467	15,688	13,109	13,633	14,281
% of Program Services	87.2%	89.8%	86.9%	86.3%	83.6%	84.9%	86.7%
% of Management and Other	12.8%	10.2%	13.1%	13.7%	16.4%	15.1%	13.3%
% of Revenue Exceeding Expenses - GRAPH 5	6.6%	4.9%	5.0%	7.2%	12.2%	11.6%	7.1%
Student to Faculty Ratio							9.1
							8.7
							8.1
Faculty to Admin Ratio							8.6
							7.6
							8.6
Financial Responsibility Composite Scores - GRAPH 6							1.9
Score	1.4	1.7	2.0	2.1	2.0	2.0	1.9
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Fiscally Adequate	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7							258,720
Net Working Capital	(214,296)	134,121	174,863	390,187	808,723	1,455,020	258,720
As % of Unrestricted Revenue	-4.6%	2.5%	3.2%	6.6%	14.6%	24.5%	4.5%
Working Capital (Current) Ratio Score	0.6	1.3	1.3	1.6	2.1	3.1	1.4
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	MEDIUM	MEDIUM	LOW	MEDIUM
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Good	Good	Excellent	Good
Quick (Acid Test) Ratio							1.3
Score	0.5	1.2	1.2	1.5	2.0	3.0	1.3
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW	MEDIUM
Rating (Excellent > 3.0 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Good	Good	Good	Good	Excellent	Good
Debt to Asset Ratio - GRAPH 7							0.4
Score	0.5	0.4	0.4	0.3	0.3	0.2	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	MEDIUM	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Good	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8							1.6
Score	0.1	0.8	1.5	2.0	3.7	4.4	1.6
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	HIGH	HIGH	HIGH	HIGH	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	Poor	Poor	Poor	Poor	Good	Good	Poor



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right, and, generally speaking, the bigger that gap, the better.

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Grand Concourse Academy Charter School



	2010-11			MET	2011-12			MET	2012-13			MET			
	Grades Served: K-5				Grades Served: K-5				Grades Served: K-5						
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	53.8 (52)	57.9 (38)		3	47.2 (53)	46.0 (50)		3	33.3 (72)	34.3 (70)				
	4	54.7 (75)	58.7 (63)		4	66.7 (45)	69.0 (42)		4	32.4 (37)	34.3 (35)				
	5	59.7 (62)	59.3 (59)		5	66.7 (51)	66.0 (50)		5	33.3 (33)	33.3 (33)				
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	56.1 (189)	58.8 (160)	NO	All	59.7 (149)	59.9 (142)	NO	All	33.1 (142)	34.1 (138)	NO			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PLI	AMO				
	3-5	150	122	YES	3-5	159	135	YES	3-5	118					
COMPARATIVE MEASURES															
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-5	58.8	31.1	YES	3-5	59.9	31.6	YES	3-5	34.1	11.8	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
	78.9	56.1	40.1	1.01	YES	82.0	59.7	40.4	1.20	YES	92.4	33.1	17.1	1.36	YES
GROWTH MEASURE															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4	64.5					
	5				5				5	59.9					
	6				6				6	0.0					
	7				7				7	0.0					
	8				8				8	0.0					
	All	45.0	50.0	NO	All	58.2	50.0	YES	All	62.2	50.0	YES			

SCHOOL PERFORMANCE SUMMARY: Mathematics
Grand Concourse Academy Charter School



	2010-11 Grades Served: K-5			MET	2011-12 Grades Served: K-5			MET	2012-13 Grades Served: K-5			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
		3	4			5	6			7	8		3	4	5
ABSOLUTE MEASURES															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	All	84.7 (189)	85.6 (160)	YES	All	77.2 (149)	77.5 (142)	YES	All	50.7 (142)	50.7 (138)	NO			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PI	AMO		Grades	PLI	AMO				
	3-5	184	137	YES	3-5	177	148	YES	3-5	148					
COMPARATIVE MEASURES															
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9						
	Grades	School	District		Grades	School	District		Grades	School	District				
	3-5	85.6	42.1	YES	3-5	77.5	42.9	YES	3-5	50.7	13.7	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
	78.9	84.7	50.5	1.80	YES	82.0	77.2	51.4	1.32	YES	92.4	50.7	20.5	1.97	YES
GROWTH MEASURE															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4	69.8					
	5				5				5	77.0					
	6				6				6	0.0					
	7				7				7	0.0					
	8				8				8	0.0					
	All	59.0	50.0	YES	All	54.0	50.0	YES	All	73.4	50.0	YES			

NYCDOE PROGRESS REPORT RESULTS

Grand Concourse Academy received a letter grade of “A” on its 2012-13 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2012-13 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 26 percent A; 31 percent B; 31 percent C; six percent D; and two percent F.

Grand Concourse Academy received the “A” based on the composite score of the three categories. The school received an “A” in School Environment, which measures factors other than student achievement. NYCDOE largely bases this category on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the Student Performance category, the school received an “A”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Grand Concourse Academy’s year-to-year growth in math in comparison to its peer schools, it received an “A” in Student Progress.

These results are consistent with the Institute’s analysis above.