



Expecting Excellence
From Our Children

**BRONX CHARTER SCHOOL FOR
EXCELLENCE**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By: Charlene Reid, Executive Director
Aleisha Rodriguez Burgos, Elementary Principal
Desiree Hunter, Middle School Principal
Adije Okpo, Elementary School Assistant Principal
Monica Rios, Director of Operations

1960 Benedict Avenue, Bronx New York 10462

creid@bronxexcellence.org

Charlene Reid, Executive Director, Aleisha Rodriguez Burgos, Elementary Principal, Desiree Hunter, Middle Principal, Adije Okpo, Elementary Assistant Principal, Monica Rios, Director of Operations, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Stacey Lauren	Board Chair
Rosemary Milliman	Vice Chair
Deirdre Flynn	Treasurer
Joyce Frost	Vice President
Mardi Schecter	Secretary
Christopher Hall	Board Member
Tanya Osborne	Board (Member) Parent Association

Charlene Reid has served as the school leader since 2007.

INTRODUCTION

Opening in August 2004, Bronx Charter School for Excellence began an important and exciting public school alternative to serve children in the Parkchester section of the Bronx and its surrounding neighborhoods. In keeping with its original charter, the school grew one grade each year until it served Kindergarten through eighth grade. During the 2014-2015 school year served roughly 643 children in grades K-8.

The mission of the Bronx Charter School for Excellence is to prepare young people to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school accomplishes this by constantly striving to create a supportive and caring environment that at all times has high expectations of its students and offers a challenging and rigorous academic curriculum.

The demographics of the population served by BCSE are as follows:

Black (non Hispanic)	47%
Hispanic	35%
American Indian, Alaskan, Asian or Pacific Islander	18%
Multiracial	0%

In addition, 77% of our students are eligible for free or reduced lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	56	56	56	56	58	56	50	50						438
2012-13	82	56	56	56	56	56	55	51	49					517
2013-14	84	84	56	56	56	56	56	56	50					554
2014-15	84	84	85	84	84	56	56	55	55					643

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language.

Background

During the 2014-2015 academic year, Bronx Charter School for Excellence implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 8th grades. The balanced reading program provides for students the foundation needed to become proficient readers. The reading program has balanced components that provide skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. Harcourt *Journeys* was introduced in 3rd through fifth grade this school year. This program is used in Kindergarten through fifth grades, and is grounded in techniques and lessons that support explicit and systematic instruction and offer a platform for on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. The program also includes an assessment component that provides appropriate measures for screening, progress monitoring and achievement outcome. This program is supplemented with Guided Reading and Literature Circles based on student learning needs. Students are regularly exposed to authentic texts and provided guided instruction at their frustration levels. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. Additionally, instructional staff utilized modules from EngageNY which provide resources in alignment to the New York State Common Core Standards. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development, modeling, and Peer Learning Communities (PLCs) throughout the academic year.

The middle school program will continue this work with our scholars as they progress through their academic career. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading. For reading, a published program is used in concert with award winning novels.* The Harcourt *Collections* program was introduced this year in grades six through eight, and

is directly aligned with New York State’s Common Core Learning Standards to help ensure accurate content delivery and support in preparation for the NYS ELA assessment given in each grade. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. The award winning novels are directly tied to broader concepts and themes taught in other disciplines. Therefore, not only are reading engagement and stamina increased, but so are the connections that allow scholars to make better meaning and sense of the world around them. A minimum of 4 novels are taught each year.

The Writers Workshop builds upon the writing that scholars produced in the elementary years. Narrative, persuasive, informational and poetic writing are developed through the writing process to create substantive, craft rich pieces. However, there is an added emphasis on functional writings due to their prevalence in the academic world. To meet this need, Writers Workshop is taught for a minimum of 30 minutes each day, of which at least one period per week will focus on explicit grammar, usage, or mechanics instruction.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in third through eighth grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	84	10	2	0	84
4	84	6	3	0	84
5	55	4	0	0	55
6	56	4	2	0	56
7	55	9	3	0	55

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

8	55	8	0	0	55
All	389	41	10	0	389

Results

The following table presents the New York State ELA test results for all students tested and for those students enrolled in at least their second year. Of the 84 students tested in Grade 3, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 3rd graders, 38% (performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 84 students tested in Grade 4, 56 were enrolled in at least their second year. Of the 56 continuously enrolled 4th graders, 69% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 55 students tested in Grade 5, 53 were enrolled in at least their second year. Of the 55 continuously enrolled 5th graders, 50.9% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 56 students tested in Grade 6, 54 were enrolled in at least their second year. Of the 53 continuously enrolled 6th graders, 40.7% performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 55 students tested in Grade 7, 55 were enrolled in at least their second year. Of the 54 continuously enrolled 7th graders, 35.0% performed at or above a Scale Score of 318 on the New York State English Language Arts examination. Of the 55 students tested in Grade 8, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 8th graders, 52.5% performed at or above a scale score of 316 on the New York State English Language Arts examination.

Performance on 2014-15 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	33.3	84	38.0	52
4	64.2	84	69.0	56
5	52.7	55	50.9	53
6	41.0	56	40.7	54
7	34.5	55	35.0	55
8	52.7	55	52.5	55
All	46.7	389	47.7	325

Evaluation

Based on the results of the 2015 English Language Arts exam for 3rd, 4th, 5th, 6th, 7th, and 8th grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure. In grades 3,5,6,7, and 8, less than 75% of students who were enrolled in at least their second year performed at or above the State's Performance Levels of Levels 3and Level 4. On the 3rd grade, our students did not meet the measure by 37 percentage points, our 4th graders did not meet the measure by 6

percentage points, the 5th graders did not meet the measure by 24.1 percentage points, our 6th graders did not meet the measure by 34.3 percentage points, our 7th grade cohort did not meet the measure by 40 percentage points, and our 8th graders did not meet the measure by 22.5 percentage points. Overall, Bronx Charter School for Excellence did not meet the outcome measure by 27.3 percentage points in English Language Arts. The decline in BCSE's 2015 New York State English Language Arts scores reflects the change of expectations since New York State adopted the Common Core Standards. The Common Core Standards are new, challenging standards. As the state has implemented these changes, the NYS ELA exams have been changed to reflect the expectations that students will now achieve at more challenging levels. Additionally, we introduced new Reading curriculum on grades three through eight and are learning the depth of the program. Bronx Charter School for Excellence has decreased its overall performance for grade 3 through 8 by 3.2 percentage points from the previous year.

Additional Evidence

The 2012-2013 year reflects overall performance at 45.3 percent. The introduction of the NYS Common Core Standards English Language Arts exams in 2013 changed the standards of student achievement; furthermore, demonstrating a decline in student achievement scores in the 2012-2013 school year. The 2012-2013 academic year data reflects proficiency levels using the state's published cut-scores. BCSE's students demonstrated that 45.3 percent are at or above proficiency levels. Because of the new 3-8 Common Core- aligned testing program, exams were reconstructed, causing a state-wide drop in student achievement scores. For 2012-2013, proficiency results cannot be compared to previous exams since previous exams have been based on former standards. For the 2013-2014 school year, Bronx Charter School for Excellence demonstrated 50.9 percent proficiency in English Language Arts, which is 5.6 percentage points higher than the previous year. For the 2014-2015 school year, there was a 47.7 proficiency rate, which was 3.2 percentage points lower than the previous year, but 2.4 percentage points higher than 2012-2013.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	55.6	54	61.8	55	38.0	56
4	69.1	55	76.4	51	69.0	56
5	37.0	54	34.5	55	50.9	53
6	36.0	50	49.1	53	40.7	54
7	37.0	46	46.3	54	35.0	55
8	32.7	49	38.0	50	52.5	55
All	45.3	309	50.9	318	47.7	325

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Of the 389 students tested, 43.9% attained Level 2, 32.6% attained Level 3 and 14.1% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 137.3.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	.09	43.9	32.6	14.1

$$\begin{array}{rcccccccc}
 \text{PI} & = & 43.9 & + & 32.6 & + & 14.1 & = & 90.6 \\
 & & & & 32.6 & + & 14.1 & = & \underline{46.7} \\
 & & & & & & \text{PLI} & = & 137.3
 \end{array}$$

Evaluation

New York State’s NCLB 2013-2014 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 97. Since our attained aggregate performance index value was 137.3, we met our objective for this outcome measure, by a margin of 40.3 points.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3rd grade was 38.0 % compared to District 11's 21.8%, 4th grade was 69.0% compared to District 11's 11.1%, 5th grade was 50.9% compared to District 11's 20.3% , 6th grade was 40.7% compared to District 11's 19.7%, 7th grade was 35.0% compared to District 11's 19.0%, and 8th grade was 52.5% compared to District 11's 24%. Grades 3 through 8 outperformed District 11 by 28.4% with a percentage of 47.7% compared to 19.3%.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	38.0	56	21.8	3176
4	69.0	56	11.1	3239
5	50.9	53	20.3	3051
6	40.7	54	19.7	2903
7	35.0	55	19.0	3018
8	52.5	55	24.0	3159
All	47.7	325	19.3	18546

Evaluation

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3rd through 8th grade by a difference of 28.4 percentage points. Individually, 16.2 percentage points difference on the 3rd grade, 57.9 percentage points in 4th grade, 30.6 percentage points in 5th grade, 21.0 percentage points in 6th grade, 16.0% in 7th grade, and 28.5% in 8th grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

Additional Evidence

\

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

In 2012-2013, the District was outperformed by 26.9 percentage points. In 2013-2014, Bronx Charter School for Excellence continued to outperform District 11 by 31.2 percentage points. In 2014-2015, Bronx Charter School for Excellence outperformed the District by 28.4 percentage points.

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	55.6	21.0	61.8	23	38.0	21.8
4	69.1	20.1	76.4	23	69.0	11.1
5	37.0	20.6	34.5	19	50.9	20.3
6	36.0	14.6	49.1	18	40.7	19.7
7	37.0	16.4	46.3	16	35.0	19.0
8	32.7	17.5	38.0	19	52.5	24.0
All	45.3	18.4	50.9	19.69	47.7	19.3

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2013-2014 academic year was 2.02 for grades 3 through 8. Grade 3 had an Effect Size of 2.52, grade 4 had an Effect Size of 3.51, grade 5 had an Effect Size of 0.97, grade 6 had an effect size of 1.97, grade 7 had an effect size of 1.97, and grade 8 had an effect size of 1.06.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.0	56	61	25.1	35.9	2.52
4	75.0	56	76	25.4	50.6	3.51
5	70.9	56	36	23.3	12.7	0.97
6	72.7	56	50	20.8	29.2	1.97
7	78.2	56	48	19.0	29.0	1.97
8	82.0	50	38	21.3	16.7	1.06
All	75.5	330	51.7	22.5	29.2	2.02

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

Since the attained Effect Size for Grades 3 through 8 was 2.02, Bronx Charter School for Excellence met its objective for this outcome measure and was higher than expected to a large degree.

Displayed in the table below is the data for Grades 3 through 8. As stated above, Bronx Charter School for Excellence met its objective for this outcome measure for 3rd through 8^h grade ELA exams in 2013-2014 by outperforming the predicted measure by 29.2 percentage points. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 during the 2012-2013 academic year by 25.9 percentage points and by 35.2 in 2011-2012 compared to similar schools statewide.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-7	54.2	267	86.1	50.9	2.30
2012-13	3-8	82.1	323	44.9	19.0	2.17
2013-14	3-8	75.5	330	51.7	22.5	2.02

Goal 1: Growth Measure⁴

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

In 2013-2014, the 4th grade cohort had a mean growth percentile of 58.3, 5th grade had a mean growth percentile of 31.1, 6th grade had a mean growth percentile of 55.6, 7th grade had a mean growth percentile of 62.9, and 8th grade had a mean growth percentile of 48.9. Overall, the school’s mean growth percentile was 51.4, which is 1.4 percent above the statewide median.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	58.3	50.0
5	31.1	50.0
6	55.6	50.0
7	62.9	50.0
8	48.9	50.0
All	51.4	50.0

Evaluation

Bronx Charter School for Excellence had an overall mean growth percentile of 51.4, meeting the measure with 1.4 percent above the statewide median.

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Additional Evidence

Bronx Charter School for Excellence had an overall mean in 4th grade of 58.5 in 2012-2013 and 58.3 in 2013-2014, which exceeded the statewide median. Bronx Charter School for Excellence had an overall mean in 5th grade of 29.5 in 2012-2013 and 31.1 in 2013-2014, which was below the statewide median. In 2012-2013, the 6th grade had a mean growth percentile of 56.5, and 55.6 in 2013-2014, which exceeded the statewide median for both years. Seventh grade had a mean growth percentile of 60 in 2012-2013, and 62.9 in 2013-2014, which exceeded the statewide median for both years. In 2012-2013, 8th grade had a mean growth percentile of 50.5, which exceeded the state median, but had a mean growth percentile of 48.9 in 2013-2014, which was below the statewide median. Overall, Bronx Charter School for Excellence had a mean growth percentile of 51.0 in 2012-2013 and 51.4 in 2013-2014, which exceeded the statewide median for both years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		58.5	58.3	50.0
5		29.5	31.1	50.0
6		56.5	55.6	50.0
7		60	62.9	50.0
8		50.5	48.9	50.0
All		51.0	51.4	50.0

Summary of the English Language Arts Goal

As delineated in the following table, Bronx Charter School for Excellence met 4 out of 5 outcome measures for Goal 1. Overall, the school did not meet proficiency in English Language Arts at Bronx Charter School for Excellence. The large decrease in student achievement data reflects the adoption of the Common Core standards and the shift in expectations for student achievement. The school's aggregate Performance Level Index (PLI) on the state English language arts exam met this year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Bronx Charter School for Excellence did achieve the measure of performing greater than students in the same grades in the local school district. Additionally, the school has also achieved the measure of exceeding its predicted level of performance on the ELA exam by an Effect Size of 0.3 or above to a large degree. Additionally, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 is above the state's unadjusted median growth percentile. Bronx Charter School for Excellence will continue to strive to meet its English Language Arts goal of students becoming proficient readers of the English language.

⁶ Grade level results not available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Bronx Charter School for Excellence will continue the following steps to improve particular areas within curriculum and instruction while continuing to strive for high academic performance through specific enhancements of the overall English Language Arts program. These steps will allow us to meet Goal 1:

1. We will prioritize our professional development for all teachers with a strong focus on the Common Core Learning Standards. The Common Core Standards will be analyzed and emphasized in all discipline areas and grade levels. The Leadership Team will work closely with all grade level teams on internalizing the Common Core standards and understanding the shift in planning and instructional delivery. We will focus on 6 shifts including:
 - Balancing Informational and Literary Texts
 - Knowledge in the Disciplines
 - Staircase of Complexity
 - Text-Based Answers
 - Writing from Sources
 - Academic Vocabulary

School leadership will collaborate with grade level teams to revise curriculum maps and units that are in complete alignment with the Common Core Standards and emphasize academic language rigor. Writing will take place in all discipline areas.

2. Our early childhood classes will get more support from the Leadership team, the Principal and additional support staff identifying students who need early intervention/prevention in the areas of Literacy within the first two weeks of school. Supplemental instructional materials will be given to support an intervention program to meet their needs. An extra block of literacy

intervention will be given to these students. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement.

Our upper grade classes will get more support from the Leadership team in identifying students who need intervention and support in the areas of Literacy during the first two weeks of school. Supplemental instructional materials will be given to support an intervention through a push in or pull out program. For the few upper grade students who still need support with phonics and fluency, they will receive an extra literacy intervention block to support their improvement in these areas. Extra resources will also be provided for 5th through 8th grade students to improve their literacy learning by integrating literacy with Social Studies and Science to ensure emphasis on the Common Core Standards. Students will have access to more classic literature and a rigorous writing program.

3. We will prioritize our professional development for early childhood teachers with more time devoted to addressing the needs of the struggling, proficient and advanced readers. Since Bronx Charter School for Excellence teaches reading through a daily cycle of whole group instruction to flexible reading groups within the entire grade, most of the improvement will take place during the flexible reading group sessions.

4. We will prioritize our professional development for upper grade teachers with more time devoted in the area of guided reading with a strong emphasis on building effective reading comprehension strategies and critical thinking techniques.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall English Language Arts program such as:

- Daily uninterrupted reading block (8:15-10:15) in Kindergarten through fifth grade, with 3 hour reading and social studies integrated blocks in sixth through Eighth grade.
- Daily one hour flexible reading groups
- Differentiated curriculum, instruction, assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observations

MATHEMATICS

Goal 2: Mathematics

BCSE students will demonstrate steady progress in the understanding and application of mathematical skills.

Background

During the 2014-2015 school year, Bronx Charter School for Excellence used a program that has the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem solving activities. The Math in Focus program with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experience is a program that focuses on making connections and unpacking mathematical skills and concepts. Our enriched curriculum supports the goals of the Common Core State Standards for Mathematics, is research-based and focuses on classroom learning, discussion, and practice while balancing conceptual understanding, visual learning, and problem solving. On a daily basis students are asked to demonstrate their mastery of basic concepts so that these skills can move to a level of automaticity, allowing more time to be spent on robust and challenging mathematical questions. Our focus is on making our students fluent in mathematics as evidenced by their ability to tackle concepts from a variety of angles. Both programs were supported with resources from EngageNY to align to the Common Core standards. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Our assessments include unit-based quizzes and tests that check progress for proficiency in skills and concepts connected to the Common Core standards. We also use simple and multi-step constructed responses and project based learning to assess mastery of skills and concepts. In addition to preparing for school-based exams and New York State standardized tests, it is our intention that many students will be able to progress to algebra completion by the end of eighth grade. In order to achieve this, students are required to achieve mastery in the building blocks of algebra beginning in sixth grade. Assessments and teacher anecdotes are used to determine which students should enroll in advanced coursework beginning in the seventh grade. This allows for increased access to advanced high school and college courses.

This year our professional development focused on looking closely at the Common Core standards by attending professional development sessions and examining sample tasks offered by New York State and other educational agencies and organizations.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	84	10	2	0	84
4	84	6	3	0	84
5	55	4	0	0	55
6	56	4	2	0	56
7	55	9	3	0	55
8	55	8	0	0	55
All	389	41	10	0	389

Results

The following table presents the New York State mathematics test results for all students tested and for those students enrolled in at least their second year. *Of the 84 students tested in Grade 3, 56 were enrolled in at least their second year. Of the 56 continuously enrolled 3rd graders, 51.2% performed at or above Proficiency on the New York State mathematics examination. Of the 84 students tested in Grade 4, 56 were enrolled in at least their second year. Of the 56 continuously enrolled 4th graders, 76.2% performed at or above Proficiency on the New York State mathematics examination. Of the 55 students tested in Grade 5, 54 were enrolled in at least their second year. Of the 53 continuously enrolled 5th graders, 60.0% performed at or Proficiency on the New York State mathematics examination. Of the 56 students tested in Grade 6, 54 were enrolled in at least their second year. Of the 54 continuously enrolled 6th graders, 73.2% performed at or above Proficiency on the New York State mathematics examination. Of the 55 students tested in Grade 7th, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 7th graders, 38.2% performed at or above Proficiency on the New York State mathematics examination. Of the 55 students tested in Grade 8, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 8th graders, 67.3% performed at or above Proficiency on the New York State mathematics examination.*

Brief narrative highlighting results in the data table below that directly addresses the measure, i.e. the overall percent of students *in at least their second year* achieving at proficiency.

⁷ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51.2%	84	57%	56
4	76.2%	84	76%	56
5	60.0%	55	57.1%	54
6	73.2%	56	72.2%	54
7	38.2%	55	38.2%	55
8	67.3%	55	67.3%	55
All	61%	389	59.8%	330

Evaluation

Based on the results of the 2015 mathematics exam for 3rd, 4th, 5th, 6th, 7th, and 8th grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure except for 4th grade. The 4th grade has 76.2 scoring Proficient which is 1.2 percentage points higher than the 75 percent goal. In grades 3,5,6,7,and 8 less than 75% of students who were enrolled in at least their second year performed at or above Proficient. Bronx Charter School for Excellence 3rd graders fell short of the measure by 23.8 percentage points, 5th graders fell short of the measure by 15.0 percentage points, our 6th graders fell short of the measure by 1.8 percentage points, our 7th graders fell short of the measure by 36.8 percentage points, and our 8th graders fell short of the measure by 7.7 percentage points. While Bronx Charter School for Excellence was unable to meet the outcome measure, particularly at the middle school level, we saw an average increase overall of 16% for the 6th grade due to better preparedness for new exams that were fully aligned to the Common Core standards.

Additional Evidence

Between 2009-2013, students testing in at least their second year maintained 98 percent proficiency or higher on the New York State mathematics using the states Time Adjusted Level 3 scores. Third and 4th grade maintained 100 percent for all 3 years. However, due to the shift towards the Common Core standards dramatically shifted the baseline for proficiency and Time Adjusted Scores are not available. Subsequently, during the current Accountability Period, Bronx Charter School for Excellence at best-made progress towards a high level of performance.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	66.7	51	68.5%	54	57%	56
4	81.5	54	90.0%	50	76%	56
5	35.3	51	68.5%	54	57.1%	54
6	53.1	49	56.6%	53	72.2%	54
7	28.3	46	65.4%	52	38.2%	55
8	37.5	48	52.1%	48	67.3%	55
All	51.2	299	66.9%	311	59.8%	330

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Of the 389 students tested, 6.4% attained a Level 1, 32.1% attained a Level 2, 30.3% attained a Level 3, and 31.1% attained a Level 4. The attained aggregate Performance Index on the mathematics exam was _____.

Brief narrative highlighting results in the data table that directly addresses the measure by comparing the PLI to this year's AMO.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	6.4	32.1	30.3	31.1

$$PI = 32.1 + 30.3 + 31.1 = 66.23$$

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$30.3 + 31.1 = \underline{61.4}$$

$$\text{PLI} = 127.63$$

Evaluation

New York State’s NCLB 2014-2015 target Mathematics Measurable Objective for Grades 3 through 8 is 86. Since our attained aggregate performance index value was 127.63, we met our objective for this outcome measure, by a margin of 41.6 points

Goal 2: Comparative Measure
 Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence’s percentage for 3rd grade was 51.2% compared to District 11’s 27.8%. The 4th grade was 76.2% compared to District 11’s 27.9%. The 5th grade students were at 59.5% compared to District 11’s 31.4%. The 6th grade students were at 72.7% compared to District 11’s 26.2%. The 7th grade students were at 38.2% compared to District 11’s 23.6%. The 8th grade students were at 67.3% compared to District 11’s 15.3%. All grades outperformed District 11 with a percentage of 61% compared to 25.4%.

**2014-15 State Mathematics Exam
 Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51.2%	56	27.8%	3219
4	76.2%	56	27.9%	3291

⁹ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

5	59.5%	54	31.4%	3091
6	72.7%	54	26.2%	2937
7	38.2%	55	23.6%	3040
8	67.3%	55	15.3%	2992
All	60.9%	330	25.4%	18,570

Evaluation

The percentages of students at Level 3 or above enrolled in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3rd through 8th grade by a difference of 35.6 percentage points. There was a 23.4 percentage point difference on the 3rd grade, 48.3 percentage point difference in 4th grade, 28.1 percentage point difference on the 5th grade, a 46.5 percentage difference on 6th grade, a 14.6 percentage difference on 7th grade, and a 52 percentage difference on 8th grade. Based on these results, the Bronx Charter School for Excellence met its objective for this outcome measure.

Additional Evidence

During the 2012-2013 school year, 4th grade students performed at 81.8% compared to the District's 24.1%. During the 2013-2014 school year they also performed at 90.2% compared to the District's 24.1%. As outlined in the Evaluation portion above, our 3-8th graders continued to outperform the District even though the gap was narrowed. Overall, the Bronx Charter School for Excellence has outperformed the Local District for the last 3 years in all grades.

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	66.7	23.8	69.1	23.8	57.0%	27.8%
4	81.8	24.1	90.2	24.1	76.0%	27.9%
5	33.9	21.5	69.1%	55	59.5%	31.4%
6	56.7	20.2	54.4%	54	72.7%	26.2%
7	28.3	15.6	66.7%	54	38.2%	23.6%
8	35.4	14.5	55.1%	50	67.3%	15.3%
All	50.4	20.0	67.4%	319	61.8%	25.4%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The 2013-2014 results demonstrate that Bronx Charter School for Excellence performed far above predicted levels with a difference of 40.3 percentage points. Additionally, 3rd grade had an effect size of 1.86, 4th grade had an effect size of 2.79, 5th grade had an effect size of 1.98, 6th grade had an effect size of 1.36, 7th grade had an effect size of 2.48, and 8th grade had an effect size of 1.94. Overall, grades 3 through 8 had an effect size of 2.07, highly exceeding the effect size of 0.3.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	75.0	56	69	34.7	34.3	1.86
4	75.0	56	89	33.6	55.4	2.79
5	70.9	56	70	32.7	37.3	1.98
6	72.7	56	57	28.9	28.1	1.36
7	78.2	56	68	21.1	46.9	2.48
8	82.0	49	55	15.5	39.5	1.94
All	75.5	329	68.3	28.0	40.3	2.07

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

Since the attained Effect Size for Grades 3 through 8 was 2.07, Bronx Charter School for Excellence met its objective for this outcome measure and was higher than the expected 0.3, to a large degree by 1.38 points.

Additional Evidence

Displayed in the table below are three years of available data. The Bronx Charter School for Excellence met and exceeded its objective during the 2010-2014 school years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-7	54.2	267	86.1	50.9	1.83
2012-13	3-8	82.1	323	52.3	20.3	1.97
2013-14	3-8	75.5	389	61%	40.3	2.07

Goal 2: Growth Measure¹⁰

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile
-------	------------------------

¹⁰ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹¹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

	School	Statewide Median
4	58.2	50.0
5	35.7	50.0
6	51.9	50.0
7	57.9	50.0
8	63.9	50.0
All	53.2	50.0

Evaluation

Bronx Charter School for Excellence had an overall mean growth percentile of 53.2, meeting the measure with 3.2 percentage points above the statewide median.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		63.6	58.2	50.0
5		29.4	35.7	50.0
6		62.3	51.9	50.0
7		44.9	57.9	50.0
8		56.1	63.9	50.0
All		51.1	53.2	50.0

Summary of the Mathematics Goal

As delineated in the following table, during the 2014-2015 school year, Bronx Charter School for Excellence did not meet all 5 outcome measures for Goal 2.

Based on the evidence, Bronx Charter School for Excellence has not met its goal of having 75 percent of its students perform at proficiency on the New York State mathematics exam. However, Bronx Charter School for Excellence has continued to outperform students tested in the same grades in the local school districts. The school's aggregate Performance Level Index (PLI) on the State mathematics exam met the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Bronx Charter School for Excellence exceeded the predicted level of performance on the NYS math exams by a large degree. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 was above the state's unadjusted median growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least	Did Not Achieve

¹² Grade level results not available.

	their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Bronx Charter School for Excellence will undertake the following steps to improve particular areas the mathematics curriculum and instruction. These steps will allow us to meet Goal 2 in upcoming years, particularly at the middle school level:

1. A new mathematics curriculum will be used to closely align with the Common Core standards. Common core aligned benchmark assessment will be given to all students 4-6 times throughout the year to monitor students' progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.
2. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short-term goal improvement and attainment of performance indicators in mathematics.
3. For middle school, a comprehensive advisory program will be instituted to make sure that the developmental needs of students are met before the core instructional day begins.
4. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Common Core standards. More time will be devoted for development in addressing the needs of struggling middle school students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to be able learn content and process skills from multiple vantage points.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall Mathematics program such as:

- Differentiated curriculum, instruction, assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team

- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments
- Project-based learning
- Blended Learning

SCIENCE

Goal 3: Science

BCSE students will demonstrate proficiency relevant to science achievement.

Background

The Bronx Charter School for Excellence science curriculum is based on the New York State standards, common core curriculum, and the New Generation Science Standards which focus on three major strands – The physical environment, earth and space, and the living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21st century.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their own understandings of key concepts and invites students to develop and explain concepts in their own words orally through writing and drawing. Students are provided with options and projects that will allow them to demonstrate mastery of content. When young learners are actively engaged in the discovery process effectively, their natural curiosity leads them to explore, discover and learn about the natural world.

Professional development was offered consistently for the 2014-2015 school year. It provided the science cluster teacher with models of curriculum mapping and unit planning and opportunities to explore resources. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and build on developing more hands-on experiences using more student-led experiments with teacher support. In turn, students built skills needed to investigate and then explain the world that surrounds them. Teacher professional development directly and indirectly affects students. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

The middle school science program is also governed by the New York State standards, common core standards, and the New Generation Standards. Key ideas and performance indicators are used to prepare our students to further develop and cultivate science abilities and understanding. The goal is for students to be able to explain, both accurately and with appropriate depth, the big ideas.

Guided by teachers, students will continually develop and learn science knowledge to complete a scientific investigation. Moreover, they learn to communicate thoughts about science knowledge. With practice, trial and error, students will begin to recognize the relationship between explains and evidence. Thus, students in grades 5-8 demonstrated their understanding of science process skills and procedures. At least four, award-winning trade books a year will be part of the High-interest books that can transform scientific concepts into fluid text are ideal. In all, varied opportunities allowed BCSE students to use appropriate scientific language and demonstrate proficiency toward the eighth-grade science exit project and other competitive examinations such as New York State Earth Science Regents.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

Of the 4th grade students at the Bronx Charter School for Excellence, 100% of the students achieved Levels 3 and 4. Of the 8th grade students, 95% of the students achieved Levels 3 or 4. Compared to the District in grade 4 at 83% last year, the students exceeded the District average by 17 percentage points. Compared to the District in grade 8 at 43%, the students exceeded the District average by 53 percentage points. The 2014-2015 district scores have not been released yet.

**Charter School Performance on 2014-15 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	55	N/A	N/A
8	96%	25	N/A	N/A

Evaluation

The grade 4th and 8th performance for 2014-2015 was at 98%. The measure was met with 100% of the students who were enrolled in at least their second year performing at or above a Level 3

for 4th grade and 8th grade. The notable science achievement of this 4th grade cohort is 25% above the measure of 75% performing at or above Level 3. The 8th grade cohort is 21% above the measure of 75% performing at or above Level 3. BCSE also had thirty 8th grade students taking the Earth Science Regents. Of the 30 students taking the Earth Science Regents, 28 passed the Earth Science Regents exams.

Additional Evidence

The trend during the current Accountability Period is that all 4th grade students for 2014-2015, and since 2007-2008 school year, have achieved a Level 3 or 4 on the New York State Science Performance exam. During the 2012-2013 school year, the 8th grade students took the New York State Science Performance exams for the first time, and 85% of the students achieved a Level 3 or 4. In 2013-2014, BCSE increased the number of 8th graders taking the New York State Earth Science regents, but the overall score dropped 7% below the 75% goal. In the 2014-2015 year, the 8th grade increased the number of students taking the NYS Regents exam. The NYS Science Performance increased to 96%, which is an improvement of 28%. The school has continued to maintain a high level of overall performance at 98%, by providing students with differentiated instruction that provides learning opportunities for all learning styles.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100	55	100	56	100%	55
8	85	40	68	37	96%	25
All	93	95	84	93	98%	80

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at above Level 3 on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

Of the 4th grade students at the Bronx Charter School for Excellence, 100% of the students achieved Levels 3 and 4. Of the 8th grade students, 95% of the students achieved Levels 3 or 4. Compared to the District in grade 4 at 83%, the students exceeded the District average by 17 percentage points. Compared to the District in grade 8 at 43%, the students exceeded the District average by 52 percentage points.

**2014-15 State Science Exams
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	100%	55	N/A	N/A
8	96%	55	N/A	N/A

Evaluation

The Bronx Charter School for Excellence 4th and 8th grade performed at 98%. District performance for 2014-2015 has not been released. Compared to the District averages from the previous year, 2013-2014, the measure was met and exceeded.

Additional Evidence

The Bronx Charter School for Excellence exceeded the Local District's performance in previous years. In 2012-2013, the District was outperformed by 30 percentage points. In 2013-2014, the District was outperformed by 21 percentage points.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	83	100	83	100	N/A
8	85	43	68	43	95	N/A
All	93	63	84	63	97	N/A

Summary of the Science Goal

Both the Absolute and Comparative measures were achieved. The school has continued to maintain high levels of achievement by providing students with differentiated instruction that provides learning opportunities for all learning styles.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at Level 3 on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

The following steps have enabled Bronx Charter School for Excellence to improve upon and maintain high science curriculum, instruction and academic performance which allows us to continue to annually meet Goal 3:

1. The Science program will continue to follow the New Generation Science standards to drive further rigor and instruction through the Science Curriculum. These standards will continue to be implemented into every aspect of the curriculum.
2. The elementary science teacher and middle school science team will continue to receive support and guidance from the Leadership team in identifying students who need early intervention, whether for remediation. Steady progression or extending concepts. Supplemental instruction materials will be given to support intervention to meet students' needs. Students who receive early intervention will be monitored on a weekly basis to assess short term goals and attainment of performance indicators in science.
3. We will prioritize our professional development for teachers to have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology and question lesson planning skills to address the needs of the struggling, proficient and advanced students. We will also focus on training more teachers on pedagogical methods for quality instruction.

Bronx Charter School for Excellence will continue to include the following for its overall Science Program:

- Differentiated curriculum, instruction, assessment and staff development
- Inquiry-based projects
- Co-teaching modeling cycles with master teachers and leadership team

- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments
- Field Trips

NCLB

Goal 4: NCLB
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Goal 4: Absolute Measure
 Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

Bronx Charter School for Excellence’s NCLB status for 2013-2014 school year is “Good Standing”.

Evaluation

The NCLB status of Bronx Charter School for Excellence is “Good Standing”.

Additional Evidence

Bronx Charter School for Excellence has maintained “Good Standing” since the 2005-2006 school year.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal VI: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

Goal VI: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

For the eighth consecutive year, Bronx Charter School for Excellence (BCSE) used the NYC Learning Environment Survey and Report, which is used for the NYC public schools. It serves as a resource to unveil and assess parents' views and values of their child's learning environment. School year 2007-2008 was the first year that all New York City charter schools participated in this citywide survey and we discovered over the past 6 years that it was confusing for many parents. More importantly, BCSE's use of the NYC survey and report as a public charter school offers a familiar and citywide evaluative measure for both the school and its parents. So, during the 2009-2010, 2010-2011, 2011-2012, 2012-2013, 2013-2014 and 2014-2015 school year, the parents used the same survey.

Results

Of the 561 families at BCSE, 561 families responded to the 2014-2015 The NYC Learning Environment Survey with a rate of 100%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations – 98%, 2) Communication – 98%, 3) Engagement - 96%, and 4) Safety and Respect – 98%.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
561	561	100%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
------	----------------------------------

Academic Expectations	98%
Communication	98%
Engagement	96%
Safety and Respect	98%

Evaluation

The above mentioned, with 100% of families completing the 2014-2015 The NYC Learning Environment Survey, reflect immense parent satisfaction. Within each category, a balanced range of questions allow parents to examine and express their level of satisfaction with the overall quality of their child’s education and the learning environment of BCSE. In comparison to last year’s results of the NYC Learning Environment Survey Report, family slightly stayed the same or increased. During school community gatherings, the BCSE staff likened survey completion to their support of school functions and events. Engaged parents will voice their needs and uphold their parental responsibilities. Indeed, this year’s survey helped them to do so. With respect to the four highlighted categories: 1) Academic Expectations – remained constant 2) Communication increased by 1% from 97% to 98% 3) Engagement remained constant 4) Safety and Respect remained constant.

As illustrated above, the four categories of the NYC Learning Environment Survey Report highlight areas to help schools: set goals to improve response rates, providing details about how parents answered specific questions, evaluate specific learning conditions, and compare one’s school to other schools. Overall parents has 100% parent response rate unlike the city’s average response percentage of 50%. The measure was met in accordance to the goal to have two-thirds of parents demonstrate satisfaction based on parent satisfaction survey. The parent response increase was due to having parents complete the surveys during parent teacher conferences and sending out many reminders to families.

Bronx Charter School for Excellence will continue to conduct NYC Learning Environment Survey during Spring Parent-Teacher conferences to ensure, increase and encourage parent participation as well as continue to send reminders to the families. BCSE will continue to research different ways to increase parents to participate in the survey.

Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Every student that is admitted or discharged from the school is entered into ATS. This system maintains the details of each child and we use the information in ATS to finalize our numbers. We count all children who are discharged after June 30th through early September. In the spring, we ask parents to complete an “Intent to Return” form to provide BCSE with a tentative commitment to reserve space.

Results

Over the summer of 2014, 12 students did not return to start the 2014-15 school year. Seven students left because they moved out of the district or state and five for a range of parental choices including selecting other schools. Once the school year started, only 12 students were discharged before the end of the 2014-15 school year; ten moved out of New York City and two transferred to other schools. The retention rate for the 2013-2014 school year is 97%.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
554	50	495	98%

Evaluation

The number of students who returned for the 2014-2015 school year is based on the number of students initially returning in September. The retention rate for 2014-2015 school year was 98%. The goal was 90%; the measure was met.

Additional Evidence

Year	Retention Rate
2009-10	96%
2010-11	95%
2011-12	94%
2012-13	97%
2013-14	97%
2014-15	98%

Goal 7: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Attendance is taken every morning and entered into NYCDOE's ATS system. Daily, monthly and annual attendance reports are calculated by child, class and school and can be requested in a variety of reports.

Results

In 2014-15, the school maintained a rate of 95% attendance and ended the year with an average of 97.3%. Goal 6 was met.

2014-15 Attendance

Grade	Average Daily Attendance Rate
K	95.9%
1	97.4%
2	97.8%
3	97.8%
4	98%
5	97.2%
6	97.1%
7	97.1%
8	97.8%
Overall	97.3%

Evaluation

Successfully, the measure was met. The school's daily attendance rate of at least 95 percent exceeded the school's target by 2.3%

Additional Evidence

Year	Average Daily Attendance Rate
2010-11	97%
2011-12	97.5%
2012-13	97.5%
2013-14	97.4%
2014-15	97.3%

Goal 8: BCSE will meet all legal requirements and responsibilities.

Goal 8: Absolute Measure

Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, 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, and the provisions of its by-laws and charter.

Method

Prepare and submit quarterly financial reports, perform and submit an annual audit, prepare and submit annual accountability report, ensure that Board of Trustee meetings comply with New York Open Meeting law by posting notices, conducting meetings appropriately, and making minutes available upon request, respond in a timely fashion to all New York Freedom of Information Law, maintain a facility that is accessible to individuals with disabilities and maintain the rights and privacy of the students by limiting access to students records unless authorized by each parent.

Results

BCSE provides assurance that it is generally and substantially in compliance with this measure.

Subsequent to the school's unconditional charter renewal during the 2012-2013 school year, BCSE has taken the opportunity to thoroughly review our compliance with all applicable laws, rules and regulations. We also were able to sharpen our procedures to ensure that we will continue to comply with all legal and charter requirements. During the 2014-2015 school year we continued to review our compliance with all legal and charter requirements.

Evaluation

The school will continue to comply with all legal and charter requirements.

Goal VIII: Absolute Measure

Each year the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Method

As mentioned previously, the charter renewal process enabled us to refine even further our practices covering academic, financial, facilities and operational performance which continually improve the functioning of the school.

Academically, the Executive Director reports to the Board of Trustees on the measures within the Accountability Plan. Financially, BCSE has Financial Policies and Procedures guidelines that outlines the fundamental practices for recording revenues, handling cash and approving all payments. The Executive Director and Director of Finance and Operations report monthly to the Finance Committee of the Board of Trustees and bi-monthly to the full Board.

The school has an employee handbook that outlines the schools commitments to employees and the expectations that the school requires from each employee. In 2014-2015, the school ensured that all teachers were certified for their positions and all teachers and staff had been properly fingerprinted.

The school also has manuals that document the operations of the facilities to ensure that it is in and remains in compliance with all New York City building and fire requirements and is a safe environment.

Results

BCSE provides assurance that it generally and substantially has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Evaluation

As a best practice tool, the school will continue to establish, review, and refine procedures to ensure the effectiveness and efficiency of its systems.

Goal VIII: Absolute Measure

Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Method

BCSE has established a pro-bono relationship with the Lawyers Alliance, on a as-needed basis, for legal services in assisting and guiding the school on legal matters pertaining to real estate, facilities upgrades and personnel issues.

Results

Legal counsel was available for the continued review of the BCSE Employee Handbook and personnel related issues. Counsel was utilized for the review of architectural and geotechnical contracts and real estate purchase. No other need for legal counsel was necessary.

The school is represented by counsel through its insurance company for any issues related to general liability and umbrella related insurance claims.

Evaluation

The school and the Board of Trustees effectively manage its need for legal counsel.