



**Bronx Charter School for
Excellence 3**

**2023-24 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

By

Elleace David, Elementary School Principal
Frank Peart, Elementary School Principal
Betty Bonet, Middle School Principal

3956 Carpenter Ave, Bronx NY 10466 &
1160 E. 213th Street, Bronx NY 10469
(718) 882-0231/(718) 882-1074

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Elleace David, Elementary School Principal, Frank Peart, Elementary School Principal, and Betty Bonet, Middle School Principal prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Kathy Lathen	Board Chair	Executive, Finance, Discipline
Joyce Frost	Vice Chair	Executive, Finance, Discipline
Joseph Lewis	Treasurer	Executive, Finance, Discipline
Stacey Lauren	Secretary	Executive, Discipline, Education

Elleace David has served as the Bronx Charter School for Excellence 3 Elementary School Principal since July 2024. Frank Peart has served since July 2024 and Betty Bonet since December 2023.

SCHOOL OVERVIEW

Bronx Charter School for Excellence 3 (Bronx Excellence 3, Bronx 3) opened in the fall of 2017 to 150 scholars in grades K-1. The school has grown to serve K-8 in 2024-25. The award-winning Bronx Excellence approach provides a differentiated, project-based learning environment that seeks to develop high-level analytical and critical thinking skills in every scholar. During the 2023-2024 school year, Bronx 3 served 462 children in grades K-7.

The mission of Bronx Charter School for Excellence 3 is to prepare young people in New York City 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 offering a challenging and rigorous academic curriculum, which at the earliest of grades has an eye toward college preparation. Bronx Excellence 3 provides a supportive and caring environment that maintains high expectations for all students. The demographics of the population served by Bronx Excellence 3 are as follows:

Ethnicity	Percentage
American Indian or Alaskan Native	0.00%
Asian	1.73%
Black/African American	73.81%
Hispanic/Latino	24.24%
Multiple Ethnicities	0.00%
Native Hawaiian or Other Pacific Islander	0.22%
White	0.00%

In addition, 71.86% of our students are eligible for free or reduced lunch.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	Total
2021-22	57	62	88	89	86	59			441
2022-23	57	57	56	88	82	77	56		473
2023-24	57	54	54	58	72	66	62	39	462

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Bronx Excellence 3 students will become proficient readers and writers of the English language.

BACKGROUND

During the 2023-24 academic year, Bronx Charter School for Excellence 3 implemented its high-quality, comprehensive English Language Arts (ELA) curriculum that is aligned to New York State's Next Generation Learning Standards for K through 8th grades. The reading program provides for students the foundation needed to become proficient readers, including 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. We chose this curriculum because it allows us to facilitate a literacy approach that incorporates multiple genres, flexibility to differentiate, and use direct instruction to teach foundational skills prior to moving onto more complex content.

The elementary program is grounded in techniques that support explicit and systematic instruction and offers a platform for ongoing professional development for teachers in the critical elements of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. 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. All instructional staff participate in workshops and ongoing modeling throughout the academic year to enhance their skills and optimize their use of curriculum resources.

The middle school program continues this work as scholars progress into departmentalized instruction. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading using a published program in concert with award winning novels. The program provides a wide variety of genres, word study/vocabulary enrichment, differentiated material, and connections to writing. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. Award-winning novels are directly tied to broader themes taught in other disciplines. Therefore, we can increase reading engagement, stamina, and the connections that allow scholars to make better meaning and sense of the world around them.

Bronx Excellence 3 utilizes the writing workshop model for scholars to experience processed and craft writing. Students improve writing fluency; learn to communicate effectively; develop knowledge of the

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English written language system, with an emphasis on syntax and discourse; understand the connections between reading and writing to develop writers; understand and can write across various fictional and non-fictional genres; and develop a love of writing, culminating in publishing parties where written work is celebrated.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent, daily flexible reading groups that focus supports within smaller groups for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Scholars receive small group instruction and interventions that cross grade-level classrooms. Teachers gather extensive assessment data to determine students’ learning levels and provide individualized support to target needs. Assessments include a combination of formal and informal measures such as daily checks and anecdotes; annual state assessments; and curriculum-based assessments administered at the conclusion of the six– to eight-day instructional cycle. All data is used to inform lesson planning, establish targeted small group mini lessons, monitor progress, and evaluate the efficacy of our programming. Moreover, it helps to drive differentiated professional development by strengthening areas of vulnerability and leveraging assets to optimize instruction.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	57	-	-	-	-	-	-	57
4	71	1	-	-	-	-	-	72
5	66	-	-	-	-	-	-	66
6	60	-	-	-	-	-	-	60
7	37	1	-	-	-	-	-	38
All	291	2	0	0	0	0	0	293

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Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	57	33	57.89%	52	32	61.54%
4	71	50	70.42%	70	49	70.00%
5	66	38	57.58%	66	38	57.58%
6	60	38	63.33%	59	38	64.41%
7	37	25	67.57%	37	25	67.57%
All	291	184	63.23%	284	182	64.08%

ELA Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school’s students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2023-24 Performance Index

Bronx Excellence 3 has an ELA performance index of 162.37 for 2023-24, which exceeds the target MIP of 113.

¹ Students are considered “enrolled in at least their second year” if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

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RESULTS AND EVALUATION

Students in their second year of being enrolled Bronx Excellence 3 had a proficiency rate of 64.08% on the ELA exam. Bronx Excellence 3 continues to improve its proficiency rate each year. Each year we are making significant gains towards 75% proficiency. The performance index of 162.37 exceeds the target MIP.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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

2023-24 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	61.54%	52	34.5%	1986
4	70.00%	70	42.2%	2055
5	57.58%	66	32.9%	2315
6	64.41%	59	37.4%	2382
7	67.57%	37	49.7%	2332
8	N/A	N/A	46.0%	2490
All	64.08%	284	40.65%	13560

ELA Measure 4 - 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 meaningful degree)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.5	452	437	1.41
4	98.8	455	439.6	1.5
5	98.7	451	438.4	1.38
6	100	453	437.3	1.79
All	98	452.8	438.3	1.5

ELA Measure 5 - 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 target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁵

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 2022-23 and also have a

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

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state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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 target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.4	50.0
5	50.5	50.0
6	53.6	50.0
7		50.0
8		50.0
All	50.9	50.0

ELA INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd-8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Internally developed

ELA Measure 6: Growth Measure

At least 75% of scholars in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content from the beginning of the school year.

METHOD

The table below shows the proficiency rates of students at the end of the 2023-24 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

Site	Grade	Count of Students	% Proficient
Bronx 3	3	57	78.95%
Bronx 3	4	72	98.61%
Bronx 3	5	66	98.48%
Bronx 3	6	60	28.33%
Bronx 3	7	38	36.84%
Bronx 3	All	293	72.35%

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SUMMARY OF THE ELA GOAL

Bronx Excellence 3 met four measures and did not meet two measures.

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.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
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 school district of comparison.	Yes
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
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 target of 50.	Yes
Growth	At least 75% of scholars in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content from the beginning of the school year.	No

EVALUATION OF ELA GOAL

Measure 1 – Absolute: 63.23% of all students, and 64.08% of students in at least their second year, were proficient on the New York State English language arts exam. This measure was not met in the aggregate for grades 3-8

- Of the 57 students tested in Grade 3, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 3rd graders, 61.54% performed at or above a level 3 on the New York State English Language Arts examination.
- Of the 71 students tested in Grade 4, 70 were enrolled in at least their second year. Of the 70 continuously enrolled 3rd graders, 70.00% performed at or above a level 3 on the New York State English Language Arts examination.

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- Of the 66 students tested in Grade 5, 66 were enrolled in at least their second year. Of the 66 continuously enrolled 3rd graders, 57.58% performed at or above a level 3 on the New York State English Language Arts examination.
- Of the 60 students tested in Grade 6, 59 were enrolled in at least their second year. Of the 59 continuously enrolled 3rd graders, 64.41% performed at or above a level 3 on the New York State English Language Arts examination.
- Of the 37 students tested in Grade 7, 37 were enrolled in at least their second year. Of the 37 continuously enrolled 3rd graders, 67.57% performed at or above a level 3 on the New York State English Language Arts examination.

Measure 2 –Absolute: Bronx Excellence 3 has an ELA performance index of 162.37 for 2023-24, which exceeds the target MIP of 113.

Measure 3 – Comparative: Bronx Excellence 3 students in at least their second year outperformed the CSD average. The Bronx 3 proficiency rate for tested students in grades 3-8 in at least their second year was 64.08%, and the average for students in grades 3-8 in CSD 11 was 40.65%. The measure was met.

- In grade 3, Bronx 3 proficiency for students in at least their second year was 27.04 percentage points higher than the CSD average.
- In grade 4, Bronx 3 proficiency for students in at least their second year was 27.8 percentage points higher than the CSD average.
- In grade 5, Bronx 3 proficiency for students in at least their second year was 24.68 percentage points higher than the CSD average.
- In grade 6, Bronx 3 proficiency for students in at least their second year was 27.01 percentage points higher than the CSD average.
- In grade 7, Bronx 3 proficiency for students in at least their second year was 17.87 percentage points higher than the CSD average.

Measure 4 – Comparative: In 2022-23, the Bronx 3 overall effect size was 1.5, which exceeds the target of 0.3.

Measure 5 – Growth: Bronx Excellence 3 has an ELA mean growth percentile of 50.9 for 2023-24, which exceeds the target of 50.0.

Measure 6 – Growth: Bronx 3 used internally developed assessments to determine 72.35% of scholars in grades 3-8 demonstrated mastery of grade level content. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, this rate demonstrates the percentage of students in grades 3-8 who mastered 75% or more of grade level

content at the normed rate since the beginning of the school year. This performance measure was not met.

ELA ACTION PLAN

Bronx Charter School for Excellence 3 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:

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 continue to focus on the 6 shifts including:

- Balancing Informational and Literary Texts
- Knowledge in the Disciplines
- Staircase of Complexity
- Text-Based Answers
- Writing from Sources
- Academic Vocabulary

Excellence Community Schools will collaborate with the leadership team 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.

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 few 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.

We will prioritize our professional development for early childhood teachers with more time devoted to

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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.

We will prioritize our professional development for upper grade teachers with more time devoted in the area of guided reading and literature circles, 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 (8:40-10:20) in kindergarten through fifth grade, with 3 hour reading and social studies integrated blocks in sixth through Eighth grade
- Daily explicit reading instruction increased from 90 minutes to 100 minutes
- 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

GOAL 2: MATHEMATICS

Goal 2: Mathematics

Bronx Excellence 3 students will demonstrate steady progress in the understanding and application of mathematical skills.

BACKGROUND

Bronx Excellence 3 uses a math curriculum originally designed to address instructional shifts and support the implementation of the Common Core learning standards and is now updated for the Next Generation math standards. This program sequences mathematical progressions into modules. The curriculum aligns well with the school's approach to learning and provides a foundation of knowledge, skills, and competencies upon which to build as students advance in content and grade level. We selected this curricular approach because it allows students to engage with exciting, intriguing, and animated content that provides enhanced opportunities to explore, expand upon, and broaden the depth of mathematical discourse, real-world connections, reasoning, critical thinking, and problem-solving. This includes computational, procedural, and conceptual knowledge that supports and builds success in mathematics with authentic problem-solving. The program centers on teaching with a

concrete-pictorial-abstract learning progression through real-world, hands-on experiences. It encourages students to use various mental strategies to solve problems and focus on finding solutions. It builds conceptual understanding rather than rote memorization, with an emphasis on critical thinking and problem solving, and focuses on deep knowledge building to understand mathematics conceptually.

Our math program also uses key concepts as building blocks for more complex treatments in articulated, logical, modular progressions using a narrative approach to build coherence. Students are encouraged to use math talk to build mathematical vocabulary to discuss concepts in context. Scholars are expected to learn content and processes of mathematics to become lifelong mathematical thinkers. Middle school students continue to work with the standards-aligned, coherent, and focused curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills within real-world context. Our program is research-based and provides robust professional development for teachers, inclusive of teacher-led instructional videos and tools to target instruction based on student need.

Math is taught daily for a minimum of 60 minutes for elementary school and 90 minutes (about 1 and a half hours) for middle school. During the class, content is introduced to the whole group. The teacher uses real-time data collected throughout the lesson, such as checks for understanding or questioning methods, along with unit quizzes and tests, and informal performance assessments. Additional assessments include formal and informal measures such as exit tickets, performance tasks, interim and state exams, and unit quizzes and tests. Data garnered from these measures is used to formulate small group interventions, assess curriculum efficacy, inform lesson planning, and guide professional development.

Based on classroom data, teachers provide scaffolded small groups and individualized targeted instruction as students practice work independently. This way, interventions are provided in real time, particularly for scholars who are not immediately mastering content. Our program also allows differentiation with advanced sections and groups created to enrich the math experience for scholars who are accelerated. While scholars are expected to master both content and mathematical processes appropriate for their age and grade, our goal is to support scholars so they can complete Algebra by the end of eighth grade.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	57	-	-	-	-	-	-	-	57
4	71	1	-	-	-	-	-	-	72
5	66	-	-	-	-	-	-	-	66
6	60	-	-	-	-	-	-	-	60
7	38	1	-	-	-	-	-	-	39
All	292	2	0	0	0	0	0	0	294

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	57	45	78.95%	52	44	84.62%
4	71	66	92.96%	70	65	92.86%
5	66	53	80.30%	66	53	80.30%
6	60	47	78.33%	59	47	79.66%
7	38	31	81.58%	38	31	81.58%
All	292	242	82.88%	285	240	84.21%

Math Measure 2 - Absolute

Each year, the school’s aggregate Performance Index (“PI”) on the state mathematics exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or

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proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)

Bronx Charter School for Excellence 3 has a math performance index of 195.55 for 2023-24.

RESULTS AND EVALUATION

Students in at least their second year of being enrolled Bronx Excellence 3 were 84.21 % proficient on the math exam. Bronx Excellence 3 continues to improve its proficiency rate each year. Each year we are making significant gains towards 75% proficiency.

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.

2023-24 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	84.62%	52	46.91%	2057
4	92.86%	70	47.10%	2119
5	80.30%	66	41.04%	2288
6	79.66%	59	39.55%	2412

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7	81.58%	38	49.49%	2372
8			35.21%	1139
All	84.21%	285	43.84%	12387

Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school’s 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 target for this measure. Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.5	468	442.7	1.76
4	98.8	476	440.4	2.54
5	98.7	462	438	2.02
6	100	476	438	3
7				
8				
All	98.1	470	440	2.27

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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Math Measure 5 - 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 target of 50.

METHOD

Given the timing of the state’s release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	77.7	50.0
5	65.5	50.0
6	84.9	50.0
7		50.0
8		50.0
All	75.2	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Internally developed

Math Measure 6 - Growth:

At least 75% of students in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content since the beginning of the school year.

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

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METHOD

The table below shows the proficiency rates of students at the end of the 2023-24 school year. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, these figures demonstrate the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year.

RESULTS AND EVALUATION

Site	Grade	Count of Students	% Proficient
Bronx 3	3	57	85.96%
Bronx 3	4	72	100.00%
Bronx 3	5	66	95.45%
Bronx 3	6	60	65.00%
Bronx 3	7	38	65.79%
Bronx 3	All	293	84.64%

SUMMARY OF THE MATHEMATICS GOAL

Bronx Excellence 3 met each math measure and attained this Accountability Plan goal.

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 Mathematics exam for grades 3-8.	Yes
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
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 school district of comparison.	Yes
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes

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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 target of 50.	Yes
Growth	At least 75% of students in grades 3-8 will achieve the normed rate of growth as demonstrated by mastery of 75% or more of grade level content since the beginning of the school year.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Measure 1 – Absolute: 82.88% of all students, and 84.21% of students in at least their second year, were proficient on the New York State math exam. This measure was met in the aggregate for grades 3-8.

- Of the 57 students tested in Grade 3, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 3rd graders, 84.62% performed at or above a level 3 on the New York State Math examination.
- Of the 71 students tested in Grade 4, 70 were enrolled in at least their second year. Of the 70 continuously enrolled 3rd graders, 92.86% performed at or above a level 3 on the New York State Math examination.
- Of the 66 students tested in Grade 5, 66 were enrolled in at least their second year. Of the 66 continuously enrolled 3rd graders, 80.30% performed at or above a level 3 on the New York State Math examination.
- Of the 60 students tested in Grade 6, 59 were enrolled in at least their second year. Of the 59 continuously enrolled 3rd graders, 79.66% performed at or above a level 3 on the New York State Math examination.
- Of the 37 students tested in Grade 7, 37 were enrolled in at least their second year. Of the 37 continuously enrolled 3rd graders, 81.58% performed at or above a level 3 on the New York State Math examination.

Measure 2 –Absolute: Bronx Excellence 3 has a Math performance index of 195.55 for 2023-24, which exceeds the target MIP of 113.

Measure 3 – Comparative: Bronx Excellence 3 students in at least their second year outperformed the CSD average. The Bronx 3 proficiency rate for tested students in grades 3-8 in at least their second year was 84.21%, and the average for students in grades 3-8 in CSD 11 was 43.845%. The measure was met.

- In grade 3, Bronx 3 proficiency for students in at least their second year was 37.71 percentage points higher than the CSD average.
- In grade 4, Bronx 3 proficiency for students in at least their second year was 45.76 percentage points higher than the CSD average.

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- In grade 5, Bronx 3 proficiency for students in at least their second year was 39.26 percentage points higher than the CSD average.
- In grade 6, Bronx 3 proficiency for students in at least their second year was 40.11 percentage points higher than the CSD average.
- In grade 7, Bronx 3 proficiency for students in at least their second year was 32.09 percentage points higher than the CSD average.

Measure 4 – Comparative: In 2022-23, the Bronx 3 overall effect size was 2.27, which exceeds the target of 0.3.

Measure 5 – Growth: Bronx Excellence 3 has a Math mean growth percentile of 75.2 for 2023-24, which exceeds the target of 50.0.

Measure 6 – Growth: Bronx 3 used internally developed assessments to determine 84.64% of scholars in grades 3-8 demonstrated mastery of grade level content. Because it is assumed that students will grow at the normed rate to master grade level content by the conclusion of the school year, this rate demonstrates the percentage of students in grades 3-8 who mastered 75% or more of grade level content at the normed rate since the beginning of the school year. This performance measure was met.

MATHEMATICS ACTION PLAN

Bronx Excellence 3 will continue to educate our scholars with a lens towards the maintenance of equity. This ensures that all children have equitable access to high-quality instruction. Bronx Excellence 3 will continue to provide academic intervention for scholars who did not achieve their academic goals and will continue to implement resources and strategies that have historically proven successful for our scholars.

To support students' instructional needs at the start of the 2024-2025 school year, Bronx Excellence 3 will dedicate the first few weeks of school to administering math lessons and guidance in small groups to support where students are in their development. Using this and other data collected throughout the year, the school will provide intensive, data-driven differentiation to target individualized needs.

Bronx Excellence 3 will continue to provide equitable access to our high-quality instructional program to all students and remain vigilant of all learners' progress, including those with special educational needs and English Learners. All teachers received training designed to reinforce strategies to support English learners and students with disabilities.

We will continue to prioritize our professional development for all teachers with a strong focus on the Next Generation Standards. Topics include:

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- Perseverance in Problem Solving
- Abstract & Quantitative Reasoning
- Critiquing and constructing viable Arguments
- Mathematic Models
- Appropriate Strategies & Tools
- Precision
- The use and search for Mathematical Structures
- Express and search for Regularity in repeated reasoning.

Teachers will receive support from the leadership team, the principal, and additional support staff to identify students who need intervention in Mathematical concepts within the first few weeks of school.

GOAL 3: SCIENCE

Goal 3: Science

Students will demonstrate proficiency relevant to science achievement and use technology, scientific concepts, principles, and theories to conduct and analyze investigations.

BACKGROUND

The Bronx Charter School for Excellence’s science curriculum is based on the New York State standards, Common Core Curriculum, and the Next Generation Science Standards, which focuses on three major strands - physical environment, earth, and space, and 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 become scientifically literate citizens of the 21st century.

Science instruction at Bronx Excellence 3 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 understanding of key concepts and invites them to develop and explain concepts in their own words orally, and through writing and drawing. Students are provided with instructional 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.

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Professional development was offered consistently for the 2023-2024 school year. It provided the science cluster teachers with models of curriculum mapping, unit planning, and opportunities to explore resources. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and to develop more hands-on experiences using more student-led experiments with teacher support. In turn, students developed skills needed to investigate and explain real-world connections aligned to the science topic. 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 content to complete a scientific investigation. Moreover, they learn to state a claim, and provide reasoning using evidence. With practice, trial, and error, students will begin to recognize the relationship between reasoning and evidence. Thus, students in grades 5-7 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 Living Environments Regents.

The school administered the New York State Testing Program Next Generation Science Computer-Based Assessment to students in the 5th grade, in the spring of 2024. 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. Of the 5th grade students at the Bronx Charter School for Excellence, 46.88% of the students achieved Levels 3 and 4. No 8th students were registered to take the 8th-grade Computer-Based Science Assessment.

The 5th grade students completed the four required NYS Science Investigations. All students must complete the science Investigations before taking the NYS Computer-Based Science Test. The measure was met with 100% of the students who were enrolled in at least their second year performing at or above Level 3. No 8th grade students were enrolled.

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:

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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 weekly 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.
4. K-8 teachers will continue to implement the Amplify Science Program. They will receive ongoing professional development for the program and support on the integration of STEM instruction within the classroom.

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 assessment

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

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The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	64	30	46.88%
8	-	-	-
All	64	30	46.88%

Science Measure 2 - Comparative

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

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison.

2023-24 State Science Exam
Charter School and District Performance by Grade Level

Data were not yet available to conduct this analysis at the time the APPR was prepared.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Bronx Excellence 3 did not meet the absolute measure, and data are not yet available to analyze the comparative measure.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and	N/A

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	performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	
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EVALUATION OF THE SCIENCE GOAL

Of the 5th grade students at the Bronx Charter School for Excellence, (46.88%) of the students achieved Levels 3 and 4. The goal was not met. No 8th grade students were enrolled in 2022-2023. The NYS science test was not administered to the 8th grade. However, due to the release date, district data is unavailable at this time.

ACTION PLAN

The following steps have enabled Bronx Charter School for Excellence to improve upon and maintain high science curriculum, instruction and academic performance:

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.
4. K-5 will continue to implement the FOSS science program. They will receive ongoing professional development for the program and support on the integration of STEM instruction within the classroom.
5. 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

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- 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

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Local Support and Improvement (Good Standing)
2023-24	Local Support and Improvement (Good Standing)

ADDITIONAL CONTEXT AND EVIDENCE

Bronx Excellence 3 has met this goal every year of reporting.

OPTIONAL GOALS

Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

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Goal 5: Absolute Measure

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

METHOD

Each year Bronx Excellence 3 families receive a satisfaction survey. This survey allows leadership and staff to receive parent feedback, and determine both how the school is succeeding, and where it can improve.

RESULTS

Each year, the New York City Department of Education asks parents, teachers, and students to complete the annual DOE School Quality Survey, and respondents are asked to evaluate their school’s performance based on the six elements of the Framework for Great Schools.

This measure was met, and the goal was attained.

Key 2024 Parent Satisfaction Survey Results

	Bronx 3
Parent Involvement	87%
Parent-Teacher Trust	96%
Parent-Principal Trust	96%
Safety	99%
Cleanliness	97%

Goal 5: Absolute Measure

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

METHOD

Each year, enrollment is tracked in ATS, which acts as a city-wide student information system. The retention rate was calculated by finding the number of students discharged before the first day of school. Subtracting this number from 2023-24 enrollment total will show the number of returning students. This allows us to calculate our retention rate.

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RESULTS & EVALUATION

Of the 476 students enrolled on BEDS Day of 2022-23, 396 returned and remained enrolled for BEDS Day 2023-24. This represents a 83.19% retention rate. The measure was not met.

Site	BEDS DAY SY22	# of Graduates	BEDS DAY 23 (Returned)	Retention Rate
Bronx 3	476		396	83.19%

Historical retention rates are as follows:

Year	Retention Rate
2018-19	93%
2019-20	94%
2020-21	95%
2021-22	90%
2022-23	85%
2023-24	83%

Goal 6: Attendance

The school will maintain a high student attendance average.

Goal 6: Absolute Measure

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

METHOD

Each year, attendance is tracked in ATS, which acts as a city-wide student information system. Attendance results for this report were pulled from an ATS attendance report.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 Attendance

	Bronx 3
K	95.47%
1	95.65%
2	95.02%
3	95.16%
4	95.52%
5	95.78%
6	94.73%
7	96.48%
8	-
ALL	95.44%

RESULTS AND EVALUATION

This goal was met.

Year	Average Daily Attendance Rate
2018-19	95.80%
2019-20	96.32%
2020-21	96.12%
2021-22	94.15%
2022-23	95.20%
2023-24	95.44%