

**BRONX CHARTER SCHOOL FOR
EXCELLENCE**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Charlene Reid, Executive Director, Aleisha Burgos, Elementary Principal, Kevin Fischer, Middle Principal, Desiree Hunter, Middle Principal, Adije Okpo, Elementary Assistant Principal, Monica Rios, Director of Operations, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

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Joyce Frost	Board (Chair), Finance Committee (member), Executive Committee (Chair),
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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 has grown one grade each year and during the 2013-2014 school year served roughly 554 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)	48%
Hispanic	36%
American Indian, Alaskan, Asian or Pacific Islander	16%
Multiracial	0%

In addition, 75% 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
2010-11	56	56	55	56	55	52	52							382
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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language.

Background

During the 2013-2014 academic year, Bronx Charter School for Excellence continued to implement 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* and *Storytown*, are 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. These reading programs are 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 McDougall Littell program 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 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	56	0	0	0	56
4	56	0	0	0	56
5	56	0	0	0	56
6	56	0	0	0	56
7	56	0	0	0	56
8	50	0	0	0	50

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.

All	330	0	0	0	330
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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 56 students tested in Grade 3, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 3rd graders, 61.8% (34 of 55) 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 4, 51 were enrolled in at least their second year. Of the 51 continuously enrolled 4th graders, 76.4% (39 of 51) 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 5, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 5th graders, 34.5% (19 of 55) 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, 53 were enrolled in at least their second year. Of the 53 continuously enrolled 6th graders, 49.1% (26 of 53) 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 7, 54 were enrolled in at least their second year. Of the 54 continuously enrolled 7th graders, 46.3% (25 of 54) performed at or above a Scale Score of 318 on the New York State English Language Arts examination. Of the 50 students tested in Grade 8, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 8th graders, 38.0% (19 of 50) performed at or above a scale score of 316 on the New York State English Language Arts examination.

Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	60.7	56	61.8	55
4	75.0	56	76.4	51
5	35.7	56	34.5	55
6	50.0	56	49.1	53
7	48.2	56	46.3	54
8	38.0	50	38.0	50
All	51.5	330	50.9	318

Evaluation

Based on the results of the 2014 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 3 and Level 4. However, 4th grade did meet the absolute measure with 76.4 students meeting proficiency, which is 1.4 percentage points above the absolute measure. On the 3rd grade, our students did not meet the measure by 13.2 percentage points, our 5th graders did not meet the measure by 40.5 percentage points, the 6th graders did not meet the measure by 25.9 percentage points, our 7th graders did not meet the measure by 28.7 percentage points, and our 8th grade cohort did not meet the measure by 37.0 percentage points. Overall, Bronx Charter School for Excellence did not meet the outcome measure by 24.1 percentage points in English Language Arts. The decline in BCSE’s 2014 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. Bronx Charter School for Excellence has increased its overall performance for grade 3 through 8 by 5.6 percentage points from the previous year.

Additional Evidence

The 2011-2012 year reflects high overall performance at 99.2 percent. The introduction of the NYS Common Core Standards English Language Arts exams in 2013 changed the standards of student achievement; furthermore, demonstrating a large 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.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	98.1	54	55.6	54	61.8	55
4	100.0	53	69.1	55	76.4	51
5	100.0	52	37.0	54	34.5	55
6	98.0	50	36.0	50	49.1	53
7	100.00	50	37.0	46	46.3	54
8			32.7	49	38.0	50
All	99.2	259	45.3	309	50.9	318

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 2013-14 English language arts AMO of 89. 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 330 students tested, 40.0% attained Level 2, 41.8% attained Level 3 and 9.7% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 143.0.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8.5	40.0	41.8	9.7

$$\begin{array}{rcllclclcl}
 \text{PI} & = & 40.0 & + & 41.8 & + & 9.7 & = & 91.5 \\
 & & & & 41.8 & + & 9.7 & = & \underline{51.5} \\
 & & & & & & \text{PLI} & = & 143.0
 \end{array}$$

Evaluation

New York State’s NCLB 2013-2014 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 89. Since our attained aggregate performance index value was 143.0, we met our objective for this outcome measure, by a margin of 54 points.

Goal 1: Comparative Measure

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

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

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 61.8 % compared to District 11's 23%, 4th grade was 76.4% compared to District 11's 23%, 5th grade was 34.5% compared to District 11's 19% , 6th grade was 49.1% compared to District 11's 18%, 7th grade was 46.3% compared to District 11's 16, and 8th grade was 38% compared to District 11's 19%. Grades 3 through 8 outperformed District 11 by 31.2% with a percentage of 50.9% compared to 19.69%.

**2013-14 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	61.8	55	23	3256
4	76.4	51	23	3104
5	34.5	55	19	3179
6	49.1	53	18	3193
7	46.3	54	16	3129
8	38.0	50	19	3136
All	50.9	318	19.69	18,997

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 31.21 percentage points. Individually, 38.8 percentage points difference on the 3rd grade, 53.4 percentage points in 4th grade, 15.5 percentage points in 5th

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](#).

grade, 31.1 percentage points in 6th grade, 30.3% in 7th grade, and 19% in 8th grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

Additional Evidence

In 2011-2012, Bronx Charter School for Excellence outperformed the local District 11 by 58 percentage points. 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.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	98.1	39.8	55.6	21.0	61.8	23
4	100	46.2	69.1	20.1	76.4	23
5	100	46.2	37.0	20.6	34.5	19
6	98	37.9	36.0	14.6	49.1	18
7	100	35.5	37.0	16.4	46.3	16
8			32.7	17.5	38.0	19
All	99.2	41.2	45.3	18.4	50.9	19.69

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

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

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 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 2012-2013 academic year was 2.17 for grades 3 through 8. Grade 3 had an Effect Size of 2.70, grade 4 had an Effect Size of 3.98, grade 5 had an Effect Size of 1.12, grade 6 had an effect size of 1.97, grade 7 had an effect size of 2.02, and grade 8 had an effect size of 1.06.

2012-13 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		56	55.3	21.6	33.7	2.70
4		56	69.6	21.2	48.4	3.98
5		56	35.8	22.1	13.7	1.12
6		55	34.5	14.6	19.9	1.97
7		51	39.3	14.2	25.1	2.02
8		49	32.7	20.0	12.7	1.06
All		308	44.9	19.0	25.9	2.17

School’s Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

Evaluation

Since the attained Effect Size for Grades 3 through 8 was 2.17, Bronx Charter School for Excellence met its objective for this outcome measure and was higher than expected to a large degree.

Additional Evidence

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 2012-2013 by outperforming the predicted measure by 25.9 percentage points.. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 during the 2011-2012 academic year by 35.2 percentage points and by 41.3 in 2010-2011 compared to similar schools statewide.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-6	55	213	91.1	49.8	2.68
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

Goal 1: Growth Measure⁵
 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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

In 2012-2013, the 4th grade cohort had a mean growth percentile of 58.5, 5th grade had a mean growth percentile of 29.5, 6th grade had a mean growth percentile of 56.5, 7th grade had a mean

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

growth percentile of 70, and 8th grade had a mean growth percentile of 50.5. Overall, the school's mean growth percentile was 51.0, which is 1 percent above the statewide median.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4	58.5	50.0
5	29.5	50.0
6	56.5	50.0
7	60	50.0
8	50.5	50.0
All	51.0	50.0

Evaluation

Bronx Charter School for Excellence had an overall mean growth percentile of 51.0, meeting the measure with 1 percent above the statewide median.

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

Grade	Mean Growth Percentile			
	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3				50.0
4			58.5	50.0
5			29.5	50.0
6			56.5	50.0
7			60	50.0
8			50.5	50.0
All			51.0	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. Proficiency

⁷ Grade level results not available.

results cannot be compared to previous exams since previous exams have been based on former standards. However, overall school performance increased by 5.6 percentage points from the previous year. 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.

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 2012-13 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

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

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

PLCs will collaborate to revise curriculum maps and units that are in complete alignment with the Common Core Standards and emphasize academic 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 reading 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 reading 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 trade books 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. A master teacher will have a split schedule to provide coaching and modeling for teachers in literacy.

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 Fourth grade, with 3 hour reading and social studies integrated blocks in Fifth 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 2013-2014 school year, Bronx Charter School for Excellence used a combination of two programs that have the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem solving activities. The first is Everyday Mathematics, which is a program that focuses on making connections and unpacking mathematical skills and concepts. The second is Prentice Hall, another research-based program that provides instruction on core skills, integrates intervention and supports test prep to help all students master the standards and prepare for high-stakes assessments. Our enriched curriculum includes linking past experiences to new concepts; sharing ideas through discussions; cooperative learning through partner and small group activities; developing concept readiness through hands-on activities and explorations; playing mathematical games and use of technology programs. 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 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	56	0	0	0	56
4	56	0	0	0	56
5	56	0	0	0	56
6	56	0	0	0	56
7	56	0	0	0	56
8	49	0	0	0	49
All	329	0	0	0	329

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 56 students tested in Grade 3, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 3rd graders, 69.6 (39 of 55) performed at or above Proficiency on the New York State mathematics examination. Of the 56 students tested in Grade 4, 51 were enrolled in at least their second year. Of the 51 continuously enrolled 4th graders, 89.2% (51 of 56) performed at or above Proficiency on the New York State mathematics examination. Of the 56 students tested in Grade 5, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 5th graders, 69.6% (39 of 55) 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, 57.1% (32 of 53) performed at or above Proficiency on the New York State mathematics examination. Of the 56 students tested in Grade 7th, 54 were enrolled in at least their second year. Of the 55 continuously enrolled 7th graders, 67.8% (38 of 56) performed at or above Proficiency on the New York State mathematics examination. Of the 50 students tested in Grade 8, 50 were enrolled in at

⁸ 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.

least their second year. Of the 50 continuously enrolled 8th graders, 55.1% (27 of 50) performed at or above Proficiency on the New York State mathematics examination.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	69.6%	56	69.1%	55
4	89.2%	56	90.2%	51
5	69.6%	56	69.1%	55
6	57.1%	56	54.4%	54
7	67.8%	56	66.7%	54
8	55.1%	50	55.1%	50
All	68.1%	330	67.4%	319

Evaluation

Based on the results of the 2014 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 89.2 scoring Proficient which is 14.2 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 5.4 percentage points, 5th graders fell short of the measure by 5.4 percentage points, our 6th graders fell short of the measure by 17.9 percentage points, our 7th graders fell short of the measure by 7.2 percentage points, and our 8th graders fell short of the measure by 19.9 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 18% 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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100.0	54	66.7	54	69.1%	55
4	100.0	53	81.8	55	90.2%	51
5	100.0	53	33.9	56	69.1%	55
6	98.0	50	56.7	51	54.4%	54
7	100.0	50	28.3	46	66.7%	54
8			35.4	48	55.1%	50
All	99.6	260	50.4	310	67.4%	319

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 2013-14 mathematics AMO of 86. 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 200.⁹

Results

Of the 330 students tested, 5.8% attained a Level 1, 22.7% attained a Level 2, 43% attained a Level 3, and 25.8% attained a Level 4. The attained aggregate Performance Index on the mathematics exam was 144.2.

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	5.8%	22.7%	43%	25.8%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 22.7 & + & 43 & + & 25.8 & = & 91.5 \\
 & & & & 43 & + & 25.8 & = & \underline{68.8} \\
 & & & & & & \text{PLI} & = & 160.3
 \end{array}$$

Evaluation

New York State’s NCLB 2013-2014 target Mathematics Measurable Objective for Grades 3 through 8 is 86. Since our attained aggregate performance index value was 160.3, we met our objective for this outcome measure, by a margin of 74.3 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 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.¹⁰

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 69.6% compared to District 11’s 23.8%. The 4th grade was 89.2% compared to District 11’s 24.1%. The 5th grade students were at 69.6% compared to District 11’s 26.5%. The 6th grade students were at 57.1% compared to District 11’s 20.2%. The 7th grade students were at 67.8% compared to District 11’s 15.6%. The 8th grade students were at 55.1% compared to District 11’s 14.5%. All grades outperformed District 11 with a percentage of 68.1% compared to 20.8%.

2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency
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¹⁰ 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](#).

	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	69.1%	55	23.8%	3256
4	90.2%	51	24.1%	3104
5	69.1%	55	26.5%	3179
6	54.4%	54	20.2%	3193
7	66.7%	54	15.6%	3129
8	55.1%	50	15.5%	3136
All	67.4%	319	20.8%	18,997

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 **47.9** percentage points. There was a **45.3** percentage point difference on the 3rd grade, **66.1** percentage point difference in 4th grade, **42.6** percentage point difference on the 5th grade, a **34.2** percentage difference on 6th grade, a **51.1** percentage difference on 7th grade, and a **39.6** percentage difference on 8th grade. Based on these results, the Bronx Charter School for Excellence met its objective for this outcome measure.

Additional Evidence

In the 2011-2012 school year, the Bronx Charter School for Excellence's 5th grade students performed at 100.0% compared to the District's 58.2%, which was a difference of 41.8%. In the 2011-2012 school year, the Bronx Charter School for Excellence's 6th grade students performed at 98% compared to the District's 50.9%, which was a difference of 47.1%, and our 7th graders performed at 100% compared to the District's 48.1%, a difference of 51.9%. During the 2012-2013 4th grade students performed at 81.8% compared to the District's 24.1%. This 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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100.0	39.8	66.7	23.8	69.1	23.8
4	100.0	59.3	81.8	24.1	90.2	24.1
5	100.0	58.2	33.9	21.5	69.1%	55
6	98.0	50.9	56.7	20.2	54.4%	54
7	100.0	48.1	28.3	15.6	66.7%	54
8			35.4	14.5	55.1%	50
All	99.6	51.26	50.4	20.0	67.4%	319

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

The 2012-2013 results demonstrate that Bronx Charter School for Excellence performed far above predicted levels with a difference of 32.1 percentage points. Additionally, 3rd grade had an effect size of 2.45, 4th grade had an effect size of 3.27, 5th grade had an effect size of 0.77, 6th grade had an effect size of 2.59, 7th grade had an effect size of 1.42, and 8th grade had an effect size of 1.19. Overall, grades 3 through 8 had an effect size of 1.97, highly exceeding the effect size of 0.3.

2012-13 Mathematics 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		56	66.1	25.1	41.0	2.45
4		56	82.1	26.9	55.2	3.27
5		56	33.9	22.2	11.7	0.77
6		55	58.2	17.6	40.6	2.59
7		51	33.4	12.0	21.4	1.42
8		49	36.8	16.7	20.1	1.19
All	82.1	323	52.3	20.3	32.1	1.97

School's Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

Evaluation

Since the attained Effect Size for Grades 3 through 8 was 1.97, 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 1.67 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 2010-2013 school years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-6	78.9	213	95.8	58.7	2.08
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
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Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	61.5	50.0
5	37.5	50.0
6	53.5	50.0
7	60.5	50.0
8	65.5	50.0
All	54.7	50.0

Evaluation

Bronx Charter School for Excellence had an overall mean growth percentile of 54.7, meeting the measure with 4.7 percentage points above the statewide median.

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4			61.5	50.0
5			37.5	50.0
6			53.5	50.0
7			60.5	50.0
8			65.5	50.0
All			54.7	50.0

Summary of the Mathematics Goal

As delineated in the following table, during the 2013-2014 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 their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
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 2012-13 school district results.)	Achieved

¹⁴ Grade level results not available.

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
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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 2013-2014 school year. It provided the science cluster teacher with models of curriculum mapping and unit planning and opportunities to explore resources. We also had extensive technology training for the classroom teachers utilizing Smartboards and a new technology lab. Talented, certified teachers participated in professional technology training and workshops to enhance inquiry-based explorations and laboratory and digital experiments. 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 or above Level 3 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 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

At the Bronx Charter School for Excellence, of the 4th grade students who are enrolled in at least their 2nd year, 100 % performed at a Level 3 or 4. Of the eighth grade students who were enrolled in at least their 2nd year, 68 % performed at a Level 3 or 4.

**Charter School Performance on 2013-14 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	Number Tested	Percent	Number Tested
4	100%	53	100%	56
8	68%	37	68%	37

Evaluation

The measure was met with 87 % of the students who were enrolled in at least their second year performing at or above a Level 3. 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 7% below the measure of 75% performing at or above Level 3. BCSE also had thirteen 8th grade students take the Earth Science Regents. All 100 % passed the Earth Science Regents exams.

Additional Evidence

The trend during the current Accountability Period is that all 4th grade students for 2013-2014, 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. The school has continued to maintain a high level of overall performance at 84%, 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					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	52	100	55	100	56
8	-	-	85	40	68	37
All	100	52	93	95	84	93

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, 68% 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 25 percentage points.

2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency
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	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	56	83%	3106
8	68	37	43%	2882

Evaluation

The grade 4th and 8th District performance for 2013-2014 was 63%, compared to Bronx Charter School for Excellence with 84%. The measure was met and exceeded the District's students by 21 percentage points.

Additional Evidence

The Bronx Charter School for Excellence exceeded the Local District's performance by 18% percentage points in 2013-2014.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	82	100	83	100	83
8	-	-	85	43	68	43
All	100	82	93	63	84	63

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	Achieved

	greater than that of all students in the same tested grades in the local school district.	
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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 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.
2. 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 teachers on pedagogical methods for quality instruction.
3. The Science program will begin following the New Generation Science standards to drive further rigor and instruction through the Science Curriculum. These standards will be implemented into every aspect of the curriculum.

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
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing