

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.



Expecting Excellence
From Our Children

**Bronx Charter School for Excellence
2005-06 Report**

on

Progress Made Towards Accountability Goals

Submitted to

The Charter Schools Institute

and

The New York State Education Department

August 1, 2006

Academic Goals

English Language Arts

Major Goal I: Students will become proficient readers of the English language.

A. Findings for Each Measure Under the Goal

Measure 1 (Absolute): Student Performance on E-CLAS-2

1. For the 2004-05 through 2008-09 school years, 75% of kindergarten students will perform at or above Level 2 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, ABC recognition and spelling strands for the spring administration of ECLAS-2.
2. For the 2004-05 through 2008-09 school years, 75% of first grade students will perform at or above Level 4 on the spelling, decoding and sight word strands for the spring administration of ECLAS-2.
3. For the 2004-05 through 2008-09 school years, 75% of second grade students will perform at or above Level 6 on the spelling and decoding strands for the spring administration of ECLAS-2.

a. Method:

Before addressing this goal, a modification in the wording of goal #1 needs to be made to remedy an inadvertent clerical error. Rhyme recognition, rhyme generation, syllable clapping, and initial consonants are only tested at Level 1; therefore, there is no Level 2. The results are presented correctly. The ECLAS-2 is administered to all students during the spring of each year. Table 1 shows the results for the kindergarten class; Table 2 is for the 1st grade; and Table 3 is the 2nd grade.

b. Results:

Table 1. Kindergarten Results on the ECLAS-2		
Strand	# Proficient (Total N=48)	% at Level 1
Rhyme Recognition	48	100%
Rhyme Generation	47	97.9%
Syllable clapping	48	100%
Initial Consonants	48	100%
Strand		% at Level 2
ABC Recognition	45	93.8%
Spelling	42	87.5%

Table 2. Grade 1 Results on the ECLAS-2		
Strand	# Proficient (Total N=49)	% at Level 4
Spelling	44	89.8%
Decoding	44	89.8%
Sight Words	46	93.9%

Strand	# Proficient (Total N=43)	% of Level 6
Spelling	5 (N=20)	25% for one class, 2 nd class was not tested (11.6%)
Decoding	17	39.5%

c. Evaluation:

Measure 1: All goals for the kindergarten class were met, with children greatly exceeding their 75% proficiency level on all six strands.

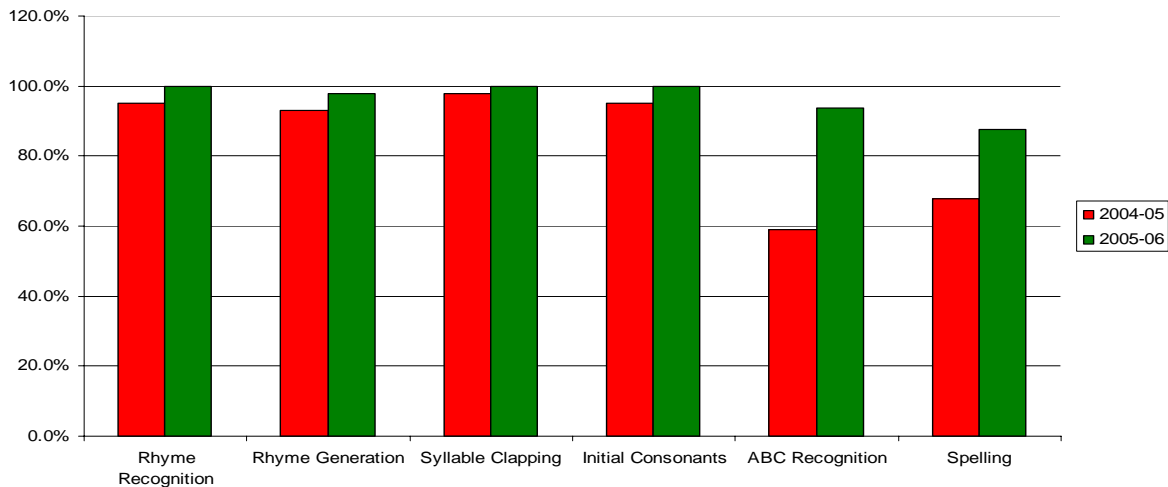
Measure 2: All goals for the first grade were met as well, exceeding the 75% goal.

Measure 3: The second grade did not achieve either of the goals set for this class. This is our lead class and thus there is no comparison group; however, these proficiency levels are not where they must be for our students to be successful learners. Over the next year, interventions will be introduced to improve the academic standing of this group of students. These strategies are discussed later in this section.

d. Further Evidence:

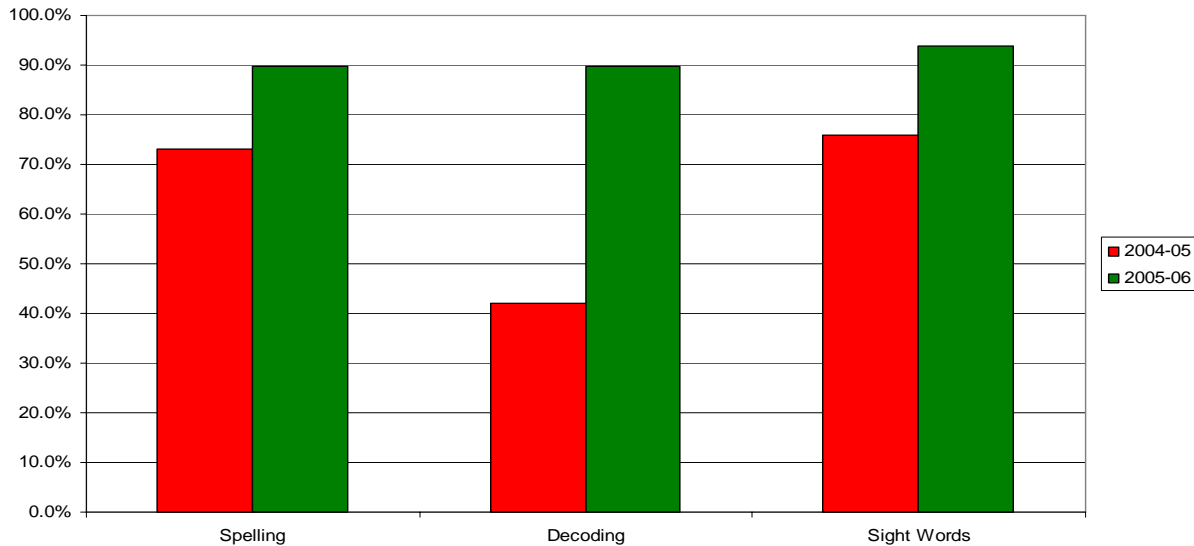
As reported in the 2004-05 Annual Report, there was a concern about our curriculum as students did show weakness in the area of phonics. As an intervention, the READ program was integrated into the curriculum during the 2005-06 school year. This program, developed and administered by the READ Foundation, pairs kindergarten and 1st grade children with middle and high school students in an intensive research-backed, phonics-based reading program. The children who participate are struggling readers as identified by an assessment administered by READ personnel. Assessing whether the READ program had any effect on the performance of students, kindergarten and 1st grade results from last year were compared to kindergarten (Chart 1) and 1st grade (Chart 2) results this year. These students are NOT cohorts; this was done to assess the overall curriculum.

Chart 1. Comparison for Kindergarten Classes from 04-05 and 05-06 on ECLAS-2 Strands



Clearly, our kindergarten students this year outperformed kindergarten students last year in all areas, particularly in ABC recognition and spelling, two areas which would be targeted by the READ instruction.

Chart 2. Comparison for Grade 1 Classes from 04-05 and 05-06 on ECLAS-2 Strands



The curriculum was strengthened in grade 1 as well. This year’s class showed vast improvements over last year in all three areas but particularly in decoding.

Analyzing the limited cohort results also indicates improvements in grade 1. The ECLAS-2 assesses different skills each year so the only cohort comparison that can be made for SY 2005-06 grade 1 to their prior kindergarten results is spelling. This year, 89.8% of the 1st grade students were proficient compared to last year when only 68% of the students were proficient in kindergarten. For current grade 2 students, spelling and decoding can be compared. Last year in grade 1, 73% tested proficient compared to this year when only 25% of the students tested proficient (only one grade was tested in spelling this year but clearly even if all those students were proficient they would not reach an overall total of 73% proficiency). Last year, 42% of the students were proficient decoders in grade 1 compared to 39.5% this year in grade 2. The cohort data indicates that the current 1st grade is more proficient while the current 2nd grade is struggling. Intervention strategies planned for the coming year are discussed at the end of this goal.

Measure 2 (Absolute): Student performance on the New York State ELA Exams.

1. For the 2006-07 through 2008-09 school years, 75 percent of third through fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.

Currently, our lead class is in second grade so this goal is not applicable for the 2005-2006 school year but will be during the 2006-2007 school year.

Measure 3 (Absolute):

1. The school will meet its Annual Measurable Objective in ELA each year under the state's No Child Left Behind (NCLB) accountability system.

This goal is not applicable until 2006-2007 school year.

Measure 4 (Comparative): Student performance as compared to students in similar schools and home districts on NYC/S ELA exams.

1. Each year the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of Community School District 11.

Not applicable until the 2006-2007 school year.

2. Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and New York City Department of Education.

Not applicable until the 2006-2007 school year.

3. Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.

Not applicable until the 2006-2007 school year.

Optional Outcome Measure:

1. Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the PS 106X.

Not applicable until the 2006-2007 school year.

Measure 5 (Value-Added): Student proficiency on NCE for the Iowa Test of Basic Skills
Required outcome measure

1. For the 2005-06 school year, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed reading test, and an NCE of 50 (grade level) in the current spring.

a. Method:

The Iowa Test of Basic Skills (ITBS) is administered every spring to all students. The comparison of cohorts of students is shown in Table 4 below.

b. Results:

Table 4. Mean NCE Increase by Grade for Reading ITBS All Cohorts with Scores SY04-05 Compared to SY05-06						
Subject/ Grade SY 2005-06	Number of Students	Mean NCE SY 2004-05	Mean NCE SY 2005-06	NCE Increase Need to Make Goal	Actual NCE	Goal Met
Reading						
K	48	NA	33.1			NA
1	33	46.8	54.1	1.6	7.2	Yes
2	31	40.7	45.8	4.65	5.1	Yes
Word Analysis						
K	48	NA	55.6			NA
1	33	52.2	52.8	NA	0.6	Yes
2	31	45.6	39.1	2.2	-6.5	No
Language						
K	48	NA	43.4			NA
1	33	45.8	55.2	2.1	9.4	Yes
2	31	50.5	37.6	NA	-12.9	No

c. Evaluation:

Kindergarten: There is no comparable data for this group of students since they were not tested in the fall of the school year. While the ELCAS-2 results were strong, the ITBS results were low on the *reading* subtest but the results of the *word analysis* section are very high indicating the students have attained the basic building blocks for reading. The curriculum next year will build upon this strength, moving students into becoming strong readers.

1st Grade: These students successfully reached the goal on each of the three subtests.

2nd Grade: The goal was reached on the reading subtests but not on the *word analysis* or *language* subtests. Again, this is our lead class and thus there is no comparison group but this group of students is in need of academic interventions which are discussed later in this section.

d. Further Evidence:

Once again the effects of the READ program can be seen in the results obtained by the kindergarten and 1st grade classes. In 1st grade 19 students participated in READ and in kindergarten, nine students participated. Even without baseline data for our kindergarten class their performance on the *word analysis* section of the test is very strong. Further, the students in 1st grade made every goal, scoring above the NCE of 50.

2. For the 2007-08 through 2008-09 school years, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.

This goal is not applicable until 2007-2008.

B. Summary

Based on the analysis of the ECLAS-2 and ITBS results, the kindergarten and 1st grade students have successfully achieved this goal and are becoming strong readers. Problems have been identified with our curriculum and intervention strategies have been developed for our lead class of 2nd graders. While pleased that kindergarten and 1st grade students are achieving this goal, there will be significant resources devoted to strengthening the reading abilities of our lead class, as well as to the further development of both the 2nd and 3rd grade ELA curriculums.

C. Action Plan

The levels of proficiency for kindergarten students on the ELCAS-2 and for the 1st grade class on the ECLAS-2 and ITBS are very strong, as is the reading section of the ITBS inventory for the 2nd grade class. Adding the READ program and fine tuning our curriculum based on the results of last year, has had a positive effect on the level of proficiency in early literacy. By providing our students with a strong phonetic base, they will develop into strong readers.

Grade 2 students continue to present unique challenges as indicated by testing on the ECLAS-2 and the subtests of *work analysis* and *language* on the ITBS. While no excuse, this is our lead class, the class of students who will always get the new curriculum. Further, this class joined us in grade 1, already struggling early readers as indicated by their proficiency levels on the fall 2004 ELCAS-2 (spelling 34%, decoding 27%, sight words 48%). However, this cycle must be interrupted now. The following strategies will be implemented next year.

a. The alignment between ELA curriculum (particularly grades 2 and 3) and the New York State Learning Standards will be reviewed and if needed, modified. Strengthening this alignment will assure that our students are ready for the NYS 3rd Grade ELA Test in January 2007. It will also identify weaknesses within our existing 2nd grade curriculum to make sure that the upcoming classes are presented with a strong academic environment.

b. The scaffolding of the curriculum at all grade levels will be reviewed to assure that no skills or strategies are being omitted.

c. Based on the results of the ITBS and ECLAS-2 a decision was made to have a one-week intensive Bridge Program this summer for the students moving into the 3rd grade. The program will run from July 31 through August 4 from 8:30 a.m. to 4:00 p.m. Three hours in the morning will be spent working on specific identified reading skills. The afternoon will consist of a summer film festival centered on the morning's lessons. After students view a movie they will be involved in a discussion to strengthen verbal skills and thinking; keeping a journal with a detailed analysis of the movie to strengthen writing skills, comprehension, and thinking.

d. Saturday Academies will be instituted starting in October and run through May taking place the first and third Saturdays. The Academies will be held from 9 a.m. to 12 p.m. It will be strongly recommended that all students in the 3rd grade who have been identified as having academic weaknesses attend. These sessions will be opened to any students in kindergarten through 2nd grade who may need support as well.

- e. A Reading and Learning Specialist is being hired for the purpose of identifying problems and developing interventions for students not performing at grade level.
- f. Three “Young Author” series will take place throughout the year where teen and young adult authors will be invited to the school to read to the children and to encourage and grow their interest in reading.
- g. Teachers will participate in a two week professional development series of workshops from August 7, 2006, through August 18, 2006. Topics for this development series are: 1) Developing Interim Assessments, 2) Student Achievement Goals, 3) Instruction and the Observation Process, 4) Classroom Management, and 5) Developing Grade/School-Wide Learning Outcomes.
- h. To continue to increase supportive measures throughout the school, teachers will receive training to design and create a family literacy program that will take place during the Saturday Academy as well as one to two nights per month.
- i. Throughout the year as part of the plan to develop the concept of shared accountability into an action plan, teachers will meet monthly in vertical teams to discuss issues around curriculum and cohesion among teachers.

Mathematics

Goal II: BCSE students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

A. Findings for Each Measure under the Goal

Measure 1 (Absolute): Student performance on the New York State Math Exams.

1. For the 2006 – 07 through 2008-09 school year, 75% of third through fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

Our lead class is only in grade 2; therefore, this goal is not applicable until 2006-2007.

2. The school will meet its Annual Measurable Objective in mathematics each year under the State’s No Child Left Behind (NCLB) accountability system.

This goal is not applicable until 2006-2007.

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the NYS Math exam.

1. Each year the percent of students who are enrolled in at least their second year, and performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of Community School District 11.

This goal is not applicable until 2006-2007.

2. Each year, the percent of students performing at or above Level 3 on the State Mathematics exam in each tested grade will place the school in the top quartile of all similar schools as determined by the Charter Schools Institute and based on the similar school categories generated by the State Education Department and the New York City Department of Education.

This goal is not applicable until 2006-2007.

3. Each year, the school will exceed to a specified degree (as set by CSI) its expected level of performance on the State Mathematics exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter and public schools in districts with charter schools.

This goal is not applicable until 2006-2007.

Optional Outcome Measure:

1. Each year, the percent of students performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of the PS 106X.

This goal is not applicable until 2006-2007.

Measure 3 (Value-Added): Student proficiency on NCE for the Iowa Test of Basic Skills
Required outcome measure

1. For the 2005-2006 and 2006-2007 school year, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed mathematics test, and an NCE of 50 (grade level) in the current spring.

a. Method:

The Mathematics section of the ITBS will be administered to all students at the school every spring. Below in Table 5 are the results of cohort group.

b. Results:

Table 5. Mean NCE Increase by Grade for Math ITBS All 2-Year Cohorts with Scores SY04-05 Compared to SY05-06						
Subject/ Grade SY 2005-06	Number of Students	Mean NCE SY 2004- 05	Mean NCE SY 2005-06	NCE Increase Need to Make Goal	Actual NCE	Goal Met
K	48	NA	39.5			NA
1	33	49.4	44.0	0.3	-5.4	No
2	31	43.1	34.9	3.45	-8.2	No

c. Evaluation:

The goal was not met for any class. Even though there is no pre-test data for the kindergarten class, an NCE of 39.5 is very low and is 10 points lower than the kindergarten class achieved the prior year.

d. Further Evidence:

Reviewing the subtest analysis from the ITBS in grades 1 and 2 it is clear that while students are lagging in all three areas of mathematics (*concepts, problems, computation*), students in both classes scored the lowest in the area of *concepts*. During the coming year there will be a concerted focus on identifying specific areas of weakness and providing intervention strategies to target these areas.

2. For the 2007-08 through 2008-09 school years, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam.

This goal is not applicable until 2007-2008.

B. Summary

Clearly our mathematics results are not where they should be, none of the classes achieved the goals set forth by this measure. Not only did students miss the goals, but they actually showed a decrease in performance as measured by the NCEs. Teachers may not have been prepared as thoroughly as they should have been last year when the school moved from using a departmentalized school model to a single teacher model. Interventions will be developed to assure this does not happen next year.

C. Action Plan

The mathematics curriculum will be reviewed and teachers will be supported in developing more comprehensive lesson plans. The specific steps to be taken during SY 2006-07 to assure that our scores increase and that our 3rd graders are prepared for the NYS Math test in the spring follow.

- a. As with the ELA curriculum, the alignment between the mathematics curriculum and the NYS Learning Standards will be reviewed and modified. It will be used to identify weaknesses within the math curriculum, providing a math curriculum that assures our students will be learners of mathematics and ready for the NYS math test in April.
- b. As with the ELA curriculum, the scaffolding of the math curriculum at all grade levels will be reviewed to assure that no skills or strategies are being omitted.
- c. The Saturday Academies discussed in the ELA section will be open to students struggling in math at all grade levels.
- d. Our decrease in math scores may have been the result of moving from a departmentalized school with each subject area being taught by a specialist, to the general teacher model. The curriculum may not have been delineated clearly enough. In the coming year, classroom observations will be conducted in all subjects but with special emphasis in math. Each teacher will

be observed teaching in each subject area at least twice during the year. Feedback will be provided and logs of the results of these visits will be maintained. Teachers will meet with the Leadership Team to discuss ways of improving classroom teaching.

e. Working with Riverside Publishing, an analysis of the ITBS data outlining areas of weakness will be developed to help target interventions.

f. A Math & Science Fair will be planned for the spring to give motivation and incentive to the students throughout the year by working individually and collaboratively on projects that they will be recognized for.

g. The interim assessments developed by teachers as a result of attendance in the two-week development series this August will be closely monitored by the Leadership Team of the school for the purpose of immediate interventions when problems are identified through these and other informal assessments.

Goal III: BCSE students will demonstrate proficiency relevant to science achievement.

A. Findings for Each Measure under the Goal

Measure 1(Absolute): Student performance on the NYS Science Examination

1. For the 2007-2008 through 2008-09 school years, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York Science examination.

This goal will not be applicable until 2007-2008.

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the NYS Science exam.

1. Each year the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam in each tested grade will be greater than that of Community School District 11.

This goal will not be applicable until 2007-2008.

Goal IV: BCSE students will demonstrate steady progress in the attainment of knowledge and skills relevant to social studies achievement.

A. Findings for Each Measure under the Goal

Measure 1 (Absolute): Student performance on the NYS Social Studies Exam

1. For the year 2008-2009 school year, 75 percent of fifth graders who are enrolled in at least their second year will perform at or above level 3 on the New York State Social Studies examination.

This goal is not applicable until 2008-2009.

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the NYS Social Studies Exam.

1. Each year the percent of students who are enrolled in at least their second year, and performing at or above Level 3 on the State Social Studies exam in each tested grade will be greater than that of Community School District 11.

This goal is not applicable until 2008-2009.

Additional Required Academic Measure

1. Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

This goal is not applicable until 2006-2007.

Organizational Goals

Parent and Student Satisfaction

Goal V: Parents will express a high satisfaction rating with the school.

A. Findings for Each Measure under the Goal

Parents

Required outcome measures

1. Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of *all* parents¹ provide a positive response to each of the survey items.

a. Method:

Each year all parents are asked to complete the following survey on a scale of 1 to 5 where 1=Strongly Disagree to 5=Strongly Agree. A higher average rating indicates a higher satisfaction, or agreement, with the statement. A positive response was considered to be a 4 or a 5 only.

b. Results:

¹ All parents include those who do not respond to the survey.

There are a total of 139 parents with children attending BCSE, 117 or 83% responded to the survey. Below are the results by survey item showing the average rating, the percent of parents with positive responses from the 117 parents who responded, and the percent of positive responses if all 139 parents were included.

Question	Average Rating	% Positive of Those Who Responded	% Positive for Entire Parent Population
Child likes school	4.6	93%	78%
I feel welcome at BCSE	4.4	90%	75%
School is safe and clean	4.3	86%	72%
Parents asked to help	4.5	92%	77%
Talk to teachers as needed	4.6	97%	81%
Open, regular communication	4.4	89%	74%
Staff listen to me & answer questions	4.6	95%	79%
Happy with education child is receiving at BCSE	4.7	96%	80%
School makes sure students learn	4.7	98%	82%
Child is safe at BCSE	4.5	90%	75%
Discipline in fair & effective	4.3	88%	73%
Teachers care about my child	4.7	95%	79%
Principal cares about students	4.8	98%	82%
Would recommend BCSE to other parents	4.6	95%	79%
Overall I am satisfied with BCSE	4.6	96%	80%

c. Evaluation:

All goals were met. Every single question had an average rating of well over 4.0 and all had significantly more than 67% of all the parents in the school rating each statement in a positively.

d. Further Evidence

Comparing the results from this year to last year indicates parents continue to be highly satisfied with the school. Last year 77% of all the parents responded to the survey compared to this year's 83%. Further on the last question "Overall I am satisfied with BCSE" 75% responded highly satisfied compared to the 80% who responded highly satisfied this year. (These percentages are based on total number of parents at school, not just those actually completing the questionnaire.)

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

a. Method:

The number of students who left the school during the school year is tracked and the reasons for leaving are collected.

b. Results:

During the course of the 2005-06 school year, 13 students left BSCS for the following reasons:

Reason for Leaving BCSE	Number of Students
Moved away from Bronx or New York City	6
Transferred due to Family Issues or Health Problems	1
IEP was a placement BCSE could not provide	1
Parents withdrew child felt school was not the right fit	5
Total	13

c. Evaluation:

There were 140 students who attended the school during the year, of which 13 left, or 9.3%. Therefore, this goal was achieved.

d. Further Evidence:

Families moving, health issues, and IEP requirements that cannot be met are all reasons for leaving a school that occur even at the top schools and are all reasons having nothing to do with the quality of the school itself. When these students are removed from the average, only five left because the school was not a right fit, or 3.6%.

B. Summary

Parents are highly satisfied with the school. With the move into our new location, we fully expect that satisfaction with the school will increase in the coming year. We have the majority of our students returning next year.

C. Plan of Action

Next year we plan on streamlining our survey in hopes of more parents completing it. Further we will concentrate on asking different types of questions as well to get the full input of parents on a number of subjects.

Staff at BCSE will continue with the open communication with parents to assure that students remain at the school.

Goal VI: BCSE will exceed the attendance rates of the surrounding district.

Required outcome measures

A. Findings for Each Measure under the Goal

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

a. Method:

Attendance is tracked through the NYC DOE's Automate The Schools (ATS) system. ATS prepares an attendance report that outlines rate of attendance.

b. Results:

This year the school only reached a 92.6% attendance rate.

c. Evaluation:

The school did not meet this goal. Interventions are discussed below.

d. Further Evidence:

This was an increase from the prior year when the attendance rate was 91%.

B. Summary

The school has missed this goal during its two years of operation. This year several significant incidents occurred that had an effect on our rate of attendance. First, there was the New York City MTA transit strike. Many children were not able to get to school during the strike as the school's temporary location was more than three miles from the neighborhood in which they live and the site of the new school location. As stated, BCSE made a successful move into its new facility on June 30, 2006.

Second, the school was open during federal holidays in which the administration last year made a commitment to motivating teachers, students and parents to prioritizing and committing to the longer school year and being open for academic instruction sometimes when the public schools are closed. Looking at our attendance, it is clear that our attendance rate dipped significantly on these days.

C. Action Plan

Regardless of the transit strike and the school moving campuses, there will be written attendance procedures in place next year which will be followed by school staff to assure that parents understand the importance of consistent school attendance. In addition to having the school closed on all federal holidays, the following draft procedures will be implemented.

Attendance will be taken by each classroom teacher and will be delivered to the main office by 9 a.m. every day and entered into the ATS system. A report will be given to the principal detailing who is absent by 10:30 each day. The parent of each student who is absent will be contacted by phone that day, if they have not already alerted the office to the absence of his/her child. Reasons for absences will be documented by office staff and reported to the principal by the end of the day.

Each child will be required to submit a written excuse from his or her parent upon returning to school. Any child who is absent for three days or more due to illness, must have a doctor's note explaining the absence and reporting that the child has been cleared to return to school.

The parents of children who are continually absent (defined as one day or more a week, or more than four days a month) will be required to attend a conference with the principal to develop strategies for assuring the child attends the maximum number of days. The principal and teachers will communicate regularly, consistently, and with the same message to all students and parents concerning the importance of good attendance. This information will be included in the parent's handbook.

Legal Compliance

Goal VII: BCSE will meet all legal requirements and responsibilities

A. Findings for Each Measure under the Goal

Required outcome measures

1. Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.
2. Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
3. Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

B. Summary

In response to these required outcome measures regarding legal compliance, the Bronx Charter School for Excellence is providing its charter authorizer an assurance that the school has adhered to each of these specific requirements. This is documented by having all of our necessary paperwork and submissions to both CSI and SED in a timely and compliant manner.

During the coming year we will continue to update and further define our written policies and procedures as we move forward. Specifically, now that we are in our new location, there will be updates to our policies that align with the new space.

We continue our relationship with our pro bono attorneys from the law firm of Skadden, Arps, Slate, Meagher & Flom. Attorneys from the firm have been available to the school on an as-needed basis. In particular, attorneys have provided our school with counsel and legal review of business transactions including facilities transactions, tax questions, employment related questions, and review of contracts.

C. Action Plan

This year we hired a Compliance professional to assure that we are following all statutes and requirements. She will be helping us get ready for our upcoming rechartering period.

Goal VIII: BCSE will make responsible financial decisions and demonstrate sound fiscal practices and management.

A. Findings for Each Measure under the Goal

Budgeting

Required outcome measure

1. Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

BCSE has met this required outcomes measure during the 2004-05 fiscal year. The unaudited financial statements for the school for the year ended June 30, 2006 show a surplus of actual revenues over actual expenses of \$1,070,279. An external audit is planned for September, 2006. It is anticipated that completed audit results will be available by late October, 2006.

Financial Condition

Required outcome measure

1. Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

BCSE has met this required outcomes measure. The unaudited financial statements for the school for the fiscal year ending June 30, 2006 show that the unrestricted net assets of the school are approximately \$618,775. Our 2006-07 operating budget is \$2.7 million. This required outcomes measure means that we should have \$53,944 in unrestricted net assets as of the end of the fiscal year. BCSE has substantially more unrestricted net assets, thus the school has met this fiscal requirement.

Internal Controls and Compliance

Required outcome measure

1. Each year the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

To date, no internal control or compliance deficiencies have been identified by the school's external auditor, SED or the Institute. SED did conduct a site visit in March of 2006. Final observation notes are scheduled to be forwarded to BCSE before the start of the school year. However, the school will abide by this requirement should such a deficiency be identified by any or all of the three entities.

B. Summary

BCSE is in compliance and successfully met this goal.

C. Action Plan

The finances, budgeting, controls, and compliance will continue to be monitored by the Board of Trustees.