

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

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 an 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 its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

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 state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

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.

Accountability Plan for Bronx Charter School for Excellence
June 2005

Accountability Plan for the Charter Period 2004-2009

English Language Arts

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

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 and decoding strands for the spring administration of ECLAS2
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 ECLAS2.

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

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.

Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Measure 3 (Comparative): Student performance as compared to students in similar schools and home districts on NYS ELA exams.

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.

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.

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.

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 PS 106X.

Measure 4 (Value-Added): Student proficiency on NCE for the Iowa Test of Basic Skills
Required outcome measure

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. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

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. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Mathematics

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

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

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.

Each year, the school's aggregate Performance Index on the State mathematics exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

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

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.

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.

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.

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 PS 106X.

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

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. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

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. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year

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

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

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.

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

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.

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

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

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.

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

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.

Additional Required Academic Measure

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

Organizational Goals

Parent and Student Satisfaction

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

Parents

Required outcome measures

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.

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

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

Required outcome measures

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

Legal Compliance

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

Required outcome measures

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.

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.

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.

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

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

Budgeting

Required outcome measure

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

Financial Condition

Required outcome measure

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.

Internal Controls and Compliance

Required outcome measure

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.

Bronx Charter School for Excellence
Accountability Plan and Progress Report
2006-2007

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 Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants and Level 2 on 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:

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 and Table 4 is 3rd Grade.

b. Results:

Table 1. Kindergarten Results on the ECLAS-2		
Strand	# Proficient (Total N=49)	% at Level 1
Rhyme Recognition	49	100%
Rhyme Generation	49	100%
Syllable clapping	49	100%
Initial Consonants	49	100%
Strand		% at Level 2
ABC Recognition	42	85%
Spelling	42	85%

Table 2. Grade 1 Results on the ECLAS-2		
Strand	# Proficient (Total N=46)	% at Level 4
Spelling	45	97.8%
Decoding	45	97.8%
Sight Words	45	97.8%

Table 3. Grade 2 Results on the ECLAS-2		
Strand	# Proficient (Total N=48)	% of Level 6
Spelling	39	81.3%
Decoding	39	81.3%

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: All goals for the second grade were met although the percentage is only 81%.

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 and 2006-07 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 the past two years 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.

Kindergarten students this year performed the same as kindergarten students last year in most areas. There was a slight drop in ABC recognition and spelling.

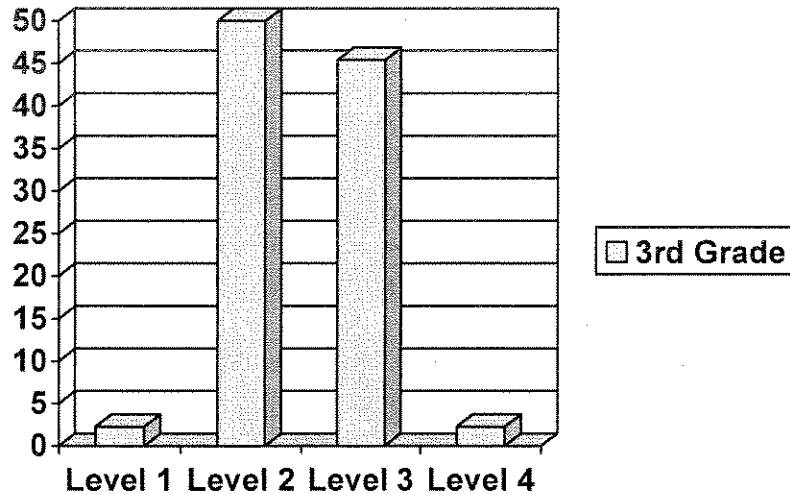
Analyzing the cohort results also indicates improvements in grade 1. The ECLAS-2 assesses different skills each year so the only cohort comparison that can be made for SY 2006-07 grade 1 to their prior kindergarten results is spelling. This year, 97.8.8% of the 1st grade students were proficient compared to last year when only 87.5% of the students were proficient in kindergarten. For current grade 2 students, spelling and decoding can be compared. Last year in grade 1, 89.8% tested proficient compared to this year with 81.3% of the students tested proficient in grade 2. Last year in grade 2, 39.5% scored proficient in decoding and 25% in spelling. The current 3rd grade improved by 20 to 30 percent. The cohort data indicates that the current 2nd and 3rd grade are struggling.

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.

a. Results

3rd Grade NYS ELA Results (44 Students Tested)



Level 1- 2.3% Level 2- 50% Level 3- 45.4% Level 4- 2.3%

47.7% on grade level

c. Evaluation

Measure 2: For the 2006-2007 school year, only 47.7% of our third grade students who were enrolled in at least their second year performed at or above Level 3 on the New York State English Language Arts examination.

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.

The school did not meet AYP (Adequate Yearly Progress) due to our 3rd Grade ELA results.

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.

We performed below our cohort in Community School District 11. Schools in Community School District performed at around 51%.

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.

We performed below our cohort in Community School District 11. Schools in Community School District performed at around 51%.

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.

We performed below our cohort in Community School District 11. Schools in Community School District performed at around 51%. We did not exceed the expected level of 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.

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.

We did not outperform PS 106x. 3rd Grade students tested at PS 106x scored at 69% students performing on grade level.

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:

Subject/ Grade SY 2006-07	Number of Students Tested	Mean NCE SY 2005- 06	Mean NCE SY 2006-07	Goal Met
Reading				
K	48	33.1	38	NA
1	46	54.1	53	Yes
2	48	45.8	51	No
3	45		46	Yes
Word Analysis				
K	48	55.6	53	NA
1	46	52.8	60	Yes
2	48	39.1	51	Yes
Language				
K	48	43.4	41	NA
1	46	55.2	63	Yes
2	48	37.6	45	No
3	44		48	Yes

c. Evaluation:

1st Grade: The goal was successfully reached in all subtests.

2nd Grade: Two out of three goals were not met successfully in the area of Reading and Language.

3rd Grade: These students met their goal in the subtest of Language, but in the area of Reading

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 are achieving most if not all the reading goals. The second grade and third grade struggled due to many factors. Problems have been identified with the curriculum and intervention strategies have been developed for our lead class of 2nd and 3rd graders.

C. Action Plan

a. The alignment between ELA curriculum (particularly grades 2, 3 and 4) and the New York State Learning Standards will be reviewed and new curricula will be adopted. Strengthening this alignment will assure that our students are ready for the NYS third and fourth Grade ELA Test in January 2008. b. The scaffolding of the curriculum at all grade levels will be reviewed to assure that no skills or strategies are being omitted.

d. Saturday Academies will be instituted starting in September 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 and 4th 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.

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 grade level teams to discuss issues around planning and assessment.

Mathematics

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

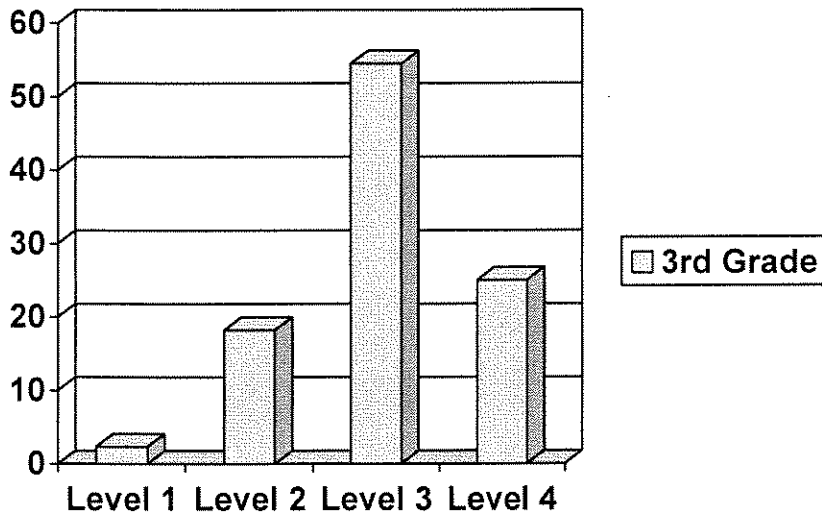
A. Findings for Each Measure under the Goal

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.

a. Results

● 3rd Grade Mathematics Results (44 Students Tested)



Level 1- 2.3% Level 2- 18.2% Level 3- 54.5% Level 4- 25%

79.5% on grade level

b. Evaluation

Measure 1: For the 2006-2007 school year, 79.5% of our third grade students who were enrolled in at least their second year performed at or above Level 3 on the New York State English Language Arts examination.

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

The school met it's AMO in mathematics.

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.

We performed at approximately the same as our cohort in Community School District 11. Schools in Community School District performed at around 82%.

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.

We performed at approximately the same as our cohort. We did not exceed the expected level of 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.

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.

We performed at approximately the same as our cohort. We did not exceed the expected level of 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.

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.

We did not outperform PS 106x. 3rd Grade students tested at PS 106x scored at 83% students performing on grade level.

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:

Subject/ Grade SY 2006-07	Number of Students Tested	Mean NCE SY 2005- 06	Mean NCE SY 2006- 07	Goal Met
K	48	39.5	35	NA
1	46	44.0	52	Yes
2	47	34.9	51	Yes
3	45		48	Yes

c. Evaluation:

Our goal was met for all grade level cohorts. Our Kindergarten students did not meet the NCE goal of 50 even without a cohort group to compare.

B. Summary

Clearly our mathematics results are not where they should be in Kindergarten. A stronger Kindergarten math program will be implemented next year. Interventions will be developed to assure this does not happen next year. Our math score in the 1st through 3rd grades are meeting our outlined goals but can be improved upon also with the new mathematics program.

C. Action Plan

The mathematics curriculum will be reviewed and teachers will be supported in developing more comprehensive lesson plans.

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 March.

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.

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.

Although the school did not meet AYP (Adequate Yearly Progress), the Accountability Status was "Good Standing" for the 2006-2007 school year.

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:

Parents are asked to complete the following survey on a scale of 1 to 3 where 1=Very Satisfied to 3=Dissatisfied. A higher average rating indicates a higher satisfaction, or agreement, with the statement.

b. Results:

There are a total of 187 parents with children attending BCSE, 153 or 76% responded to the survey. Below are the results by survey item showing the percent of parents with responses from three levels of satisfaction for the 4 questions included in the survey.

How Satisfied are you:	With the opportunity for your involvement in the decisions that affect your child's education?	That your child receives the help needed to succeed in school?	With the emphasis on core (ELA, Math, Science & Social Studies) academic areas?	With the overall quality of education that your child is receiving at BCSE?
Very Satisfied	36%	52%	58%	58%
Satisfied	58%	39%	36%	39%
Dissatisfied	3%	9%	6%	3%

Overall, we were very pleased that the majority of parents strongly agreed that they were satisfied with quality of education that their children were receiving at BCSE.

c. Evaluation:

All goals were met. Every single question had significantly more than 90% of all the parents in the school rating each statement in a positive manner.

d. Further Evidence

Comparing the results from this year to last year indicates parents continue to be highly satisfied with the school. Last year 83% of all the parents responded to the survey compared to this year's 76%. Further on the last question "Overall I am satisfied with BCSE" 97% responded highly satisfied compared to the 75% who responded highly satisfied last year. (These percentages are based on total number of parents at school, not just those actually completing the questionnaire.)

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

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 2006-07 school year, 29 students left BSCE for the following reasons:

Reason for Leaving BCSE	Number of Students
Moved away from Bronx or New York City	13
Transferred due to Specialized School (Gifted and Talented)	4
IEP was a placement BCSE could not provide	3
Parents withdrew child felt school was not the right fit	4
Transferred to school closer to home/work	5
Total	29

c. Evaluation:

There were 187 students who attended the school during the year, of which 29 left, or 15.5%. Therefore, this goal was not achieved.

d. Further Evidence:

Families moving, opting to enroll in a school closer to the temporary school site on Webster Avenue, and IEP requirements 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 eight are left because the school was not a right fit or transfer to a specialized school, or 4.2%.

B. Summary

Parents are highly satisfied with the school. With the move into our new location, we have had a year to get acclimated to a new environment and parents are even more satisfied. We have the majority of our students returning next year.

C. Plan of Action

Next year we plan to add enrichment academic programming so that we do not lose students to specialized gifted and talented programs. We also plan to allow parents to complete surveys during end of the year activities when we have over 85% attendance.

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 93.4% 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 92.6%.

B. Summary

The school has missed this goal during its three years of operation. After a deep analysis of our student attendance, we discovered that. Average attendance for half days was 76.4%. Average attendance during the 2 week OTP citywide bus route changes was 91.9%. First day before or after a major break or holiday the average student attendance was 86.0%. 50% of our student population takes the school bus and we did not post any 100% attendance days.

C. Action Plan

BCSE will provide after school program on half days. School-wide attendance assemblies with incentives and student/class recognition will be implemented on a monthly basis. There will be several opportunities for Parent/Family recognition. An excellent student attendance incentive included in teacher professional growth plans.

Finally, the creation of an attendance plan with a clear outline on how to address daily attendance procedures, such as tracking poor attendance, 407's, and changes from absent to late is outlined below:

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.

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 charter renewal 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 not met this required outcomes measure during the 2006-07 fiscal year. The unaudited financial statements for the school for the year ended June 30, 2007 show a deficit of actual revenues at \$2,436,961.61 over actual expenses of \$2,707,870. An external audit is planned for September, 2007. It is anticipated that completed audit results will be available by late October, 2007.

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, 2007 show that the unrestricted net assets of the school are approximately \$563,390. Our 2007-08 operating budget will be \$3.5 million. This required outcomes measure means that we should have \$57,142 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.