

# Accountability Plan Progress Reports for the 2007-08 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 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> 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.

**Bronx Charter School  
for Excellence**

**2007-08**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Mary Claire Ryan, Charlene Reid, Pamela Fairclough prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

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Joyce Frost	Chair, Executive, Academic, Finance, Facilities, Development Committees
Michael Stern	Vice Chair, Executive, Finance, Development, Facilities Committee
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## **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 2007-2008 school year served more than 250 children in grades K – 4.

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 vast majority of school time is devoted to the mastery of the core subjects—English Language Arts [ELA], mathematics, science and social studies. Students at BCSE also study art, music, dance and physical education.

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

Black (not Hispanic)	62%
Hispanic	36%
American Indian, Alaskan, Asian or Pacific Islander	2%

In addition, 62% 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
2003-04														0
2004-05	47	47												94
2005-06	49	50	46											145
2006-07	47	46	47	45										185
2007-08	52	51	52	51	45									251

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

Students will become proficient readers of the English language.

#### **Background**

During the 2007-2008 academic year, Bronx Charter School for Excellence adopted a high quality comprehensive English Language Arts curriculum that is aligned to the New York State's Core Curriculum Standards. The balanced reading program provides 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 *Storytown*, is grounded in techniques and lessons that support explicit and systematic instruction and offer a platform for on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. The program also includes an assessment component that provides appropriate measures for screening, progress monitoring and achievement outcome.

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 writing. The Writing Workshop provides time for students to develop writing fluency; to learn to communicate effectively; to develop knowledge of the English written language system with an emphasis on syntax and discourse; to understand the connections between reading and writing in developing writers; to understand and be able to write various genres; and to develop a love of writing.

#### **Goal 1: Absolute Measure**

Student Performance on ECLAS-2

1. For the 2004-05 through 2008-09 school years, 75% of kindergarten students will perform at or above Level 1 on the rhyme recognition, rhyme generation, syllable clapping, initial consonants, and Level 2 on the 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.

## Method

The ECLAS-2 is a diagnostic assessment tool that is administered to all K-2 students by their classroom teachers during the spring. The primary purpose of the ECLAS-2 is to guide instruction and help ensure that all students develop the knowledge and skills they need to become literate. During the spring of 2008, individual students were to show proficiency by scoring a Level 1 through Level 6 for their respective grade and within particular strands.

## Results

The following tables present the results from the 2006-2007 and 2007-2008 spring administrations of the ECLAS-2. The first table displays the Kindergarten results. Of the 52 kindergarteners assessed in 2007-2008, 94% scored at a proficient level on all six strands. In 2006-2007, 95% scored at a proficient level.

The second table displays the first grade results. Of the 52 first graders that were assessed in 2007-2008, 86.6% of the students scored at a proficient level on all three strands and again in 2006-2007 the students showed proficiency at 97.8%.

The third table displays the second grade results. Of the 52 second graders that were assessed in 2007-2008, 76.5% of the students scored at a proficient level on both strands. Unlike the kindergarten and first grade, the second grade shows mixed results. During the 2006-2007 administration 81.3% of the students scored at a proficient level.

### ECLAS-2 Results Kindergarten through 2<sup>nd</sup> Grade

Strand	Kindergarten Results on ECLAS-2			
	2006-2007		2007-2008	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
Rhyme Recognition (L1)	100.0	49	92.0	52
Rhyme Generation (L1)	100.0	49	94.0	52
Syllable Clapping (L1)	100.0	49	96.0	52
Initial Consonants (L1)	100.0	49	96.0	52
Alphabet Recognition (L2)	85.0	49	90.0	52
Spelling (L2)	85.0	49	96.0	52
All	95.0	49	94.0	52

Strand	First Grade Results on ECLAS-2			
	2006-2007		2007-2008	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
Spelling (L4)	97.8	46	80.0	52
Decoding (L4)	97.8	46	84.0	52
Sight Words (L4)	97.8	46	96.0	52
All	97.8	46	86.6	52

Strand	Second Grade Results on ECLAS-2			
	2006-2007		2007-2008	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
Spelling (L6)	81.3	48	75.0	52
Decoding (L6)	81.3	48	78.0	52
All	81.3	48	76.5	52

### Evaluation

Based on the results of the ECLAS-2, Bronx Charter School for Excellence met its objective for this outcome measure. Kindergarten exceeded the objective for this outcome measure by 19 percentage points in all six strands and is consistent with the scores from the 2006-2007 school year. First grade also met the objective for this outcome measure by 11 percentage points but was 11 percentage points below the 2006-2007 results. As kindergarteners, some of the 2007-2008 first graders had difficulty with alphabet recognition and spelling which resulted in difficulties with spelling and decoding. These areas of weakness were addressed throughout the year in small reading groups and intervention by our Reading Specialist focusing on phonics skills.

Second grade met the objective for this outcome measure. Those who did not meet the measure had difficulty recognizing letter-sounds corresponding to complex spelling patterns and conventions. The decoding strand was also challenging because these children had difficulty with unfamiliar words. The decoding strand includes two components that include real and made up words. Of the 52 students tested, the 11 students who were not proficient, met the benchmark for real words but had difficulty with the made-up words. Overall, Bronx Charter School for Excellence was able to exceed or meet the outcome measure in all grades due to our newly adopted curriculum and effective practices. These include on-going professional development, consistent and flexible reading groups, weekly formative assessments that produced data which informed curricular and instructional decisions.

### Additional Evidence

During the current Accountability Period, Bronx Charter School for Excellence showed a year-to-year trend of maintaining a high level of performance, exceeding the outcome measure by as much as 22 percentage points. During the 2004-2005 school year, only first grade fell short of meeting the outcome measure by 12 percentage points. During the 2005-2006 school year, second grade had incomplete scores. Overall, the ECLAS-2 results for the past four years suggest that the level of performance on this outcome measure has remained consistent.

Grade	Percent of Students Proficient on ECLAS-2							
	2004-2005		2005-2006		2006-2007		2007-2008	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

Kindergarten	85.2	44	96.5	48	95.0	49	94.0	52
First	63.7	45	91.2	49	97.8	46	86.6	52
Second			N/A	N/A	81.3	48	76.5	52
All	74.5	44.5	93.9	48.5	91.4	47.6	85.7	52

### Goal 1: Absolute Measure

For the 2006-2007 through 2008-2009 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.

### Method

The school administered the New York State Testing Program English Language Arts assessment to students in third through fourth grade in January 2008. Each student's raw score was converted to a grade-specific scaled score and a performance level was determined by the state. The criterion for success 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 (proficient) and Level 4 (advanced). During the week of January 6-10, 2008, Bronx Charter School for Excellence's 3rd and 4th grade teachers administered the 3rd and 4th grade English Language Arts exam to all students in Grades 3 and 4 in accordance with New York State's testing administration procedures. (11) 3<sup>rd</sup> and (4) 4<sup>th</sup> graders were given modifications according to their Individualized Education Plans.

The table below summarizes participation information for this year's test. The table indicates total enrollment, number of students tested, and a detailed breakdown of those students excluded from the exam. Note that this table includes students even if they have been enrolled for less than one year.

### 2007-08 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	0	51
4	46	0	0	0	46
All	97	0	0	0	97

### Results

The following table presents the New York State ELA test results for all students tested and students enrolled in at least their second year. Of the 51 students tested in Grade 3, 41 were enrolled in at least their second year. Of the 41 continuously enrolled 3<sup>rd</sup> graders, 82.9% (34 of 41) performed at or above Level 3 on the New York State English Language Arts

<sup>1</sup> 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.

examination. Of the 46 students tested in Grade 4, 31 were enrolled in at least their second year. Of the 31 continuously enrolled 4<sup>th</sup> graders, 93.5% (29 of 31) performed at or above Level 3 on the New York State English Language Arts examination.

**Charter School Performance on 2007-08 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	17.6	76.5	5.9	82.4	51
	Students in At Least 2 <sup>nd</sup> Year	0	17.1	75.6	7.3	82.9	41
4	All Students	0	8.7	80.4	10.9	91.3	46
	Students in At Least 2 <sup>nd</sup> Year	0	6.5	77.4	16.1	93.5	31
All	All Students	0	13.2	78.5	8.4	86.9	97
	Students in At Least 2 <sup>nd</sup> Year	0	11.8	76.5	11.7	88.2	72

**Evaluation**

Based on the results of the 2008 English Language Arts exam for Grades 3 and 4, Bronx Charter School for Excellence met its objective. In both grades, more than 75% of third through fourth graders enrolled in at least their second year performed at or above Level 3. Our 3<sup>rd</sup> grade students exceeded the measure by 7.9 percentage points while our 4<sup>th</sup> graders exceeded the measure by 18.5 percentage points. Bronx Charter School for Excellence was able to exceed the outcome measure due, in part, to our newly adopted curriculum and effective practices such as on-going professional development, consistent and flexible reading groups, weekly formative assessments that produced data which informed curricular and instructional decisions.

**Additional Evidence**

Since last year was the first year that Bronx Charter School for Excellence administered a NYS exam there are only two years worth of data for one grade for a year-to-year absolute measure comparison. Between 2006-07 and 2007-08, there was a significant increase of 54.1 percentage points representing students enrolled in at least their second year attaining Levels 3 and 4. This increase shows not only significant progress from one year to the next but suggests that the newly adopted curriculum and effective practices (ongoing professional development, and data-driven instruction) support a high level of performance.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3							39.4	33	82.9	41
4									93.5	31
All							39.4	33	88.2	72

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the New York State’s NCLB accountability system.

**Method**

The federal “No Child Left Behind” law holds schools accountable for making annual yearly progress towards all students attaining proficiency by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO. For 2007-08 the PI is 133. The PI 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 PI is 20.

**Results**

Of the 97 students tested, 13.2% attained Level 2, 78.5% attained Level 3 and 8.4% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 187.

**Calculation of 2007-08 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0	13.2	78.5	8.4	97

$$\begin{array}{rclclclclcl}
 \mathbf{PI} & = & 13.2 & + & 78.5 & + & 8.4 & = & 100.1 \\
 & & & & + & 78.5 & + & 8.4 & = & 86.9 \\
 & & & & & & \mathbf{PI} & = & \mathbf{187}
 \end{array}$$

**Evaluation**

New York State’s NCLB 2007-2008 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 133. Since our attained aggregate performance index value was 187, we met our objective for this outcome measure by a margin of 54 points.

**Additional Evidence**

Bronx Charter School for Excellence attained a performance index of 187 which was 42 points higher than the 2006-07 performance index. In 2007-08, the school exceeded the Annual Measurable Objective (AMO) by 54 points. Bronx Charter School for Excellence was able to significantly exceed the AMO because of its decrease in Level 1 (2.3% to 0%) but primarily because of the 36.2% decrease in Level 2 (50%-13.2%).

**English Language Arts Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year**

	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							122	
2006-07	3	44	2.3	50.0	45.4	2.3	145	
2007-08	3-4	97	0	13.2	78.5	8.4	187	

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in Community School District 11.

**Method**

All tested students enrolled in at least their second year at Bronx Charter School for Excellence were compared to all tested students in District 11 who achieved a Level 3 or higher on the New York State English Language Arts exam. Comparisons are between the results for Grades 3 and 4 in which the school had tested students and the results for the respective grades in the local school district and between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in District 11.

**Results**

The following table presents the results for Grades 3 and 4 along with the aggregate data. Bronx Charter School for Excellence’s percentage for Grade 3 was 82.9 % compared to District 11’s 58.3% and for Grade 4 it was 93.5% compared to District 11’s 57.3%. Both Grades 3 and 4 outperformed District 11 with a percentage of 88.2% compared to 57.8%.

**2007-08 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	82.9	41	58.3	3084
4	93.5	31	57.3	3153
All	88.2	72	57.8	6237

<sup>2</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

## Evaluation

The percentages of students at Level 3 or above enrolled at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in Grades 3 and 4 by a difference of 30.4 percentage points. Individually there was a 24.6 percentage points difference in Grade 3 and 36.2 percentage points difference in Grade 4. Based on these results the Bronx Charter School for Excellence met its objective for this outcome measure.

## Additional Evidence

The 2006-2007 and 2007-2008 comparative data show a doubling of the difference in percentage points increase of 54.1% of students continuously enrolled. During the 2006-2007 school year, Bronx Charter School for Excellence fell short in outperforming District 11 students with a disparity of 12.5 percentage points, but just like the Grade 4 cohort outperforming District 11 students by 36.2%, the Grade 3 outperformed District 11 students by 24.6 percentage points in 2007-2008.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3							39.4	51.9	82.9	58.3
4									93.5	57.3
All							39.4	51.9	88.2	57.8

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-

08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

## Results

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2006-2007 academic year was -0.88 for Grade 3.

### 2006-07 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		44	47.7	59.8	-12.1	-0.88
All	56.8	44	47.7	59.8	-12.1	-0.88

#### School's Overall Comparative Performance:

Lower than expected to a large degree

## Evaluation

Since the attained Effect Size for Grade, the only grade participating in the 2006-2007 administration of the New York State ELA examination, was -0.88, Bronx Charter School for Excellence did not meet its objective for this outcome measure nor was it a positive size.

## Additional Evidence

Displayed in the table below, there is currently only one year of data available. As stated above, Bronx Charter School did not meet its objective for this outcome measure due to our poor performance on the Grade 3 ELA exam of 2006-2007 and was 0.58 points from meeting the target of an Effect Size of 0.3.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06						
2006-07	3	56.8	44	47.7	59.8	-0.88

#### Goal 1: Comparative Measure

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.

## Method

While schools are required to compare themselves to the local school district, Bronx Charter School for Excellence must also provide a compelling comparison to our local school. PS 106X, The Parkchester School, is in the same neighborhood and has the same demographics. Two tables are provided. One features a grade level breakdown for 2007-08 and the other represents the annual aggregate results for the 2006-2007 and 2007-2008.

## Results

Bronx Charter School for Excellence's percentage for Grade 3 students attaining Levels 3 and 4 was 82.9 % as compared to PS 106X's with 66.0% and the 4<sup>th</sup> grade students attaining Levels 3 and 4 was 93.5% as compared to PS 106X's with 63.5%. Both Grades 3 and 4 outperformed PS 106X with a percentage of 88.2% compared to 64.8%.

### 2007-08 English Language Arts Performance of Charter School and Comparison School by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		PS 106X Students	
	Percent	Number Tested	Percent	Number Tested
3	82.9	41	66.0	206
4	93.5	31	63.5	200
All	88.2	72	64.8	406

## 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 comparison school performance for all students in PS 106X in Grades 3 and 4 by a difference of 23.4 percentage points. Individually, there was a 16.9 percentage point difference in Grade 3 and 30.0 percentage points in Grade 4. Based on these results the Bronx Charter School for Excellence met its objective for this measure.

## Additional Evidence

The 2006-2007 and 2007-2008 comparative data show great progress with more than doubling the disparity in percentage points of 21.4% in 2006-2007 to a positive improvement of 54.1% of continuously enrolled students in 2007-2008. During the 2006-2007 school year, Bronx Charter School for Excellence fell short in outperforming PS 106X students with a disparity of 21.4 percentage points, but just like the 4<sup>th</sup> grade cohort, the Grade 3 this year outperformed PS 106X students by 16.9 percentage points.

**English Language Performance of Charter School and Comparison School  
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and PS 106X Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	PS 106X	Charter School	PS 106X
3							39.4	60.8	82.9	66.0
4									93.5	63.5
All									88.2	64.8

**Goal 1: Value-Added Measure**

For the 2007-2008 through 2008-2009 school years, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**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 towards the absolute measure of 75 percent proficient. The cohort consists of students who took the New York State English Language Arts exam in both January 2007 and January 2008. It includes students who repeated the grade. With a value added measure, the outcome is expressed as the year-to-year difference between pre-test and post-test scores of the same students. To show added value requires giving a test on two occasions and looking at the progress of the same group of students from one administration to another.

**Results**

There was only one cohort available for a value added analysis for the New York State English Language Arts exam scores. The percentage of students in the cohort at or above Level 3 increased from 47.7 to 82.9, surpassing the target of 61.4%.

**Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	31	47.7	61.4	82.9	YES
All	31	47.7	61.4	82.9	YES

**Evaluation**

Since the one cohort met the target of 61.4%, this outcome measure was met. There was an increase from 47.7% to 82.9%.

**Additional Evidence**

Bronx Charter School for Excellence has one cohort that met its target for the 2007-2008 school year.

**Cohort Performance on State English Language Arts Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08	3-4	1	1

**Summary of the English Language Arts Goal**

During the 2006-2007 school year, Bronx Charter School for Excellence did not meet 4 out of 6 outcome measures for Goal 1. During the 2007-2008 school year, Bronx Charter School for Excellence achieved 6 out of 7 outcome measures. Once The Charter Schools Institute conducts a Comparative Performance Analysis comparing the school’s performance to demographically similar public schools state-wide, BCSE expects to have achieved that measure as well.

Based on the two years covered by its most recently revised Accountability Plan, Bronx Charter School for Excellence made substantial academic improvement in the recent school year. Bronx Charter School for Excellence is on pace to continue a level of high performance that will continue to meet its English Language Arts goal of students becoming proficient readers of the English language.

Type	Measure	Outcome 2006-2007	Outcome 2007-2008
Absolute	Student Performance on E-CLAS-2.	Achieved	Achieved
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve	Not Yet Available
Comparative	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested	Did Not Achieve	Achieved

	grade will be greater than that of PS 106X.		
Value-Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	N/A	Achieved

### Action Plan

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

1. Our early childhood classes will get more support from the Leadership team and Reading Specialist in identifying students who need early intervention/prevention in the areas of phonemic awareness, phonics and fluency the first two weeks of school. Supplemental instructional materials will be provided to support an intervention program to meet the needs of identified students. 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.
2. In the first two weeks of school, our upper grade classes will get more support from the Leadership team and Reading Specialist to identify students who need intervention and support in the areas of vocabulary development and reading comprehension. Supplemental instructional materials will be given to support an intervention through a push in or pull out program. The few upper grade students who still need support with phonics and fluency will receive an extra reading block to support their improvement in these areas.
3. We will provide the early childhood teachers with more professional development that addresses the needs of the struggling, proficient and advanced reader. 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 provide more professional development to upper grade teachers in the area of guided reading with an emphasis on building effective reading comprehension strategies.

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 blocks (8:15-10:15) in Kindergarten through Fourth grade and 3 hour reading and social studies integrated blocks in Fifth 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 observation

## **MATHEMATICS**

### **Goal 2: Mathematics**

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

### **Background**

During the 2007-2008 academic year, Bronx Charter School for Excellence adopted a high quality comprehensive Mathematics curriculum aligned to the New York State's Core Curriculum Standards. The balanced mathematics program, Everyday Mathematics, includes a curriculum that enables students to learn mathematical content and become lifelong mathematical thinkers. The curriculum is grounded in conceptual understanding, procedural fluency and problem solving. The expectation for a student at Bronx Charter School for Excellence is that they become absolutely proficient in mathematics. All grades are expected to know both content and mathematical processes appropriate for their age/grade.

Our enriched curriculum includes linking past experiences to new concepts; sharing ideas through discussion; solving problems that relate to everyday situations; cooperative learning through partner and small group activities; developing concept readiness through hands-on activities and explorations; increasing "fact power" through games; solving problems using multiple strategies; using mathematics in daily classroom routines; and providing a variety of assessment opportunities.

Our assessment program in mathematics includes unit-based tests that check progress for concept mastery and review of past content in addressing the NYS standards. We also include constructed responses, games and activities that are project-based (group or individual) that are included in a portfolio assessment. Our teachers are trained in the methodologies of conceptual understanding and problem solving in lesson creation, delivery and differentiation. Teachers use lesson study, instructional technique that creates a structure of reflection and collaboration with math instruction. Teachers on a particular grade participate in lesson study cycles of planning, observation, planning and re-teaching. This cycle of instruction allows for colleagues to collaborate on the most effective ways to teach a lesson to maximize student learning.

**Goal 2: Absolute Measure**

For the 2006-2007 through 2008-2009 school year, 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 mathematics examination.

**Method**

The school administered the New York State Testing Program Mathematics exam to students in third through fourth grade in January 2008. Each student's raw score was converted to a grade-specific scaled score and a performance level was determined by the state. The criterion for success 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 (proficient) and Level 4 (advanced). During the week of March 3-7, 2008, Bronx Charter School for Excellence's 3<sup>rd</sup> and 4<sup>th</sup> grade teachers administered the 3<sup>rd</sup> and 4<sup>th</sup> grade Math exam to all Grade 3 and 4 students in accordance with New York State's testing administration procedures. (11) 3<sup>rd</sup> and (4) 4<sup>th</sup> graders were given modifications according to their Individualized Education Plans.

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 been enrolled for less than one year.

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	51				51
4	46				46
All	97				97

**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 51 students tested in Grade 3, 41 were enrolled in at least their second year. Of the 41 continuously enrolled 3<sup>rd</sup> graders, 97.6% (40 of 41) performed at or above Level 3 on the Mathematics examination. Of the 46 students tested in Grade 4, 31 were enrolled in at least their second year. Of the 31 continuously enrolled 4<sup>th</sup> graders, 100% (31 of 31) performed at or above Level 3 on the New York State English Language Arts examination.

**Charter School Performance on 2007-08 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	3.9	58.8	37.3	96.1	51

<sup>3</sup> 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

	Students in At Least 2 <sup>nd</sup> Year	0	2.4	56.1	41.5	97.6	41
4	All Students	0	0	43.5	56.5	100.0	46
	Students in At Least 2 <sup>nd</sup> Year	0	0	35.5	64.5	100.0	31
All	All Students	0	1.9	51.2	46.9	98.1	97
	Students in At Least 2 <sup>nd</sup> Year	0	1.2	45.8	53.0	98.8	72

## Evaluation

Based on the results of the 2008 Mathematics exam for Grades 3 and 4, Bronx Charter School for Excellence met its objective for this outcome measure. In both grades, more than 75% of third through fourth graders enrolled in at least their second year performed at or above Level 3. In Grade 3, our students exceeded the measure by 22.6 percentage points, while our 4<sup>th</sup> graders exceeded the measure by 25 percentage points. Bronx Charter School for Excellence was able to exceed the outcome measure due, in part, to our newly adopted curriculum and effective practices such as on-going professional development, lesson study, team teaching and weekly formative assessments that produced data which informed curricular and instructional decisions.

## Additional Evidence

Since last year was the first year that Bronx Charter School for Excellence administered a NYS exam, there is only two years of data and only one grade level with the possibility of a year-to-year absolute measure comparison. There was a 21.9 percentage point increase from 2006-2007 and 2007-2008 of students enrolled in at least their second year attaining Levels 3 and 4. This increase shows a continued high level of progress.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3							78.1	25	97.6	41
4									100	31
All							78.1	25	98.8	72

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards for mathematics. To achieve this measure, all tested students

must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO. For 2007-08 the PI was 102. The PI 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. The highest possible PI is 200.

## Results

Of the 97 students tested, 2.0% attained Level 2, 51.2% attained Level 3 and 46.9% attained a Level 4. The attained aggregate Performance Index on the Mathematics exam was 198.

### Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0	1.9	51.2	46.9	97

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 1.9 & + & 51.2 & + & 46.9 & = & 100.0 \\
 & & & & + & & 46.9 & = & 98.1 \\
 & & & & & & \text{PI} & = & \mathbf{198.1}
 \end{array}$$

## Evaluation

New York State's NCLB 2007-2008 target Annual Mathematics Measurable Objective for Grades 3 through 8 is 102. Since our attained aggregate performance index value was 198, we met our objective for this outcome measure by a significantly large margin of 96 points.

## Additional Evidence

Bronx Charter School for Excellence attained a performance index of 198 which is 96 points higher than the Annual Measurable Objective of 102 for the 2007-2008. There is also a 21 point annual difference in progress made in exceeding the Annual Measurable Objective from the 2006-2007 to 2007-2008. Bronx Charter School for Excellence was able to significantly exceed the AMO because of its decrease in Level 1 (2.3% to 0%) but primarily because of the 16.7% decrease in Level 2 (50%-13.2%) and increase on Level 4 (25.6% to 46.9%).

### Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06							86	
2006-07		43	2.3	18.6	53.5	25.6	177	86
2007-08		97	0	1.9	51.2	46.9	198	102

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in Community School District 11.

## Method

All tested students enrolled in at least their second year at Bronx Charter School for Excellence are compared to all tested students in District 11 who achieved a Level 3 or higher on the Mathematics exam. The results for students in Grades 3 and 4 at Bronx Charter School for Excellence are compared to the results for the respective grades in the local school district as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in District 11.

## Results

The following table presents the results for Grades 3 and 4 along with the aggregate data. Bronx Charter School for Excellence's percentage for Grade 3 was 97.6 % compared to District 11's 85.4% and the Grade 4 was 100% compared to District 11's 78.6%. Both Grades 3 and 4 outperformed District 11 with a percentage of 98.8% compared to 82.0%.

**2007-08 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District 11 Students	
	Percent	Number Tested	Percent	Number Tested
3	97.6	41	85.4	3130
4	100	31	78.6	3213
All	98.8	72	82.0	6343

## 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 Grades 3 and 4 by a difference of 16.8 percentage points. Individually, 12.2 percentage points difference on the Grade 3 and 21.4 percentage points in Grade 4. Based on these results the Bronx Charter School for Excellence met its objective for this outcome measure.

## Additional Evidence

The 2006-2007 and 2007-2008 comparative data show progress, an increase of 21.9% for students who are continuously enrolled from 3<sup>rd</sup> to 4<sup>th</sup> grade. During the 2006-2007 school year, Bronx Charter School for Excellence fell short in outperforming District 11 students with a disparity of 4.3 percentage points. This year, however, the Grade 4 cohort outperformed District 11 students by 21.4 percentage points while Grade 3 outperformed District 11 students by 12.2 percentage points.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3							78.1	82.4	97.6	85.4
4									100	78.6
All							78.1	82.4	98.8	82.0

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree and is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent numbers available.

**Results**

As noted in the following table, the obtained Effect Size for the Mathematics exam in 2006-2007 academic year was -0.15 for Grade 3.

**2006-07 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		43	79.1	81.1	-2.0	-0.15
All	56.8	43	79.1	81.1	-2.0	-0.15

**School's Overall Comparative Performance:**

**About the same as expected**

**Evaluation**

Since the attained Effect Size for Grade 3, the only grade participating in the 2006-2007 administration of the Mathematics examination, was -0.15, Bronx Charter School for Excellence did not meet its objective for this outcome measure nor was it a positive size.

### **Additional Evidence**

One year of available date is displayed in the table below. As stated above, Bronx Charter School did not meet its objective for this outcome measure. Its overall comparative performance was about the same as expected and was 0.15 points off from meeting the target of an Effect Size of 0.3.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05						
2005-06						
2006-07	3	56.8	43	79.1	81.1	-0.15

### **Goal 2: Comparative Measure**

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.

### **Method**

All tested students enrolled in at least their second year at Bronx Charter School for Excellence are compared to all tested students in PS 106X who achieved a Level 3 or higher on the Mathematics exam. The results for Grades 3 and 4 from Bronx Charter School for Excellence are compared with the results for the respective grades in PS 106X, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in PS 106X.

### **Results**

The following table presents the results for Grades 3 and 4 along with the aggregate data. Bronx Charter School for Excellence's percentage for Grade 3 was 97.6 % compared to PS 106X's 89.3% and the Grade 4 was 100% compared to District 11's 82.8%. Both Grades 3 and 4 outperformed PS 106X with a percentage of 98.8% compared to 86.1%.

## **2007-08 Mathematics Performance of Charter School and Comparison Schools by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		PS 106X Students	
	Percent	Number Tested	Percent	Number Tested
3	97.6	41	89.3	216
4	100	31	82.8	204
All	98.8	72	86.1	420

### Evaluation

The percentages of students at Level 3 or above enrolled two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in PS 106X in Grades 3 and 4 by a difference of 12.7 percentage points. Individually, 8.3 percentage points difference on the Grade 3 and 17.2 percentage points in Grade 4. Based on these results the Bronx Charter School for Excellence met its objective for this outcome measure.

### Additional Evidence

The 2006-2007 and 2007-2008 comparative data shows an increase of 21.9% for students who are continuously enrolled from 3<sup>rd</sup> to 4<sup>th</sup> grade. During the 2006-2007 school year, Bronx Charter School for Excellence fell short in outperforming PS 106X students by 10.9 percentage points but just like the Grade 4 cohort who outperformed PS 106X students by 17.2 percentage points, the Grade 3 outperformed PS 106X students by 8.3 percentage points this year. PS 106X maintained their level of performance from year-to-year while Bronx Charter School for Excellence showed great progress cohort growth.

### Mathematics Performance of Charter School and Comparison School by Grade Level and School Year

Grade	Percent of Charter School Students Enrolled in At Least Second Year and PS 106X Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	PS 106X	Charter School	PS 106X
3							78.1	89.0	97.6	89.3
4									100	82.8
All							78.1	89.0	98.8	86.1

### Goal 2: Value-Added Measure

For the 2007-2008 through 2008-2009 school years, each grade-level cohort 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, that cohort is expected to show at least an increase in the current year.

### 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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

## Results

There was only one cohort available for a value added analysis for the New York State Mathematics exam scores. The percentage of students in the cohort at or above Level 3 increased from 78.1 to 97.6, surpassing the target of 79.7%.

### Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	31	78.1	79.7	97.6	YES
All	31	78.1	79.7	97.6	YES

## Evaluation

Since the one cohort met the target of 79.7% this outcome measure was met. There was an increase from 78.1% to 97.6%.

## Additional Evidence

Bronx Charter School for Excellence has one cohort that met its target for the 2007-2008 school year.

### Cohort Performance on Mathematics Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07			
2007-08	3-4	1	1

## Summary of the Mathematics Goal

As represented below, Bronx Charter School for Excellence did not meet 4 out of 6 outcome measures for Goal 2 and achieved 2 outcome measures in 2006-07. During the 2007-2008 school year, however, Bronx Charter School for Excellence achieved 6 out of 7 outcome measures. The school is confident that once The Charter Schools Institute conducts a Comparative Performance Analysis comparing the school's performance to demographically similar public schools state-wide, BCSE will have achieved that measure as well.

Based on the evidence overall, Bronx Charter School for Excellence made substantial academic improvement in one year. Bronx Charter School for Excellence is on pace to continue a level of high performance that will continue to meet its Mathematics goal of students becoming proficient in the understanding and application of mathematical skills and concepts.

<b>Type</b>	<b>Measure</b>	<b>Outcome 2006-2007</b>	<b>Outcome 2007-2008</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve	Not Available Yet
Comparative	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.	Did Not Achieve	Achieved
Value-Added	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	N/A	Achieved

### **Action Plan**

Bronx Charter School for Excellence will undertake the following steps to improve particular areas within curriculum and instruction while maintaining high academic performance through specific enhancements of the overall Mathematics program. These steps will allow us to continue to annually meet Goal 2:

1. In the first two weeks of school, all classroom teachers will get more support from the Leadership team and Master teachers to identify students who need early intervention/prevention in grade level appropriate basic math skills.

Supplemental instructional materials will be provided to support an intervention program to meet these students' needs. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement and attainment of performance indicators in mathematics.

2. We will provide more professional development to all teachers in the areas of addressing the needs of the struggling, proficient and advanced students. We will also focus on training teachers in effective and multiple strategies of instruction that will help all students 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
- Continued Lesson Study Cycles

## SCIENCE

### **Goal 3: Science**

BCSE students will demonstrate proficiency relevant to science achievement.

### **Goal 3: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

### **Goal 3: Comparative Measure**

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

Note: New York State Science examination results were not available at the time of the submission of this report.

## SOCIAL STUDIES

### **Goal 4: Social Studies**

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

### **Goal 4: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

### **Goal 4: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in Community School District 11.

Note: Goal 4, Measures 1 and 2, become effective in 2008-2009.

## NCLB

### **Goal 5: NCLB**

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

**Goal 5: Absolute Measure**

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

**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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

**Results**

Bronx Charter School for Excellence's NCLB status for the 2006-2007 school year was "good standing". The status for the 2007-2008 school year is still pending.

**Evaluation**

The NCLB status of Bronx Charter for Excellence is pending.

**NCLB Status by Year**

Year	Status
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Pending

## APPENDIX B: OPTIONAL GOALS

### Goal 5: Parents will express a high satisfaction rating with the school.

#### Goal 5: Absolute Measure

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 parents provide a positive response to each of the survey’s items.

#### Method

Bronx Charter School for Excellence conducted a “Parent Satisfaction Survey” in June 2008. The survey included eighteen questions, along with a rating scale for each: Very Satisfied, Satisfied or Dissatisfied. The questions that we focused on to highlight parent satisfaction were:

- Q4. How satisfied are you with the opportunity for your involvement in the school decisions that affect your child’s education?
- Q9. How satisfied are you that your child receives the help needed to succeed in school?
- Q10. How satisfied are you with the emphasis placed on core (English, Math, Science, Social Studies) academic areas?
- Q14. How satisfied are you with the overall quality of education that your child is receiving at his/her school?

Points were assigned to responses as follows: Very Satisfied=3; Satisfied=2; and Dissatisfied=1. Averages for each question, by grade level and in total, appear in the table below.

Grade	Number of Surveys Returned	Question 4	Question 9	Question 10	Question 14
Kindergarten	20	2.7	2.7	2.7	2.8
First	34	2.5	2.6	2.6	2.7
Second	27	2.0	2.3	2.3	2.4
Third	20	2.2	2.5	2.5	2.6
Fourth	20	2.3	2.6	2.6	2.7
Total	121	2.3	2.5	2.5	2.6

The 2007-2008 academic year introduced the inclusion of NYC Learning Environment Survey Report that parents were encouraged to complete during March and April. This is the first year that all New York City charter schools participated in this survey and it confused many parents. Many parents admitted that they did not complete the survey sent home in June because they had already completed one in April. The results from the “BCSE Parent Satisfaction Survey” are based on 61% of families who completed the survey and the NYC

Learning Environment Survey Report includes a response rate of 39% of families who completed the survey.

## Results

### 2007-08 BCSE Parent Satisfaction Survey Responses Conducted June 2008

Number of Responses	Number of Families	Response Rate
121	200	61%

### 2007-08 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Q4. How satisfied are you with the opportunity for your involvement in the school decisions that affect your child's education?	93%
Q9. How satisfied are you that your child receives the help needed to succeed in school?	97%
Q10. How satisfied are you with the emphasis placed on core (English, Math, Science, Social Studies) academic areas?	97%
Q14. How satisfied are you with the overall quality of education that your child is receiving at his/her school?	99%

### 2007-08 NYC Learning Environment Survey Report Parent Satisfaction Survey Responses Conducted April 2008

Number of Responses	Number of Families	Response Rate
84	N/A	39%

### 2007-08 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
<b>Academic Expectations:</b> The education your child has received this year.	94%
<b>Communication:</b> How well your child's school communicated with you.	89%
<b>Engagement:</b> Your opportunities to be involved in your child's education.	96%
<b>Safety and Respect:</b> My child is safe at school.	98%

## **Evaluation**

Although, as mentioned above, there was confusion with many families in June about completing a second survey, the results from both surveys reflect the same overall satisfaction. The results for Question 14 are especially significant because it has the highest percentage on the BCSE Parent Satisfaction Survey with 99% of parents satisfied. This question reflects clear satisfaction because if a parent is dissatisfied with the overall quality of their child's education, they will usually search for an alternative and would not continue to enroll at Bronx Charter School for Excellence. It is also an important indication for the staff of BCSE that we are effective practitioners.

The NYC Learning Environment Survey Report highlights an area that we will need to improve if we are to continue to satisfy BCSE families. The category of Communication had a lower percentage of 89%. This is an area that we are presently working to resolve by considering using varied ways and methods to communicate important and all information with families. The NYC Learning Environment Survey Report included various options that parents could highlight as preferred modes of communication, as well the frequency in which they would like to receive academic, discipline and school-wide information.

Next year Bronx Charter School for Excellence will conduct the BCSE "Parent Satisfaction Survey" during Spring Parent-Teacher conferences to ensure and encourage at least two-thirds participation, but will continue to include results from the NYC Learning Environment Survey because the information is instructive for our entire academic program.

### **Goal 5: Absolute Measure**

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

## **Method**

Every student that is admitted or discharged from the school is entered into ATS. This system maintains the details of each child and we used the information in ATS to finalize our numbers. We count all children who are discharged after June 30<sup>th</sup> through early September. Since BCSE starts before most public schools and many children/families deciding not to return decide over the summer, the children discharged on or about September 4<sup>th</sup> are counted as having left before the start of the new school year. In the spring, we ask parents to complete an "Intent to Return" form to provide BCSE with a tentative commitment to reserve space.

## **Results**

Over the summer of 2007, 31 students did not return to start the 2007-08 school year. Four left because they moved out of the district or state, two left for more restrictive settings, 21 for a range of parental choices, and four for undetermined reasons. During the course of the year, nine students were discharged. One because they had been accepted at a Gifted and Talented program, one moved to another state, one transferred to a special education setting,

four for parental choices and two were temporarily discharged because they left the country for the last month of the school year. This goal was not met for the 2007-2008, but we have every indication from the “Intent to Return Forms” returned in June 2008 that it will be met next year.

**Goal 6: BCSE will exceed the attendance rates of surrounding district.**

**Goal 6: Absolute Measure**

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

**Method**

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

**Results**

In 2007 08, the school maintained a rate of 95% attendance and ended the year with an average of 95.9%. This goal was met.

**Goal 7: BCSE will meet all legal requirements and responsibilities.**

**Goal 7: Compliance Measure**

Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

**Method**

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

**Results**

The school has not received any notification that they have not been in compliance other than being advised that the quarterly financials were submitted late each quarter. BCSE provides

assurance that it is generally and substantially in compliance with all applicable laws, rules and regulations.

### **Evaluation**

The school will continue to comply with all legal and charter requirements. The Director of Finance and Operations position was made full-time in January 2008. Meeting of the deadlines for the quarterly financial filings will be met with more consistent oversight in this position and better definition of all responsibilities brought about by having all senior level positions filled.

### **Goal 7: Compliance Measure**

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

### **Method**

The school has established and refined a number of practices covering academic, financial and operational performance that continually improves the functioning of the school. Academically, the Principal reports to the Board of Trustees on the measures within the Accountability Plan.

Financially, BCSE has Fiscal Policy and Procedures guidelines that outlines the fundamental practices for recording revenues, handling cash and approving all payments. The ED and Director of Operations report monthly to the Finance Committee of the Board of Trustees and bi-monthly to the full Board.

The school has an employee handbook that outlines the schools commitments to employees and the expectations that the school requires from each employee. In 2007-08, the school ensured that all teachers, except for one, were certified for their positions and had been properly fingerprinted.

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

### **Results**

The school has responded to any and all requests for information and performed work required to address any pending issues. BCSE can provide an assurance that it has adhered to each of these specific requirements and will respond in a more timely fashion in the future.

### **Evaluation**

Along with the greater definition of administrative roles and responsibilities, the school will continue to establish and review procedures to ensure the effectiveness and efficiency of its systems.

**Goal 7: Compliance Measure**

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

**Method**

Through most of 2007- 08, legal counsel was provided by a member of the Board of Trustees who worked at Cleary Gottlieb. We also secured specialized counsel for Human Resources. The Board member moved out of the country at the end of 2007-08 and BCSE applied for legal assistance through the Lawyers Alliance.

**Results**

BCSE received legal counsel for Human Resources from an outside specialist pro- bono to manage the departure of the former Executive Director. Lawyers Alliance provided counsel for the drafting and negotiation of a contract for a \$350,000 construction project and for technical advice on responding to a request for information under the Freedom for Information Law. The school is also represented by counsel through its insurance company for two outstanding liability claims.

**Evaluation**

The school can provide assurance that it is effectively managing its need for legal counsel while at the same time seeking a lawyer for its board.

**Goal 8: BCSE will make responsible financial decisions and demonstrate sound fiscal practices and management.****Goal 8: Absolute Measure**

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

**Method**

The school prepares an annual budget by June and the Board of Trustees approves it including the revenue assumptions which require their active participation to raise monies through direct giving and fundraising activities. The income and expenditures are reviewed by the Finance Committee each month and any necessary adjustments are made. Any expenditure outside the budget must be approved by the Board of Trustees.

**Results**

BCSE completed 2007 08 with \$3,602,561 in revenues and \$3,186,299 in expenditures for an unaudited surplus of over \$400,000 (this does not include non-cash Balance Sheet items like amortization, depreciation and deferred rent).

The school's resources and expenditures have been well managed and, on a cash basis, will provide the school with enough resources to fund a renovation project and to begin to accrue monies for the purchase of their building and the adjacent lot. The school has always been prudent and provided all of the educational resources requested by the Principal for both staff and OTPS.

### **Evaluation**

The school has met Goal 8 and actually exceeded it by being able to pay for projected capital expenditures as well as begin building a Capital Reserve that will secure the school facility. The 2007 08 enrollment and per pupil allocation reached a turning point where the privately raised monies can begin to address longer term capital needs while public monies pay for most of the educational and operational expenses.

It should be noted that the school continues to get clean audits even as the requirements get more rigorous.

### **Goal 8: Absolute 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.

### **Method**

In addition to careful management of the operating budget, the Board of Trustees commits to raise money through direct contributions and an annual fundraising event. In addition, the Executive Director seeks additional funds, both restricted and unrestricted, from private foundations.

### **Results**

In 2007 08, the school raised over \$500,000 or 14% of its revenue as unrestricted revenue. The Board of Trustee's annual event alone raises about 4% of the budgeted/actual revenues.

### **Evaluation**

The school has more than met its goal.

**Goal 8: Compliance 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.

**Method**

BCSE has been able to maintain some key administrative staff positions over the course of the year. This will provide much needed stability and we believe has allowed us to address the internal control issues that were outstanding. In the past, when a deficiency was identified, the school recognized the corrective action and responded.

**Results**

SED and CSI has indicated in the previous year that the school was not complying with certification requirements as well as getting staff fingerprinted in a timely manner. Both issues were addressed in 2007 08 by asking uncertified staff to get their certification or leave and by providing all missing fingerprinting information. No permanent staff was permitted to start work without approval this year.

**Evaluation**

BCSE responded to all notices of control or compliance issues as quickly as possible. BCSE continues to modify and improve how it manages compliance issues from all of its monitors. BCSE can provide the assurance that roles and responsibilities are clearer and systems are in place which will prevent/address compliance deficiencies.