

**BRONX CHARTER SCHOOL  
FOR EXCELLENCE**

**2008-09  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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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 2008-2009 school year served roughly 300 children in grades K – 5.

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.

In March 2009, the Charter Schools Committee of the State University of New York Board of Trustees voted to grant an unconditional, full-term, five year renewal to BCSE. This is the highest renewal designation that the State University Trustees award.

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

Black (not Hispanic)	55%
Hispanic	39%
American Indian, Alaskan, Asian or Pacific Islander	6%

In addition, 69% 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
2005-06	49	50	46											145
2006-07	47	46	47	45										185
2007-08	52	51	52	51	45									251
2008-09	52	52	51	52	48	43								298

## ENGLISH LANGUAGE ARTS

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

Students will become proficient readers of the English Language.

#### **Background**

During the 2008-2009 academic year, Bronx Charter School for Excellence continued to implement 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 for students the foundation needed to become proficient readers. The reading program has balanced components that provide skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. Harcourt *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. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year.

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

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 each year. 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 2009 individual students are 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 2007-2008 and 2008-2009 spring administrations of the ECLAS-2. The first table displays the Kindergarten results. Of the 52 kindergarteners that were assessed in 2008-2009, 97.3% of the kindergarten students scored at a proficient level on all six strands, such is the case in 2007-2008 with 94% scoring at a proficient level. The second table displays the first grade results. Of the 52 first graders that were assessed in 2008-2009, 86.6% of the students scored at a proficient level on all three strands and again in 2007-2008 the students showed proficiency at 86.6%. The third table displays the second grade results. Of the 51 second graders that were assessed in 2008-2009, 91.2% of the students scored at a proficient level on both strands and in 2007-2008 76.5% second graders scored at a proficient level.

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

Strand	Kindergarten Results on ECLAS-2			
	2007-2008		2008-2009	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
Rhyme Recognition (L1)	92.0	52	100.0	52
Rhyme Generation (L1)	94.0	52	96.0	52
Syllable Clapping (L1)	96.0	52	98.0	52
Initial Consonants (L1)	96.0	52	100.0	52
Alphabet Recognition (L2)	90.0	52	96.0	52
Spelling (L2)	96.0	52	94.0	52
All	94.0	52	97.3	52

Strand	First Grade Results on ECLAS-2			
	2007-2008		2008-2009	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
Spelling (L4)	80.0	52	78.9	52
Decoding (L4)	84.0	52	80.8	52
Sight Words (L4)	96.0	52	100.0	52
All	86.6	52	86.6	52

Strand	Second Grade Results on ECLAS-2			
	2007-2008		2008-2009	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
Spelling (L6)	75.0	52	92.3	51
Decoding (L6)	78.0	52	90.0	51
All	76.5	52	91.2	51

**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 22.3 percentage points in all six strands and is consistent with the scores from the 2007-2008 school year. First grade also met the objective for this outcome measure by 11 percentage points. As kindergarteners a few of the 2008-2009 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 entire year with small reading groups and intervention with our Reading Specialist to improve their phonics skills. Second grade met the objective for this outcome measure too and made drastic improvements from last year. Second grade met this objective by 16.2 percentage points in both strands. Overall, Bronx Charter School for Excellence was able to exceed or meet the outcome measure in all grades due to our 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**

During the current Accountability Period, Bronx Charter School for Excellence showed a year-to-year trend of maintaining a high level of performance of exceeding the outcome measure from as high as 22 percentage points. 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							
	2005-2006		2006-2007		2007-2008		2008-2009	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
Kindergarten	96.5	48	95.0	49	94.0	52	97.3	52
First	91.2	49	97.8	46	86.6	52	86.6	52
Second	N/A	N/A	81.3	48	76.5	52	91.2	51
All	93.9	48.5	91.4	47.6	85.7	52	91.7	51

**Goal 1: Absolute Measure 2**

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 fifth grades in January 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level and is determined by the state. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. During the week of January 13-15, 2009, Bronx Charter School for Excellence’s 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade teachers administered the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade English Language Arts exam to all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade in accordance with New York State’s testing administration procedures. (4) 3<sup>rd</sup>, (9) 4<sup>th</sup> and (3) 5<sup>th</sup> graders were given modifications per 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.

**2008-09 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	52	0	0	0	52
4	49	0	0	0	49
5	44	0	0	0	44
All	145	0	0	0	145

**Results**

The following table presents the New York State ELA test results for all students tested and for those students enrolled in at least their second year. Of the 52 students tested in Grade 3, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 3<sup>rd</sup> graders, 98.0% (49 of 50) performed at or above Level 3 on the New York State English Language Arts examination. Of the 49 students tested in Grade 4, 49 were enrolled in at least their second year. Of the 49 continuously enrolled 4<sup>th</sup> graders, 77.5% (49 of 49) performed at or above Level 3 on the New York State English Language Arts examination. Of the 44 students tested in Grade 5, 44 were enrolled in at least their second year. Of the 44 continuously enrolled 4<sup>th</sup> graders, 97.7% (44 of 44) performed at or above Level 3 on the New York State English Language Arts examination.

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<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.

**Charter School Performance on 2008-09 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	1.9	92.3	5.8	98.1	52
	Students in At Least 2 <sup>nd</sup> Year	0	2.0	92.0	6.0	98.0	50
4	All Students	0	22.5	75.5	2.0	77.5	49
	Students in At Least 2 <sup>nd</sup> Year	0	22.5	75.5	2.0	77.5	49
5	All Students	0	2.3	81.8	15.9	97.7	44
	Students in At Least 2 <sup>nd</sup> Year	0	2.3	81.8	15.9	97.7	44
All	All Students	0	8.9	83.2	7.9	91.1	145
	Students in At Least 2 <sup>nd</sup> Year	0	9.0	83.1	7.9	91.0	143

**Evaluation**

Based on the results of the 2009 English Language Arts exam for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade, Bronx Charter School for Excellence met its objective for this outcome measure. In all grades more than 75% of third through fifth graders who were enrolled in at least their second year performed at or above Level 3. On the 3<sup>rd</sup> grade, our students exceeded the measure by 23 percentage points, our 4<sup>th</sup> graders exceeded the measure by 2.5 percentage points, while our 5<sup>th</sup> graders exceeded the measure by 22.7 percentage points. Bronx Charter School for Excellence was able to exceed the outcome measure due to 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**

During the current Accountability Period, Bronx Charter School for Excellence made significant progress the last three testing years. There was a significant difference of 54.1 percentage points, from 2006-2007 and 2007-2008, between percentages of students enrolled in at least their second year at Levels 3 and 4. The 2008-2009 academic year shows a slight 2.8 percent increase which displays the great effort to maintain a high level performance. This increase shows not only significant progress from one year to the next, but also suggests that the standards-based curriculum and effective practices such as 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							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			39.4	33	82.9	41	98.0	50
4					93.5	31	77.5	49
5							97.7	44
All			39.4	33	88.2	72	91.0	143

**Goal 1: Absolute Measure 2**

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 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 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, which for 2008-09 is 144. 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 200.

**Results**

Of the 145 students tested, 8.9% attained Level 2, 83.2% attained Level 3 and 7.9% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 191.1.

**Calculation of 2008-09 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	0	8.9	83.2	7.9	145

$$\begin{array}{rcllclclcl}
 \text{PI} & = & 8.9 & + & 83.2 & + & 7.9 & = & 100 \\
 & & & & + & & 7.9 & = & 91.1 \\
 & & & & & & \text{PI} & = & \text{191.1}
 \end{array}$$

**Evaluation**

New York State’s NCLB 2007-2008 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 144. Since our attained aggregate performance index value was 191.1, we met our objective for this outcome measure, by a large margin of 47.1 points.

**Additional Evidence**

Bronx Charter School for Excellence attained a performance index of 191.1 which was 4.1 points higher than the performance index from 2007-2008. There is also a 47.1 point difference in progress made in exceeding the Annual Measurable Objective for 2008-2009. Bronx Charter School for Excellence was able to significantly exceed the AMO because no students scored a Level 1, but primarily because of the continued decrease in Level 2 (13.2%-8.9%).

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

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	
2008-09	3-5	145	0	8.9	83.2	7.9	191.1	

**Goal 1: Comparative Measure 3**

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 the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and 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 the school district.

**Results**

The following table presents the results for Grades 3 through 5 along with the aggregate data. Bronx Charter School for Excellence’s percentage for 3<sup>rd</sup> grade was 98.0 % compared to District 11’s 65.7%, 4<sup>th</sup> grade was 77.5% compared to District 11’s 67.0% and 5<sup>th</sup> grade was 97.7% compared to District 11’s 71.9%. Grades 3 through 5 outperformed District 11 with a percentage of 91.0% compared to 68.2%.

**2008-09 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 Students	
	Percent	Number Tested	Percent	Number Tested
3	98.0	50	65.7	3173
4	77.5	49	67.0	3169
5	97.7	44	71.9	3263
All	91.0	143	68.2	9605

<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 in at least two years at Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 5<sup>th</sup> grade by a difference of 22.8 percentage points. Individually, 32.3 percentage points difference on the 3<sup>rd</sup> grade, 10.5 percentage points in 4<sup>th</sup> grade and 25.8 percentage points in 5<sup>th</sup> grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

**Additional Evidence**

The 2006-2007 and 2007-2008 comparative data show great progress with more than a doubled difference in percentage points increase of 54.1% of students continuously enrolled, while improving slightly by 2.8 percentage to still maintain a high level of performance. 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 during both 2007-2008 and 2008-2009 academic years, all three grades outperformed District 11 students by 43.4 percentage points.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	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	98.0	50
4					93.5	57.3	77.5	49
5							97.7	44
All			39.4	51.9	88.2	57.8	91.0	47.6

**Goal 1: Comparative Measure 3**  
 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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent report available.

**Results**

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2006-2007 academic year was 1.59 for both Grade 3 and 4. Grade 3 had an Effect Size of 1.30 and Grade 4 had an Effect Size 1.91.

**2007-08 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		51	82.40	65.65	16.75	1.30
4		46	91.30	66.60	24.70	1.91
All	51.59	97	86.62	66.10	20.52	1.59

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

**Evaluation**

Since the attained Effect Size for both Grade 3 and 4 was 1.59, Bronx Charter School for Excellence met its objective for this outcome measure and was higher than expected to a large degree.

**Additional Evidence**

Displayed in the table below is the data for Grade 3 and 4. As stated above, Bronx Charter School for Excellence met its objective for this outcome measure due to our great performance on the 3<sup>rd</sup> and 4<sup>th</sup> grade ELA exam in 2007-2008. Unlike the poor performance of 2006-2007, during 2007-2008 our Effect Size of 1.59 surpassed the Effect Size range of 0.79.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07	3	56.8	44	47.7	59.8	-0.88
2007-08	3-4	51.59	97	86.62	66.10	1.59

**Goal 1: Comparative Measure 3**

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. PS 106X, The Parkchester School, is in the same neighborhood and has the same demographics. Two tables are provided: one featuring a grade level breakdown for 2008-09, the other with annual aggregate results for the 2006-2007, 2007-2008 and 2008-2009.

**Results**

The following table presents the results for Grades 3, 4 and 5 along with the aggregate data. Bronx Charter School for Excellence’s percentage for 3<sup>rd</sup> grade was 98.1 % compared to PS 106X’s 75.7%, the 4<sup>th</sup> grade was 77.5% compared to PS 106X’s 73.6%. Both 3<sup>rd</sup> and 5<sup>th</sup> grade outperformed PS 106X with a percentage of 97.9% compared to 72.5%, while 4<sup>th</sup> grade only showed a 3.9 percent increase compared to PS 106X.

**2008-09 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	98.1	52	75.7	185
4	77.5	49	73.6	201
5	97.7	44	69.3	202
All	91.1	145	72.9	588

**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 3<sup>rd</sup> through 5<sup>th</sup> grade by a difference of 18.2 percentage points. Individually, 22.4 percentage points difference on the 3<sup>rd</sup> grade and 28.4 percentage points in 5<sup>th</sup> grade. Our 4<sup>th</sup> grade showed minimal difference of 3.9 percentage points compared to students in PS 106X. Based on these results the Bronx Charter School for Excellence met its objective for this outcome measure.

**Additional Evidence**

The 2006-2007, 2007-2008 and 2008-2009 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 3<sup>rd</sup> grade this year outperformed PS 106X

students by 16.9 percentage points. During the 2008-2009 school year, Bronx Charter School for Excellence outperformed PS 106X by 18.2 percentage points in grades third through fifth.

**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									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	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	98.1	75.7
4							93.5	63.5	77.5	73.6
5									97.7	69.3
All					39.4	60.8	88.2	64.8	91.1	72.9

**Goal 1: Growth Measure 4**

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 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. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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**

Two cohorts were available for a growth analysis for the New York State English Language Arts exam scores. The percentage of students in Grade 4 at or above Level 3 decreased from 82.9 to 77.5, not achieving the target of an increase from the previous year. The percentage of students in Grade 5 at or above Level 3 increased from 93.5 to 97.7. This cohort achieved their target with a slight increase.

**Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	49	82.9	83.0	77.5	NO
5	44	93.5	94.0	97.7	YES
All	93	88.2	88.5	87.6	NO

**Evaluation**

The Grade 4 cohort did not meet the target of 83.0%. There was a decrease of 5.4 percentage points from the 2007-2008 school year. The Grade 5 cohort continued to achieve at a high level by showing growth from 93.5% to 97.7%, so this cohort met their target. Overall, the target percentage of 88.5% of all cohorts was not met, but was close with only a difference of 0.9 percentage points.

**Additional Evidence**

In 2007-2008, Bronx Charter School for Excellence had its first cohort that met the target by increasing the percentage of students performing at Level 3 or above from 47.7% to 82.9%. Since the one cohort met the target of 61.4%, this outcome measure was met. During the 2008-2009 school year, one cohort met the target by showing an increase from 93.5% to 97.7%, while one cohort did not increase or meet the target of 83.0%.

**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
2008-09	3-5	1	2

**Summary of the English Language Arts Goal**

As delineated in the following table, during the 2008-2009 school year, Bronx Charter School for Excellence met 6 out of 7 outcome measures for Goal 1. The one goal that was not met was our Growth measure because of the 4<sup>th</sup> grade English Language Arts scores although 5<sup>th</sup> grade students met the goal by achieving a slight increase on the ELA exam.

Bronx Charter School for Excellence has continued a level of high performance that will continue to meet its English Language Arts goal of students becoming proficient readers of the English language.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Student Performance on E-CLAS-2.	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.	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
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	2007-2008 Achieved
Comparative	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.	Achieved
Growth	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. 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.	Did Not Achieve

**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 the Academic Dean 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 given to support an intervention program to meet their needs. An extra block of reading will be given to these students. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement.

Our upper grade classes will get more support from the Leadership team and the Academic Dean in identifying students who need intervention and support in the areas of vocabulary development and reading comprehension the first two weeks of school. Supplemental instructional materials will be given to support an intervention through a push in or pull out program. For the few upper grade students who still need support with phonics and fluency, they will receive an extra reading block to support their

improvement in these areas. Extra resources will also be provided for 5<sup>th</sup> grade students to improve their literacy learning by integrating literacy with Social Studies. Students will have access to more trade books and a rigorous writing program.

2. We will prioritize our professional development for early childhood teachers with more time devoted in the areas of both addressing 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.
3. We will prioritize our professional development for upper grade teachers with more time devoted in the area of guided reading with a strong emphasis on building effective reading comprehension strategies. A master teacher will have a split schedule to provide coaching and modeling for teachers in literacy.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall English Language Arts program such as:

- Daily uninterrupted reading block (8:15-10:15) in Kindergarten through Fourth grade, with 3 hour reading and social studies integrated blocks in Fifth 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 2008-2009 academic year, Bronx Charter School for Excellence continued to implement a high quality comprehensive Mathematics curriculum that is aligned to the New York State's Core Curriculum Standards. The balanced mathematics program, Everyday Mathematics, includes a curriculum that enables students to learn more 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 mathematicians. All grades are expected to not only know content, but all the processes of mathematics. 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; 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-teach. This cycle of instruction allows for colleagues to collaborate on the most effective way to teach a lesson to maximize student learning.

### **Goal 2: 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 mathematics examination.

### **Method**

The school administered the New York State Mathematics exam to students in third through fifth grades in March 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level is determined by the state. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 being proficient and Level 4 being advanced. During the week of March 2-6, 2009, Bronx Charter School for Excellence's 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade teachers administered the Mathematics exam to all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students in accordance with New York State's testing administration procedures. (4) 3<sup>rd</sup>, (9)4<sup>th</sup>, and (3) 5<sup>th</sup> graders were given modifications per 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.

**2008-09 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	52	0	0	0	52
4	49	0	0	0	49
5	44	0	0	0	44
All	145	0	0	0	145

**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 52 students tested in Grade 3, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 3<sup>rd</sup> graders, 98.0% (49 of 50) performed at or above Level 3 on the Mathematics examination. Of the 49 students tested in Grade 4, 49 were enrolled in at least their second year. Of the 49 continuously enrolled 4<sup>th</sup> graders, 95.9% (47 of 49) performed at or above Level 3 on the New York State Mathematics examination. All of the 44 students in 5<sup>th</sup> grade were enrolled for at least 2 years, and 100.0% performed at or above Level 3 on the New York State Mathematics exam.

**Charter School Performance on 2008-09 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	0.0	1.9	69.2	28.9	98.1	52
	Students in At Least 2 <sup>nd</sup> Year	0.0	2.0	70.0	28.0	98.0	50
4	All Students	0.0	4.1	51.0	44.9	95.9	49
	Students in At Least 2 <sup>nd</sup> Year	0.0	4.1	51.0	44.9	95.9	49
5	All Students	0.0	0.0	40.9	59.1	100.0	44
	Students in At Least 2 <sup>nd</sup> Year	0.0	0.0	40.9	59.1	100.0	44
All	All Students	0.0	2.0	54.5	43.5	98.0	145
	Students in At Least 2 <sup>nd</sup> Year	0.0	2.1	54.5	43.4	97.9	143

**Evaluation**

Based on the results of the 2009 Mathematics exam for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade, Bronx Charter School for Excellence met its objective for this outcome measure. In all three grades more than 75% of third through fifth graders who were enrolled in at least their second year performed at or above Level 3. On the 3<sup>rd</sup> grade, our students exceeded the measure by 23.1 percentage points, our 4<sup>th</sup> graders exceeded the measure by 20.9 percentage points, and our 5<sup>th</sup> graders exceeded the measure by 25.0 percentage points. Bronx Charter School for Excellence was able to exceed the outcome measure

<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

due to the continuation of our state standards-based curriculum and effective practices such as on-going professional development, grade-level collaboration, team teaching and weekly formative assessments that produced data which informed curricular and instructional decisions.

**Additional Evidence**

During the 2006-2007 school year, the Bronx Charter School for Excellence first administered NYS exams; subsequently, an additional grade has been added each year to currently serve 3 testing grades. Between the 2007-2008 and 2008-2009 school years, third graders who have been enrolled in at least their second year have slightly increased their NYS Mathematics achievement with Levels 3 and 4 with 0.4 percentage points. There was a small decrease of 4.1 percentage points, from 2007-2008 and 2008-2009, with 4<sup>th</sup> graders who have been enrolled for at least 2 years. From 2007-2008 to 2008-2009, both third and fourth grade cohorts have demonstrated and maintained high levels of achievement through their NYS mathematics test scores.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			78.1	25	97.6	41	98.0	50
4					100.0	31	95.9	49
5							100.0	44
All			78.1	25	98.8	72	97.9	143

**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 in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. 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 200.

**Results**

Of the 145 students tested, 2.0% attained Level 2, 54.5% attained Level 3 and 43.5% attained a Level 4. The attained aggregate Performance Index on the Mathematics exam was 198.1.

**Calculation of 2008-09 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	0.0	2.0	54.5	43.5	145

$$\begin{aligned}
 \text{PI} &= 2.0 + 54.5 + 43.5 = 100.0 \\
 &+ 54.5 + 43.5 = 98.0 \\
 \text{PI} &= \mathbf{198.1}
 \end{aligned}$$

**Evaluation**

New York State’s NCLB 2008-2009 target Annual Mathematics Measurable Objective for Grades 3 through 8 is 119. Since our attained aggregate performance index value was 198.1, we met our objective for this outcome measure, by a significantly large margin of 79.1 points.

**Additional Evidence**

Bronx Charter School for Excellence attained a performance index of 198.1, which is 79.1 points higher than the Annual Measurable Objective of 119 for the 2008-2009 school year. Bronx Charter School for Excellence was able to significantly exceed the AMO and maintain the PI due to the continuance of a highly effective mathematics curriculum and professional development.

**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	3	43	2.3	18.6	53.5	25.6	177	86
2007-08	3-4	97	0	1.9	51.2	46.9	198	102
2008-09	3-5	145	0	2.0	54.5	43.5	198.1	119

**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 the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and 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 the corresponding grades in the school district.

**Results**

The following table presents the results for Grades 3 through 5 along with the aggregate data. Bronx Charter School for Excellence’s percentage for 3<sup>rd</sup> grade was 98.0 % compared to District 11’s 90.4%. The 4<sup>th</sup> grade was 95.9% compared to District 11’s 82.4%. The 5<sup>th</sup> grade students were at 100% compared to District 11’s 84.6%. All grades outperformed District 11 with a percentage of 97.9% compared to 85.8%.

**2008-09 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 Students	
	Percent	Number Tested	Percent	Number Tested
3	98.0	50	90.4	3184
4	95.9	49	82.4	3175
5	100.0	44	84.6	3268
All	97.9	143	85.8	9627

**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 3<sup>rd</sup> through 5<sup>th</sup> grade by a difference of 12.1 percentage points. There was a 7.6 percentage point difference on the 3<sup>rd</sup> grade, 13.4 percentage point difference in 4<sup>th</sup> grade, and 15.4 percentage point difference on the 5<sup>th</sup> grade. Based on these results, the Bronx Charter School for Excellence met its objective for this outcome measure.

**Additional Evidence**

The 2006-2007 comparative data demonstrates that The Bronx Charter School for Excellence’s 3<sup>rd</sup> grade was performing at 78.1% compared to the Local District’s 82.4%, which was below the Local District by 4.3 percentage points. During the following 2007-2008 school year, the 3<sup>rd</sup> grade students outperformed the Local District by 12.2 percentage points with 97.6% compared to the District’s 85.4%. In the 2008-2009 school year, the 3<sup>rd</sup> grade increased their own performance level to 98.0%, which was 7.6 percentage points above the Local District’s 90.4%. In the 2007-2008 school year, the Bronx Charter School for Excellence’s 4<sup>th</sup> grade students performed at 100.0% compared to the District’s 78.6%, which was a difference of 21.4%. In the 2008-2009 school year, the 4<sup>th</sup> grade students performed at 95.9%, which was 13.5% higher than the District’s 82.4% and the 5<sup>th</sup> grade performed at 100% compared to the District 11 at 84.6%. Overall, the Bronx Charter School for Excellence has outperformed the Local District for the last 2 years in all grades. For the 2007-2008 school year, the Bronx Charter School for Excellence surpassed the Local District by 16.8%. The following 2008-2009 school year, the Bronx Charter School for Excellence continued to outperform the Local District by a difference of 12.2%.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	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	98.0	90.4
4					100	78.6	95.9	82.4
5							100.0	84.6
All			78.1	82.4	98.8	82.0	98.0	85.8

**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, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

**Results**

As noted in the following table, the obtained Effect Size for the Mathematics exam in 2007-2008 academic year was 0.85 for 3<sup>rd</sup> grade and 1.55 for 4<sup>th</sup> grade. Overall, the Effect Size was 1.18 for the Mathematics Exam in the 2007-2008 school year.

**2007-08 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		51	96.10	88.00	8.10	0.85
4		46	100.00	81.09	18.91	1.55
5						
All	51.59	97	97.95	84.72	13.22	1.18

<b>School's Overall Comparative Performance:</b>
<i>Above the expectation</i>

**Evaluation**

The 2007-2008 Mathematics Comparative Effect Size for 3<sup>rd</sup> grade was positive at 0.85 and exceeded 0.3. The Effect Size for 4<sup>th</sup> grade was also positive at 1.55, which exceeded 0.3. Overall, the aggregate Effect Size measure was met and exceeded 0.3, with a difference of 0.88.

**Additional Evidence**

Displayed in the table below are two years of available data. The Bronx Charter School for Excellence did not meet its objective during the 2006-2007 school year, and was 0.15 points from meeting the target of an Effect Size of 0.3. However, during the 2007-2008 school year, the school did meet and exceed the Effect Size expectation of 0.3 at 1.18, which was higher by 0.88.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06						
2006-07	3	56.8	43	79.1	81.1	-0.15
2007-08	3-4	51.6	97	97.9	84.7	1.18

**Goal 2: Comparative Measure 2**

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 who were 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. Comparisons are between the results for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade in which the

school had tested students and 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 through 5 along with the aggregate data. Bronx Charter School for Excellence’s percentage for 3<sup>rd</sup> grade was 98.0 % compared to PS 106X’s 96.3%, the 4<sup>th</sup> grade was 95.9% compared to PS 106X’s 82.8% and the 5<sup>th</sup> grade was 100.0% compared to the PS 106X’s 87.0%. All three grades outperformed PS 106X with a percentage of 98.0% compared to 88.7%.

**2008-09 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	98.0	50	96.3	189
4	95.9	49	82.8	203
5	100.0	44	87.0	207
All	98.0	143	88.7	599

**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 PS 106X in grades 3 through 5 by a difference of 9.3 percentage points. Individually, 1.7 percentage points difference on the 3<sup>rd</sup> grade, 13.1 percentage points in 4<sup>th</sup> grade, and 13.0 percentage points in 5<sup>th</sup> grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

**Additional Evidence**

The 2006-2007 and 2007-2008 comparative data show progress with 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 with a disparity of 10.9 percentage points. PS 106X maintained their level of performance from year-to-year while Bronx Charter School for Excellence has shown great progress cohort growth in the past two years.

The 2006-2007 and 2007-2008 comparative data show progress with an increase of 21.9% for students who are continuously enrolled from 3<sup>rd</sup> to 4<sup>th</sup> grade. This same cohort, which completed 5<sup>th</sup> grade this 2008-2009 school year, maintained their performance levels with 100.0% of the students scoring at Levels 3 and 4 in 2007-2008 and 2008-2009, improving and maintaining their cohort performance which fell short of PS 106X in 2006-2007. This cohort outperformed the students at PS 106X in 2008-2009 by 13.0 percentage points. The cohort of students enrolled as 3<sup>rd</sup> graders in 2007-2008 achieved Levels 3 and above at 97.6%, outperforming PS 106X by 8.3 percentage points, and continued to outperform the students at PS 106X as 4<sup>th</sup> graders in the 2008-2009 school year by 13.1

percentage points. The Bronx Charter School for Excellence cohorts of students who have been enrolled for at least 2 years have continuously outperformed PS 106X for the past 2 consecutive school years.

**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									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	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	98.0	96.3
4							100	82.8	95.9	82.8
5									100.0	87.0
All					78.1	89.0	98.8	86.1	98.0	88.7

**Goal 2: Growth Measure**

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 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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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**

The 4<sup>th</sup> grade cohort did not meet the target with 95.9% of the students achieving Levels 3 and 4, which was a difference of 2.1%. The 5<sup>th</sup> grade cohort maintained their achievement level with 100.0% of the students achieving Levels 3 and 4. In particular, one out of two cohorts did meet their target. Overall, the overall target was not met.

**Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	49	97.6	98.0	95.9	NO
5	44	100.0	100.0	100.0	YES
All	93	98.8	99.0	98.0	NO

**Evaluation**

The overall measure was not met. One out of two cohorts met their targets. The 4<sup>th</sup> grade was 2.1 percentage points from meeting their target. Their performance decreased from 97.6 to 95.9. The 5<sup>th</sup> grade cohort maintained its achievement level at 100.0%. The overall performance of the cohorts declined from 98.8% to 98.0%, decreasing by 0.8%.

**Additional Evidence**

There are no cohort targets to report for the 2006-2007 school year since the New York State exams were first administered that school year. The Bronx Charter School for Excellence has one out of the two cohorts that met its target for the 2008-2009 school year. The 4<sup>th</sup> grade cohort’s achievement level decreased from 2007-2008 to 2008-2009 from 97.6 to 95.9. This 4<sup>th</sup> grade cohort has 9 students with Individualized Education Plans, which is the most compared to other grades. The 5<sup>th</sup> grade cohort’s achievement levels have remained the same at 100.0% for the past two years.

**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	4	0	1
2008-09	4-5	1	2

**Summary of the Mathematics Goal**

As delineated in the following table, during the 2008-2009 school year, Bronx Charter School for Excellence did not meet 1 out of 6 outcome measures for Goal 2. Bronx Charter School for Excellence did not meet the Growth Measure because the 4<sup>th</sup> grade cohort decreased their achievement level from 97.6 to 95.9, which is a slight decrease with 1.7 percentage points.

Based on the overall evidence, Bronx Charter School for Excellence has maintained high levels of academic achievement this school 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 2008-2009</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
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
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
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.	Achieved
Growth	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.	Did Not Achieve

**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. All classroom teachers will continue to receive support from the Leadership team, Academic Dean and Master teachers in identifying students who need early intervention/prevention in grade level appropriate basic math skills the first two weeks of school. Supplemental instructional materials will be given to support an intervention program to meet their 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 prioritize our professional development for all teachers with more time devoted in the areas of both addressing the needs of the struggling, proficient and advanced students. We will also focus on training teachers in effective and multiple strategies of differentiating instruction that will allow all students to be able learn content and process skills from multiple vantage points.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall Mathematics program such as:

- Differentiated curriculum, instruction, assessment and staff development
- Co-teaching and modeling cycles with master teachers and leadership team
- Collaborative unit and lesson planning
- Weekly, Monthly and Quarterly analysis of assessments
- Monitoring of lesson plans
- Formal and informal lesson observation
- Project-based assessments

## SCIENCE

### **Goal 3: Science**

BCSE students will demonstrate proficiency relevant to science achievement.

#### **Background**

The Bronx Charter School for Excellence has developed a rigorous New York State standards and inquiry-based science curriculum integrated with mathematics and technology. This curriculum has a focus on the disciplines of earth science, life science, and physical science. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21<sup>st</sup> century. The Bronx Charter School for Excellence's science curriculum provides students with opportunities to build connections that link science to technology and societal impacts.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their understandings of key concepts and invites students to develop and explain concepts in their own words orally and through writing and drawing. Students are provided with options and projects that will allow them to demonstrate mastery of content.

Professional development was offered consistently for the 2008-2009 school year and provided teachers with models of curriculum mapping and unit planning, opportunities to explore resources, opportunities to plan collaboratively with grade level teams and spans, and learning experiences focused on differentiation through instructional delivery and assessment.

### **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.

#### **Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

#### **Results**

At the Bronx Charter School for Excellence, of the 4<sup>th</sup> grade students who are enrolled in at least their 2<sup>nd</sup> year, 34.7% performed at a Level 3 on the New York State Science exam, and 65.3% performed at a Level 4. In total, 100% of the 4<sup>th</sup> grade students scored at least a Level 3 or above during the 2008-2009 school year.

**Charter School Performance on 2008-09 State Science 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	
4	All Students	0	0	34.7	65.3	100.0	49
	Students in At Least 2 <sup>nd</sup> Year	0	0	34.7	65.3	100.0	49

**Evaluation**

The measure was met with 100.0% of the students who were enrolled in at least their second year performing at or above Level 3. The notable science achievement of this 4<sup>th</sup> grade cohort is 25% above the absolute measure of 75% performing at or above Level 3.

**Additional Evidence**

The trend during the current Accountability Period is that all 4<sup>th</sup> grade students in both the 2007-2008 and 2008-2009 school years achieved a Level 3 or 4 on the New York State Science Performance exam. The school has continued to maintain a high level of performance by providing students with differentiated instruction that provides learning opportunities for all learning styles.

**Science Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					100.0	100.0	100.0	100.0
All					100.0	100.0	100.0	100.0

**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 the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district. 2008-2009 District performance was not available, so the comparison is with 2007-2008 data.

**Results**

Of the 4<sup>th</sup> grade students at the Bronx Charter School for Excellence, 100.0% of the students achieved Levels 3 and 4. Compared to the District at 76.0%, the students exceeded the District average by 24.0 percentage points.

**2007-08 State Science 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 Students	
	Percent	Number Tested	Percent	Number Tested
4	100.0	49	76.0%	5931

**Evaluation**

The District performance for 2008-2009 is not yet available but during the 2007-2008 academic year the measure was met and exceeded the District 11 students by 24.0 percentage points.

**Additional Evidence**

The Bronx Charter School for Excellence exceeded the District’s performance by 24.0 percentage points in 2007-2008.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4					100.0	76.0	100.0	N/A
All					100.0	76.0	100.0	N/A

**Summary**

Both the Absolute and Comparative measures were achieved. The school has continued to maintain high levels of achievement by providing students with differentiated instruction that provides learning opportunities for all learning styles.

<b>Type</b>	<b>Measure</b>	<b>Outcome</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
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.	Achieved

**Action Plan**

Bronx Charter School for Excellence will undertake the following steps to improve and maintain particular areas within the science curriculum and instruction while maintaining high academic performance through specific enhancements of the overall program. These steps will allow us to continue to annually meet Goal 3:

1. The teaching team will continue to receive support from the Leadership team, Academic Dean and Master teachers in identifying students who need early intervention/prevention in grade level appropriate basic science skills. Supplemental instructional materials will be given to support intervention that will meet 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 science.
  
2. We will prioritize our professional development for teachers to have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology and question lesson planning skills to address the needs of the struggling, proficient and advanced students. We will also focus on training teachers in effective and multiple strategies of instruction that will allow all students to be able learn content and process skills from multiple vantage points.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall Science 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

## SOCIAL STUDIES

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

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

### **Background**

The Bronx Charter School for Excellence social studies program is New York standards-based, rigorous and teacher developed. Critical in the instruction of social studies, the use of standardized textbooks is minimal. Instead the curriculum seeks to give its students a core knowledge and appetite of civic understanding and disposition toward democratic values and the social, economic, and political institutions of an increasingly complex society. Instructional materials used in the study of social studies and history includes: documents and letters to bring students into direct contact with important documents of American and world history; field trips to museums and other historical sites to expand the learning beyond the walls of the classroom into the vast community outside; high quality documentaries integrated into classroom instruction to add realism to the topic of study; and the richness of art and literature to convey historical events and figures. Throughout the grades, writing elements are woven into the social studies curriculum to allow all students to learn content and process skills. Trade books are used in the upper grades for a better understanding of the similarities and differences among the diverse cultural, ethnic, and racial characters of the books (as in the world).

During each instructional social studies lesson, teachers incrementally develop an understanding about the past and the present from a variety of perspectives: geography, anthropology, history, economics, political science, citizenship, and sociology. Current events are used to create ‘thinking bridges’ to foster understanding about the past to the present, recognize change, and hypothesize about the future. An intensive professional development program which began 2007-2008 has helped teachers to learn how to cultivate positive attitudes, fundamental values about our society, and democratic thinking as they investigate the meanings of justice, human dignity, equal opportunity, and pluralism.

Our professional development for teachers has provided on-going opportunities to help them with: questioning and lesson planning skills and multiple strategies of instruction to address the needs of the struggling, proficient and advanced students. This occurs in grade level teams and across grade spans. Curriculum mapping and unit planning in teams has developed a stronger content knowledge. Teachers are trained from the leadership team and master teachers to explore strategies for differentiation in instructional delivery and in assessment. Furthermore, professional development has focused on training teachers to enhance technology.

### **Goal 4: Absolute Measure 1**

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.

**Method**

BCSE administered the New York State Testing Program social studies assessment to its first 5<sup>th</sup> grade in November 2008. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

**Results**

At the Bronx Charter School for Excellence, of the 5<sup>th</sup> grade students who are enrolled in at least their 2<sup>nd</sup> year, 2.3% performed at Level 2, 34.1% performed at a Level 3, and 63.6% performed at a Level 4. In total, 97.7% of the 5<sup>th</sup> grade students scored at least a Level 3 or above during the 2008-2009 school year for the New York State Social Studies exam.

**Charter School Performance on 2008-09 State Social Studies 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	
5	All Students	0	2.3%	34.1%	63.6%	97.7%	44
	Students in At Least 2 <sup>nd</sup> Year	0	2.3%	34.1%	63.6%	97.7%	44

**Evaluation**

The measure was met with 97.7% of the students who were enrolled in at least their second year performing at or above Level 3. The notable social studies achievement of this 5<sup>th</sup> grade cohort is 22.7% above the expectancy measure.

**Additional Evidence**

The 2008-2009 introduced the first 5<sup>th</sup> grade class to the New York State Social Studies exam and its success merits the diligent efforts to adhere to the high standards of curriculum design, instructional methods and professional development. Although there are no current trends, it is our educational intent to maintain a high level of performance by providing students with differentiated instruction to achieve a Level 3 or 4 on the New York State Social Studies exam.

**Social Studies Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5							97.7%	44
All							97.7%	44

**Goal 4: Comparative Measure 2**

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 the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

**Results**

Of the 5<sup>th</sup> grade students at the Bronx Charter School for Excellence, 97.7% of the students achieved Levels 3 and 4. District results for the 2008-2009 school year have not yet been released.

**2008-09 State Social Studies 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
5	97.7%	44	Unavailable	Unavailable

**Evaluation**

The District results have not yet been released for the 2008-2009 school year. However, in comparing the first set of 5<sup>th</sup> grade results for the 2008-2009 school year to the District's performance in the 2007-2008 school year, Bronx Charter School for Excellence has exceeded the District's performance by 25.7 percentage points. In comparing the school's results from this year to the District's results from last year, the measure has been met.

**Additional Evidence**

In comparing the first set of 5<sup>th</sup> grade results for the 2008-2009 school year to the District's performance in the 2007-2008 school year, Bronx Charter School for Excellence has exceeded the District's performance by 25.7 percentage points.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5						72%	97.7%	Unavailable
All						72%	97.7%	Unavailable

**Summary**

Both the Absolute and Comparative measures have been achieved. The school has notably exceeded the expectation of the overall goal.

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

**Action Plan**

Bronx Charter School for Excellence will undertake the following steps to improve and maintain particular areas within the social studies curriculum and instruction while maintaining high academic performance through specific enhancements of the overall program. These steps will allow us to continue to annually meet Goal 4:

1. We will continue to provide professional development for teachers to help them with the art of questioning and building lesson planning skills and multiple strategies of instruction to address the needs of the struggling, proficient and advanced students. This planning will occur within grade level teams and across grade spans. Curriculum mapping and unit planning in teams will develop a stronger content knowledge.
2. Since the 5<sup>th</sup> grade social studies test occurs in November of the 5<sup>th</sup> grade, the teaching team will continue to receive support from the Leadership team and Master teachers in identifying students who need early intervention/prevention in grade level appropriate basic social studies skills in the latter two months of 4<sup>th</sup> grade and the first month of 5<sup>th</sup> grade. Supplemental instructional materials will be given to support intervention to meet 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 social studies.
3. We will prioritize our professional development for teachers to: have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology instruction, enhance questioning techniques, improve lesson planning, and

address 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 allow all students to be able learn content and process skills from multiple vantage points.

In addition to the stated improvements, Bronx Charter School for Excellence will continue to maintain and implement important components of its overall Social Studies 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

Field trips will continue to provide a living laboratory in which learning is acquired through active hands-on experience with the rich resources of New York City. Such an opportunity develops and enhances a student's socialization and citizenship skills.

**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 1**

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 2008-2009 school year is in “good standing.”

**Evaluation**

The NCLB status of Bronx Charter for Excellence is in “good standing”.

**Additional Evidence**

During the current Accountability Period Bronx Charter School for Excellence was a school in “good standing.”

**NCLB Status by Year**

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

## APPENDIX B: OPTIONAL GOALS

### Goal 6: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

### Goal 6: Absolute Measure

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

### Method

For the second consecutive year, Bronx Charter School for Excellence (BCSE) decided to use the NYC Learning Environment Survey and Report, which is used for NYC public schools. It serves as a resource to unveil and assess parents' views and values of their child's learning environment. School year 2007-2008 was the first year that all New York City charter schools participated in this citywide survey and it confused many parents. Earlier this school year, many parents admitted that completing both the NYC Learning Environment Survey and the "BCSE Parent Satisfaction Survey" was a redundant task. Thus, the use of the Spring 2009 NYC Learning Environment Survey to serve as a singular tool to survey parent satisfaction was less cumbersome and appropriate for parents. More importantly, BCSE's use of the NYC survey and report as a public charter school offers a familiar and citywide evaluative measure for both the school and its parents.

### Results

Of the 250 families at BCSE, 132 families responded to 2008-2009 The NYC Learning Environment Survey with a rate of 53%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations-97%, 2) Communication-90%, 3) Engagement-99% and 4) Safety and Respect-90%.

### 2008-09 Parent Satisfaction Survey Responses Conducted Spring 2009

Number of Responses	Number of Families	Response Rate
132	250	53%

### 2008-09 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	97%
Communication	90%
Engagement	99%
Safety & Respect	90%

## Evaluation

The above mentioned, with 53% of families completing 2008-09 The NYC Learning Environment Survey, reflect immense parent satisfaction. Within each category, a balanced range of questions allow parents to examine and express their level of satisfaction with the overall quality of their child's education and the learning environment of BCSE. In comparison to last year's results of the NYC Learning Environment Survey Report, family satisfaction has increased due to our collective efforts and family partnerships. During school community gatherings, the BCSE staff likened survey completion to their support of school functions and events. Empowered parents will voice their needs and uphold their parental responsibilities. Indeed, this year's survey helped them to do so. With respect to the four highlighted categories: 1) Academic Expectations- rose from 94% to 97%, 2) Communication- rose from 89% to 90%, 3) Engagement- rose from 96% to 99% and 4) Safety and Respect- fell from 98% to 90%, parents spoke loud and clear about their satisfaction with BCSE.

Keeping the 90% response percentage of safety and respect in perspective, it is far above mediocrity and reasonable. Yet, it was useful to see how parents answered specific questions. Analysis of this category served as an important indication for the staff of BCSE on many levels. The response statements range from unfair discipline methods and disrespectful dialogue to cultural bias and bullying. Parents responded favorably by indicating that these problems "*never or very rarely*" occurred during the 2008-2009 school year. On the contrary, there were four questions that 11-20% of parents indicated that they "*didn't know*" about such issues as bullying, conflicts dealing with religion, gender, etc., gang activity or racial/cultural bias within the school. This is one area that serves as an important indicator for the staff of BCSE. Although BCSE joined forces with city public schools to enact a no tolerance policy for bullying, enhanced communication with our parents about this policy and its practices is necessary. We had tremendous success incorporating anti-bullying and conflict resolution practices into our universal behavior management system. What is more advantageous is how these self-esteem builders carried over to the school bus. While the school bus is a privilege to families and separately offered by the Office of Pupil Transportation, the school bus environment and experience is an extension of the school, but it can be breeding ground to compromise safety and respect. Nonetheless, we are committed to addressing the slightest fluctuations in parent satisfaction in order to be effective practitioners.

As illustrated above, the four categories of the NYC Learning Environment Survey Report highlight areas to help schools: set goals to improve response rates, provide details about how parents answered specific questions, evaluate specific learning conditions, and compare one's school to other schools. Overall, BCSE parents had 53% parent response rate unlike the city's average response percentage of 45%. Although the measure was not met in accordance to the goal to have two-thirds (66%) of parents demonstrate satisfaction based on a parent satisfaction survey, the very high satisfaction response from the BCSE respondent families articulates their feelings of BCSE's valued academic, discipline and school-wide deliverables. Next year, Bronx Charter School for Excellence will continue to conduct NYC Learning Environment Survey during Spring Parent-Teacher conferences to ensure, increase and encourage at least two-thirds participation. This will be executed to demonstrate and evaluate satisfaction with the school's program. The smarter choice and use of such a citywide survey allows Bronx Charter School for Excellence to ensure its mission to appraise and fulfill our high standards for a high quality learning environment and satisfy BCSE families.

**Goal 6: 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 has an extended school calendar and starts before most public schools, families may decide not to return over the summer, children discharged on or before September 2<sup>nd</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 2008, 12 students did not return to start the 2008-09 school year. One student left because they moved out of the district or state, one student left for more restrictive settings, and ten for a range of parental choices including selecting other schools. Once the school year started, only five students were discharged before the end of the 2008-09 school year; two moved out of New York City and three transferred to other schools. The retention rate for 2008-2009 school year is 86.9%.

**2008-09 Student Retention Rate**

2007-08 Enrollment	Number of Students Who Graduated in 2007-08	Number of Students Who Returned in 2008-09	Retention Rate 2008-09 Re-enrollment ÷ (2007-08 Enrollment – Graduates)
251	0	218	86.9%

**Evaluation**

The number of students who returned for the 2008-2009 school year is based on the number of students initially returning in September. The retention rate for 2008-2009 school year was 86.9%. The goal was 90%; the measure was not met. The school was close to the targeted retention rate by 3.1%. Families relocating to other NYC neighborhoods or cities and students transferring to specialized schools were the primary reasons for student attrition.

**Additional Evidence**

Year	Retention Rate
2005-06	91.5%
2006-07	85.5%
2007-08	85.4%
2008-09	86.9%

**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 2008-09, the school maintained a rate of 95% attendance and ended the year with an average of 96.1%. As with all New York City schools, BCSE had to cope with the effects of the H1N1 (Swine Flu) outbreak. Fortunately, BCSE had no reported cases of swine flu (H1N1), however there were a few weeks where more children missed school. Subsequently, there was a decline in June’s attendance. Despite this, Goal 6 was met.

**2008-09 Attendance**

<b>Grade</b>	<b>Average Daily Attendance Rate</b>
K	95.7%
1	96.1%
2	96.1%
3	96.0%
4	95.7%
5	97.3%
<b>Overall</b>	<b>96.1%</b>

**Evaluation**

Successfully, the measure was met. The school’s daily attendance rate of at least 95 percent exceeded the school’s target by 1.1%.

**Additional Evidence**

<b>Year</b>	<b>Average Daily Attendance Rate</b>
2005-06	92.6%
2006-07	93.4%
2007-08	95.4%
2008-09	96.1%

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

**Goal 7: Absolute 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**

BCSE provides assurance that it is generally and substantially in compliance with this measure.

During the 2008-2009 school year, BCSE applied for and received a full 5 year unconditional renewal of its SUNY Authorized Charter. Throughout this process, there was a thorough review of our compliance with all applicable laws, rules and regulations. We also were able to sharpen our procedures to ensure that we will continue to comply with all legal and charter requirements.

**Evaluation**

The school will continue to comply with all legal and charter requirements.

**Goal 7: Absolute 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**

As mentioned previously, the charter renewal process enabled us to refine even further our practices covering academic, financial and operational performance which continually improve 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 Executive Director and Director of Finance and 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 2008-2009, the school ensured that all teachers, except for four were certified for their positions and all teachers and staff had been properly fingerprinted. One of the uncertified teachers was highly qualified, two had three or more years of teaching experience and one was instructing in a non-core subject.

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 a safe environment.

### **Results**

BCSE provides assurance that it generally and substantially has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

### **Evaluation**

The school will continue to establish, review, and refine procedures to ensure the effectiveness and efficiency of its systems.

### **Goal 7: Absolute 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**

At the end of the 2007-2008 school year, BCSE applied for legal assistance through the Lawyers Alliance who are available to us on an as needed basis.

### **Results**

We have had no occasion for legal counsel this year, with the exception of receiving advice from CSI's counsel for the review of changes to our By-Laws.

The school is represented by counsel through its insurance company for two outstanding liability claims.

### **Evaluation**

The school and the Board of Trustees effectively manages its need for legal counsel.

**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 for approval by the Board of Trustees at the annual board meeting in June each year. Income and expenditures, as well as cash flow projections, are reviewed by the Finance Committee each month and by the full Board at each board meeting. Any expenditure outside the budget is approved by the Board of Trustees in accordance with the school's financial policy and procedures, which are updated from time to time to ensure that best practices are always being followed.

**Results**

BCSE completed 2008-09 with \$4,527,854 in unaudited revenues and \$4,100,187 in unaudited expenditures for an unaudited surplus of \$427,667 (this includes non-cash Balance Sheet items like amortization, depreciation estimated to be \$89,225 and deferred rent of \$527,400). The resulting total cash surplus is over \$1,000,000.

BCSE's resources have been well managed, and the school has been able to set aside funds for the purchase of its 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 the goal of a balanced budget and has actually exceeded it by being able to pay for the reconfiguration of space to accommodate the fifth grade class and begin building a Capital Reserve that will secure the school facility. The 2008-09 enrollment and per pupil allocation, as well as special education funding, reached a turning point where privately raised monies could address longer term capital needs while public monies pay for most of the educational and operational expenses as well as contribute to funds for future expansion.

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**

BCSE monitors its financial position carefully. The Director of Finance and Operations prepares financial statements for the Finance committee’s review on a monthly basis. Within those financial statements are cash flow projections for the coming twelve months, which ensures that adequate resources are on hand to meet school expenditures and that unnecessary erosion of unrestricted net assets does not occur.

**Results**

Audited numbers for each year of the initial charter as well as unaudited numbers for the current 2008-2009 year shows that this goal has been met.

**Unrestricted Net Assets vs. 2% of Upcoming Year Budget**

	<b>Audited 2005/06</b>	<b>Audited 2006/07</b>	<b>Audited 2007/08</b>	<b>Unaudited 2008/09</b>
<b>Unrestricted Net Assets*</b>	\$1,430,439	\$601,887	\$273,594	\$518,232
<b>2% of Upcoming Year Budget</b>	\$57,072	\$71,617	\$90,308	\$87,340

\* Number does not include Friends of BCSE

**Evaluation**

As the table above shows, the school has more than met its goal of keeping unrestricted net assets above 2% of the school’s operating budget for the next year.

**Goal 8: Absolute 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**

Upon knowledge of any internal control or compliance deficiency, key administrative staff people will promptly undertake measures to eliminate those deficiencies. In addition, BCSE maintains clear separation of roles and responsibilities at the senior management level so to minimize the potential for conflicts of interest and other control issues.

## **Results**

In 2008, BCSE took a number of corrective actions for deficiencies in the prior year noted by its external auditors in the 2006/07 Audit. These included creating a financial policy and procedures manual, compiling an inventory listing of property and equipment, instituting a whistle-blower policy and instituting a conflict-of-interest policy for the School's key employees to sign annual disclosure statements identifying any transaction entered into with the school or stating that none exists.

Before the conclusion of the 2007/08 Audit, the school immediately implemented four of the auditor's recommendations as follows:

1. Established a binder containing the supporting documentation for all journal entries.
2. Eliminated wire transfers except for transfers between bank accounts and for payroll related functions and implemented the use of a school debit card when a check would not be accepted.
3. Segregated payroll functions by incorporating the Executive Director in review of every payroll.
4. Established a backup of the school's electronic files offsite.

## **Evaluation**

BCSE responded to all notices of control or compliance issues as quickly as possible. BCSE continues to modify and improve its internal control and compliance processes to ensure that best practices are being followed.