

## Accountability Plan Progress Reports for the 2009-10 School Year

### Reader's Guide

*SUNY Authorized Charter Schools*

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

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

**BRONX CHARTER SCHOOL  
FOR EXCELLENCE**

**2009-10  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Charlene Marie Reid, Head of School  
Jose Rivera, Director of Finance and Operations  
Ife Lenard, Dean of Students  
Monica Rios, Operations Manager

1960 Benedict Avenue, Bronx New York 10462  
718-828-7301  
[creid@bronxexcellence.org](mailto:creid@bronxexcellence.org)

Charlene Reid, Head of School, Jose Rivera, Director of Finance and Operations, Ife Lenard, Dean of Students and Monica Rios, Operations Manager prepared this 2009-10 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Joyce Frost	Chair, Executive, Finance & Academic
Michael Stern	Vice-Chair, Executive & Finance
Deirdre Flynn	Treasurer, Executive, Finance & Audit
Kimberly Hartman	Secretary, Executive & Development
Andra Ehrenkranz	Member, Academic & Development
Chris Schoberl	Member, Academic & Accountability
Christina Ohly Evans	Member, Development
Frank Iacono	Member, Finance & Audit
Geraldine Moriba-Meadows	Member, Development
Kathy Lathan	Member, Academic & Accountability
Martha Abbruzzese Genieser	Member, Academic
Rob Lester	Member, Audit
Rosemary Milliman	Member, Executive & Academic
Stacey Lauren	Member, Executive, Academic & Accountability
Stan Seidman	Member, Academic & Accountability

--

**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 2009-2010 school year served roughly 320 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.

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

Black (non Hispanic)	50%
Hispanic	39%
American Indian, Alaskan, Asian or Pacific Islander	10%
Multiracial	1%

In addition, 71% 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	45								298
2009-10	55	55	55	52	52	51								320

## ENGLISH LANGUAGE ARTS

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

Students will become proficient readers of the English Language.

#### **Background**

During the 2009-2010 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. During the 2009-2010 academic year, we created a part-time writing staff developer position to assist teachers with implementation of the Writing Workshop. Our staff developer modeled lessons, co-taught and provided feedback for classroom teachers. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year.

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

Each year through 2008-09, 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 English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

**Method**

The school administered the New York State Testing Program English language arts assessment to students in K through 5 grade in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 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	52	0	0	0	52
5	51	0	0	0	51
All	155	0	0	0	155

**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, 96.0% (48 of 50) performed at or above a Scale Score of 650 on the New York State English Language Arts examination. Of the 52 students tested in Grade 4, 51 were enrolled in at least their second year. Of the 51 continuously enrolled 4<sup>th</sup> graders, 98.0% (50 of 51) performed at or above a Scale Score of 650 on the New York State English Language Arts examination. Of the 51 students tested in Grade 5, 45 were enrolled in at least their second year. Of the 45 continuously enrolled 5<sup>th</sup> graders, 100% (45 of 45) performed at or above a Scale Score of 650 on the New York State English Language Arts examination.

**Charter School Performance on 2009-10 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	96.2	52

<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.

	Students in At Least 2 <sup>nd</sup> Year	96.0	50
4	All Students	98.0	52
	Students in At Least 2 <sup>nd</sup> Year	98.0	51
5	All Students	100.0	51
	Students in At Least 2 <sup>nd</sup> Year	100.0	45
All	All Students	98.1	155
	Students in At Least 2 <sup>nd</sup> Year	98.0	146

**Evaluation**

Based on the results of the 2010 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 Scale Score of 650. On the 3<sup>rd</sup> grade, our students exceeded the measure by 21 percentage points, our 4<sup>th</sup> graders exceeded the measure by 23 percentage points, while our 5<sup>th</sup> graders exceeded the measure by 25 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 progress and maintained a high level performance 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. During the 2009-10 academic year, a greater push to reach 100% at or above a Scale Score of 650 ended with an improvement of 7 percentage points from the 2008-09 school year, but 2 percentage points short of 100%. 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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39.4	33	82.9	41	98.0	50	96.0	52
4			93.5	31	77.5	49	98.0	52
5					97.7	44	100.0	51
All	39.4	33	88.2	72	91.0	143	98.0	155

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the 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 2009-10 is 155.<sup>2</sup> 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 155 students tested, 21.9% attained Level 2, 62.6% attained Level 3 and 15.5% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 178.1.

**Calculation of 2009-10 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	21.9	62.6	15.5	155

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 21.9 & + & 62.6 & + & 15.5 & = & 100 \\
 & & & & + & & 15.5 & = & 78.1 \\
 & & & & & & \text{PI} & = & \mathbf{178.1}
 \end{array}$$

**Evaluation**

New York State’s NCLB 2009-2010 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 155. Since our attained aggregate performance index value was 178.1, we met our objective for this outcome measure, by a margin of 23.1 points.

**Additional Evidence**

Bronx Charter School for Excellence attained a performance index of 178.1 which was 13 points lower than the performance index from 2008-2009. There is also a 23.1 point difference in progress made in exceeding the Annual Measurable Objective for 2009-2010. Bronx Charter School for

<sup>2</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Excellence was able to exceed the AMO because no students scored a Level 1, and there continued to be an increase in Level 4 from 2008-2009 (7.9% to 15.5%).

**English Language Arts 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		
2006-07	3	44	2.3	50.0	45.4	2.3	145	122
2007-08	3-4	97	0	13.2	78.5	8.4	187	133
2008-09	3-5	145	0	8.9	83.2	7.9	191.1	144
2009-10	3-5	155	0	21.9	62.6	15.5	178.1	155

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in 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 78.8 % compared to District 11’s 39.8%, 4<sup>th</sup> grade was 67.3% compared to District 11’s 35.5% and 5<sup>th</sup> grade was 88.2% compared to District 11’s 40.9%. Grades 3 through 5 outperformed District 11 with a percentage of 78.1% compared to 38.7%.

**2009-10 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	78.8	52	39.8	3168
4	67.3	52	35.5	3239
5	88.2	51	40.9	3177
All	78.1	155	38.7	9584

**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 39.4 percentage points. Individually, 39 percentage points difference on the 3<sup>rd</sup> grade, 31.8 percentage points in 4<sup>th</sup> grade and 47.3 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, while during the 2009-2010 academic year, all three grades outperformed District 11 students by 39.4 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							
	2006-07		2007-08		2008-09		2009-10	
	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	65.7	78.8	39.8
4			93.5	57.3	77.5	67.0	67.3	35.5
5					97.7	71.9	88.2	40.9
All	39.4	51.9	88.2	57.8	91.0	68.2	78.1	38.7

**Goal 1: Comparative Measure**

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

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect

Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2007-2008 academic year was 1.59 for both Grade 3 through 5. Grade 3 had an Effect Size of 2.10, Grade 4 had an Effect Size of 0.20 and Grade 5 had an Effect Size of 1.79.

**2008-9 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		52	98.1	74.1	24.0	2.10
4		49	77.5	75.2	2.3	0.20
5		44	97.7	81.0	16.7	1.79
All	46.6	155	91.0	76.6	14.4	1.37

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

**Evaluation**

Since the attained Effect Size for Grades 3 through 5 was 1.37, Bronx Charter School for Excellence met its objective for this outcome measure and was higher than expected to a large degree.

**Additional Evidence**

Displayed in the table below is the data for Grades 3 through 5. 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> through 5<sup>th</sup> grade ELA exams in 2008-2009. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 by 14.4 percentage points compared to similar schools statewide.

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

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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
2008-09	3-5	46.6	145	91.0	76.6	1.37

**Goal 1: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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 performing at or above a Scale Score of 650 increased from 77.5 to 98.0, achieving the target. The percentage of students in Grade 5 at or above a Scale Score of 650 increased from 97.7 to 100.0. This cohort achieved their target with a slight increase.

**Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	52	77.5	78.0	98.0	YES
5	51	97.7	98.0	100.0	YES
All	103	87.6	88.0	99.0	YES

The Grade 4 cohort met the target of 78.0%. There was an increase of 20 percentage points from the 2008-2009 school year. The Grade 5 cohort continued to achieve at a high level by showing growth from 98.0% to 100%, so this cohort met their target. Overall, the target of 88.0% for all cohorts was met, with an increase of 11 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%. During, the 2009-2010 school year, both cohorts met the target by 20% on Grade 4 and 2% on Grade 5.

**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
2009-10	3-5	2	2

**Summary of the English Language Arts Goal**

As delineated in the following table, during the 2009-2010 school year, Bronx Charter School for Excellence met 5 out of 5 outcome measures for Goal 1. 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.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 2008-2009
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved

## Action Plan

Bronx Charter School for Excellence will continue 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, the Academic Dean and additional support staff 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 2009-2010 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 through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in K through 5 grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 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	52	0	0	0	52
5	51	0	0	0	51
All	155	0	0	0	155

**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, 100.0% (50 of 50) performed at or above a Scale Score of 650 on the Mathematics examination. Of the 52 students tested in Grade 4, 51 were enrolled in at least their second year. Of the 51 continuously enrolled 4<sup>th</sup> graders, 100.0% (51 of 51) performed at or above or above a Scale Score of 650 on the New York , State Mathematics examination. Of the 51 students tested in Grade 5, 45 were enrolled in at least their second year. Of the 45 continuously enrolled 5<sup>th</sup> graders, 100.0% performed at or above a Scale Score of 650 on the New York State Mathematics exam.

**Charter School Performance on 2009-10 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100.0	52
	Students in At Least 2 <sup>nd</sup> Year	100.0	50
4	All Students	100.0	52
	Students in At Least 2 <sup>nd</sup> Year	100.0	51
5	All Students	100.0	51
	Students in At Least 2 <sup>nd</sup> Year	100.0	45
All	All Students	100.0	155
	Students in At Least 2 <sup>nd</sup> Year	100.0	146

<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

**Evaluation**

Based on the results of the 2010 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 a Scale score of 650. On the 3<sup>rd</sup> grade, our students exceeded the measure by 25.0 percentage points, our 4<sup>th</sup> graders exceeded the measure by 25 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 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. During the 2009-2010 school year, all three testing grades maintained a high level of performance by achieving 100 percent students performing at or above a Scale Score of 650.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	78.1	25	97.6	41	98	50	100.0	50
4			100	31	95.9	49	100.0	51
5					100	44	100.0	45
All	78.1	25	98.8	72	97.9	143	100.0	146

**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 2009-10 is 135<sup>4</sup>. 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 155 students tested, 10.3% attained Level 2, 56.7% attained Level 3 and 33.0% attained a Level 4. The attained aggregate Performance Index on the Mathematics exam was 189.7.

**Calculation of 2009-10 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	10.3	56.7	33.0	155

$$\begin{array}{rclclclcl}
 \text{PI} & = & 10.3 & + & 56.7 & + & 33.0 & = & 100 \\
 & & & & + & & 33.0 & = & 89.7 \\
 & & & & & & \text{PI} & = & \mathbf{189.7}
 \end{array}$$

**Evaluation**

New York State’s NCLB 2008-2009 target Annual Mathematics Measurable Objective for Grades 3 through 8 is 135. Since our attained aggregate performance index value was 189.7, we met our objective for this outcome measure, by a large margin of 54.7 points.

**Additional Evidence**

Bronx Charter School for Excellence attained a performance index of 189.7, which is 54.7 points higher than the Annual Measurable Objective of 135 for the 2009-2010 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		
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
2009-10	3-5	155	0	10.3	56.7	33.0	189.7	135

<sup>4</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**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 88.0 % compared to District 11’s 46.7%. The 4<sup>th</sup> grade was 84.3% compared to District 11’s 52.9%. The 5<sup>th</sup> grade students were at 95.5% compared to District 11’s 55.3%. All grades outperformed District 11 with a percentage of 89.2% compared to 51.6%.

**2009-10 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	88.0	50	46.7	3236
4	84.3	51	52.9	3278
5	95.5	45	55.3	3232
All	89.2	146	51.6	9746

**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 37.6 percentage points. There was a 41.3 percentage point difference on the 3<sup>rd</sup> grade, 31.4 percentage point difference in 4<sup>th</sup> grade, and 40.2 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%. During the 2009-2010 school year Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 5th grade by a difference of 37.6 percentage points. Overall, the Bronx Charter School for Excellence has outperformed the Local District for the last 3 years in all grades with a significant difference of 37.6 percentage points during the 2009-2010, unlike the previous two years.

**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							
	2006-07		2007-08		2008-09		2009-10	
	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	90.4	88.0	46.7
4			100	78.6	95.9	82.4	84.3	52.9
5					100	84.6	95.5	55.3
All	78.1	82.4	98.8	82	98	85.8	89.2	51.6

**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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

**Results**

As noted in the following table, the obtained Effect Size for the Mathematics exam in 2008-2009 academic year was 0.91 for 3<sup>rd</sup> grade, 1.03 for 4<sup>th</sup> grade and 1.41 for 5<sup>th</sup> grade. Overall, the Effect Size was 1.10 for the Mathematics Exam in the 2008-2009 school year.

**2008-9 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		52	98.0	92.5	5.5	0.91
4		49	95.9	86.4	9.5	1.03
5		44	100.0	87.2	12.8	1.41
All	46.6	145	97.9	88.8	9.1	1.10

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

**Evaluation**

The 2008-2009 Mathematics Comparative Effect Size for 3<sup>rd</sup> grade was positive at 0.91 and exceeded 0.3. The Effect Size for 4<sup>th</sup> grade was also positive at 1.03, which exceeded 0.3. And, the Effect Size for 5<sup>th</sup> grade was also positive at 1.41. Overall, the aggregate Effect Size measure was met and exceeded 0.3, with a difference of 0.8.

**Additional Evidence**

Displayed in the table below are three 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 both 2007-2008 and 2008-2009 school year, the school did meet and exceed the Effect Size expectation of 0.3 at 1.18, which was higher by 0.88 in 2006-2007 and 1.10 which was higher by 0.8 in 2008-2009.

**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
2008-09	3-5	70	145	97.9	88.8	1.10

**Goal 2: Growth Measure**

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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**

Both 4<sup>th</sup> and 5<sup>th</sup> grade cohorts maintained their achievement level with 100.0% of the students achieving at or above a Scale Score of 650. In particular, one out of two cohorts did meet their target. Overall, the target was met.

**Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10**

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	52	95.9	96.0	100	YES
5	51	100	100	100	YES
All	103	98	98	100	YES

**Evaluation**

The overall measure was met. Both cohorts met their targets. The 4<sup>th</sup> grade was 4 percentage points ahead of their target. Their performance increased from 95.9 to 100.0. The 5<sup>th</sup> grade cohort maintained its achievement level at 100.0%.

**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, but during the 2009-2010 school year, the 4<sup>th</sup> grade improved by 4 percentage points. 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
2009-10	4-5	2	2

**Summary of the Mathematics Goal**

As delineated in the following table, during the 2009-2010 school year, Bronx Charter School for Excellence did meet all 5 outcome measures for Goal 2.

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.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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/ 2008-2009
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved

**Action Plan**

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

1. 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 science curriculum is based on the New York State standards and core curriculum focus on three major strands—the physical environment, earth and space, and the living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21<sup>st</sup> century.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their 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. When young learners are actively engaged in the discovery process effectively, their natural curiosity leads them to explore, discover and learn about the natural world.

Professional development was offered consistently for the 2009-2010 school year. It provided teachers with models of curriculum mapping and unit planning and opportunities to explore resources. Teachers benefited from this time to plan collaboratively and share ideas for differentiation in instructional delivery and assessment. Talented, certified teachers participated in professional technology training and workshops to enhance inquiry-based explorations and laboratory and digital experiments. In turn, students built skills needed to investigate and then explain the world that surrounds them. Teacher professional development directly and indirectly affects students. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

### **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 2010. 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, 18% performed at a Level 3 on the New York State Science exam, and 82% 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 2009-2010 school year.

**Charter School Performance on 2009-10 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%	17%	83%	100%	52
	Students in At Least 2 <sup>nd</sup> Year	0%	0%	18%	82%	100%	51

**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 for 2009-2010, and since 2007-2008 school year, have 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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4			100.0	100.0	100.0	100.0	100.0	100.0
All			100.0	100.0	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.

**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 80.0%, the students exceeded the District average by 20.0 percentage points.

**2009-10 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%	51	80%	Unavailable

**Evaluation**

The District performance for 2009-2010 was 80% compared to Bronx Charter School for Excellence with 100%. The measure was met and we exceeded the District 11 students by 20.0 percentage points.

**Additional Evidence**

The Bronx Charter School for Excellence exceeded the Local District’s performance by 18.0 percentage points in 2009-2010.

**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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	n/a	n/a	100.0	76.0	100.0	75.0	100.0	82.0
All	n/a	n/a	100.0	76.0	100.0	75.0	100.0	82.0

**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.

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**

The following steps have enabled Bronx Charter School for Excellence to improve upon and maintain high science curriculum, instruction and academic performance which allows us to continue to annually meet Goal 3:

- 1 The teaching team will continue to receive support and guidance from the Leadership team in identifying students who need early intervention, whether for remediation, steady progression, or extending concepts. Supplemental instructional materials will be given to support intervention to meet students’ needs. Students who receive early intervention will be monitored on a weekly basis to assess short term goals and attainment of performance indicators in science.
- 2 We will prioritize our professional development for teachers to have on-going opportunities to plan with grade level teams and grade spans for curriculum mapping and unit planning, explore resources and strategies for differentiation in instructional delivery, materials, and assessment, enhance technology and question lesson planning skills to address the needs of the struggling, proficient and advanced students. We will also focus on training teachers on pedagogical methods for quality instruction.

Bronx Charter School for Excellence will continue to include the following for its overall Science program:

- 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

## 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**

Bronx Charter School for Excellence maintains an approach for its social studies program to be New York standards-based, rigorous and teacher developed. Moreover, the school upholds its belief for the social studies program to have minimal use of standardized textbooks minimal and more of an instructional program that builds core knowledge. The intent is to build a 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 about American and world history; field trips to expand the learning beyond the walls of the classroom; documentaries to add realism to the topic of study; art to illustrate historical events and figures, and writing elements to expound upon content. Trade books are used in the upper grades to extend the literacy program.

During each instructional social studies lesson, teachers incrementally develop an understanding about the past and the present from a variety of perspectives: geography, anthropology, historical events, economics, political science, citizenship, and sociology. Current events are linked, when appropriate, to bridge the past to the present, recognize change, and hypothesize about the future. Supervision, collaborative planning and some theory relating to pedagogical knowledge help each teacher develop and implement lessons, practical teaching strategies and an assortment of activities. This is done so that instruction cultivates positive attitudes, fundamental values about our society, and democratic thinking. Students are encouraged to investigate the meanings of justice, human dignity, equal opportunity, and pluralism.

Teacher professional development focused on teaching strategies to address the needs of the struggling, proficient and advanced students. Technology was incorporated into the social studies program when appropriate in order to differentiate instructional delivery and assessment. An important change this year was for teachers to develop a stronger content knowledge. With a deeper knowledge base, teachers could segment broader ideas and explore strategies to allow students to demonstrate incremental and steady progress. Instructionally, the goal of social studies attainment of knowledge and student achievement was successful once again.

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

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

### **Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 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**

The 5<sup>th</sup> grade students of Bronx Charter School for Excellence, who are enrolled in at least their 2<sup>nd</sup> year, 42% performed at a Level 3, and 58% performed at a Level 4. In total, 100% of the 5<sup>th</sup> grade students scored at least a Level 3 or above during the 2009-2010 school year for the New York State Social Studies exam.

**Charter School Performance on 2009-10 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%	0%	43%	57%	100%	51
	Students in At Least 2 <sup>nd</sup> Year	0%	0%	42%	58%	100%	45

**Evaluation**

The measure was met with 100% 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 25% above the expectancy measure.

**Additional Evidence**

The 2009-2010 was the second year a Bronx Charter School for Excellence 5<sup>th</sup> grade class to take the New York State Social Studies exam and its success merits the diligent efforts to adhere to the high standards of curriculum design, quality instructional methods and professional development. It is our educational intent to maintain a trend of success for our students 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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5					97.7	44	100%	45
All					97.7	44	100%	45

**Goal 4: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in 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, 100% of the students achieved Levels 3 and 4 for the 2009-2010 social studies exam whereas 79% of all district students achieved Levels 3 and 4.

**2009-10 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 Students	
	Percent	Number Tested	Percent	Number Tested
5	100%	45	79%	3,257

**Evaluation**

In comparison to the District’s performance results of 79% for the 2009-2010 school year, Bronx Charter School for Excellence has exceeded the District’s performance by 21 percentage points. In comparing this school’s results of 100% to the District’s results, the measure has been met.

**Additional Evidence**

In comparing our charter school 5<sup>th</sup> grade results for the 2009-2010 school year to the Local District’s performance in the 2009-2010 school year, Bronx Charter School for Excellence has exceeded the Local District’s performance by 23 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							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	n/a	n/a	n/a	n/a	97.7	76%	100%	77%
All	n/a	n/a	n/a	n/a	97.7	76%	100%	77%

**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 maintain high academic performance and drive our collective efforts toward student achievement to annually meet Goal 4:

1. Professional development for teachers will continue to hone in on building content knowledge, lesson planning skills and multiple strategies of instruction to address the needs of the struggling, proficient and advanced students. One-on-one supervision, workshops, grade level teams and across grade spans will provide the setting for professional development.
2. The Leadership team will continue to support and guide teachers in the identification of students in need of greater support throughout 4<sup>th</sup> grade and the beginning of 5<sup>th</sup> grade, prior to the exam in November. Supplemental instructional materials will continue to support and meet students’ needs. Students will be monitored on a weekly basis for short term goal improvement and attainment of performance indicators in social studies.
3. We will continue to make use of and include technology as part of instruction. Focus will also be placed on training teachers in effective strategies to foster understanding for students. This will strengthen student ability to demonstrate steady progress in the attainment of knowledge and skills relevant to social studies achievement.

Below are additions to the listed above criteria to the Bronx Charter School for Excellence overall Social Studies program:

- 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

**NCLB**

**Goal 5: NCLB**

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**Goal 5: Absolute Measure**

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

**Results**

Bronx Charter School for Excellence’s NCLB status for 2009-2010 school year is “Good Standing”.

**Evaluation**

The NCLB status of Bronx Charter School for Excellence is “Good Standing”.

**Additional Evidence**

Bronx Charter School for Excellence has maintained “Good Standing” since the 2005-2006 school year.

**NCLB Status by Year**

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	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 third consecutive year, Bronx Charter School for Excellence (BCSE) used 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 that 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. So, during the 2009-2010 school year, the parents used the same survey.

### Results

Of the 275 families at BCSE, 110 families responded to 2009-2010 The NYC Learning Environment Survey with a rate of 40%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations-97%, 2) Communication-94%, 3) Engagement-94% and 4) Safety and Respect-97%.

#### 2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
110	275	40%

#### 2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	97%
Communication	94%
Engagement	94%
Safety & Respect	97%

## Evaluation

The above mentioned, with 40% of families completing 2009-2010 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- stayed the same at 97%, 2) Communication- rose from 90% to 94%, 3) Engagement- dropped 2% points from last year and 4) Safety and Respect- rose from 90% to 97%.

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 40% parent response rate unlike the city's average response percentage of 49%. Although the measure was not met in accordance to the goal to have two-thirds 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. 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 9<sup>th</sup> are counted as having left before the start of the new school year. In the spring, we ask parents to complete an "Intent to Return" form to provide BCSE with a tentative commitment to reserve space.

### **Results**

Over the summer of 2009, 10 students did not return to start the 2009-10 school year. Five students left because they moved out of the district or state, one student left for more restrictive settings, and

four for a range of parental choices including selecting other schools. Once the school year started, only seven students were discharged before the end of the 2009-10 school year; four moved out of New York City and three transferred to other schools. The retention rate for the 2009-2010 school year is 96%.

**2009-10 Student Retention Rate**

2008-09 Enrollment	Number of Students Who Graduated in 2008-09	Number of Students Who Returned in 2009-10	Retention Rate 2009-10 Re-enrollment ÷ (2008-09 Enrollment – Graduates)
298	43	245	96%

**Evaluation**

The number of students who returned for the 2009-2010 school year is based on the number of students initially returning in September. The retention rate for 2009-2010 school year was 96%. The goal was 90%; the measure was met.

**Additional Evidence**

Year	Retention Rate
2005-06	95.1%
2006-07	85.5%
2007-08	85.4%
2008-09	86.9%
2009-10	96%

**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 2009-10, the school maintained a rate of 95% attendance and ended the year with an average of 97.3%. Goal 6 was met.

**2009-10 Attendance**

Grade	Average Daily Attendance Rate
K	97%
1	97.6%
2	97.5%
3	97.3%
4	97%
5	97.4%
Overall	97.3%

**Evaluation**

Successfully, the measure was met. The school's daily attendance rate of at least 95 percent exceeded the school's target by 2.3%

**Additional Evidence**

Year	Average Daily Attendance Rate
2005-06	92.6%
2006-07	93.4%
2007-08	95.4%
2008-09	96.1%
2009-10	97.3%

**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, BCSE took the opportunity to thoroughly review 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. During the 2009-2010 school year we continued to review our compliance 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 2009-2010, the school ensured that all teachers, except for three were certified for their positions and all teachers and staff had been properly fingerprinted. Three of the uncertified teachers were highly qualified, and had more than 5 years of teaching experience and one was instructing in a non-core subject, Physical Education.

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. During the 2009-2010 school year they continue to advise and assist BCSE with legal matters pertaining to operational and personnel related legal issues on a pro-bono basis.

### **Results**

Legal counsel was utilized for the review of the BCSE Employee Handbook. We have had no additional occasion for legal counsel this year.

The school is represented by counsel through its insurance company for any issues related to general liability and umbrella related insurance 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 of each fiscal year. Income and expenditures, as well as cash flow projections, are reviewed by the Finance Committee on a monthly basis and by the full Board at each scheduled board meeting. Any expenditure greater than the pre-approved budget must be 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 2009-2010 with \$4,606,101 in unaudited revenues and \$4,380,801 in unaudited expenditures for an unaudited surplus of \$225,300 (this includes non-cash Balance Sheet items such as amortization, depreciation estimated to be \$86,114 and deferred rent of (\$350,252). The resulting total cash surplus is over \$1,200,000.

All of BCSE's resources continue to be 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 2009-2010 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 BCSE continues to receive clean audits even as the audit and governmental 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 monthly to meet school expenditures and that unnecessary decreases of unrestricted net assets do not occur.

**Results**

Audited numbers for three years of the initial charter as well as unaudited numbers for the current 2009-2010 year shows that this goal has been met.

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

	<b>Audited 2006-2007</b>	<b>Audited 2007-2008</b>	<b>Audited 2008-2009</b>	<b>Unaudited 2009-2010</b>
<b>Unrestricted Net Assets*</b>	\$601,887	\$273,594	\$433,984	\$759,284
<b>2% of Upcoming Year Budget</b>	\$71,617	\$90,308	\$84,525	\$92,122

\* Number does not include Friends of BCSE

**Evaluation**

As the table above reveals, BCSE has more than met its goal of keeping unrestricted net assets above the 2% threshold of the school’s operating budget for the each of the referenced school years listed above.

**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, promptly undertake measures to eliminate those deficiencies. In addition, BCSE maintains clear separation of roles and responsibilities at the senior management level so as to minimize the potential for conflicts of interest and other internal control issues.

**Results**

In 2009-2010, BCSE took corrective measures to address the deficiencies in the prior year noted by its external auditors in the 2008-2009 Audit. These included instituting a conflict-of-interest policy

for the BCSE's Board of Trustees and key employees. Separation of functions as it pertained to payroll processing and approval was also instituted. In order to secure the databases of BCSE, all information on the server is now also stored off-site to prevent data losses.

### **Evaluation**

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