



# **BRONX CHARTER SCHOOL FOR EXCELLENCE**

## **2011-12 ACCOUNTABILITY PLAN PROGRESS REPORT**

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**Charlene Reid has served as the school leader since 2007.**

## 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 2011-2012 school year served roughly 438 children in grades K-7.

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)	48%
Hispanic	39%
American Indian, Alaskan, Asian or Pacific Islander	13%
Multiracial	0%

In addition, 77% 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
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
2010-11	56	56	55	56	55	52	52							382
2011-12	56	56	56	56	58	56	50	50						438

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will become proficient readers of the English Language.

#### Background

During the 2011-2012 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 for K through 7<sup>th</sup> grades. 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 first half of the 2011-2012 academic year, a part-time writing staff developer assisted 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.

The middle school program will continue this work with our scholars as they progress through their academic career. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading. For reading, a published program is used in concert with award winning novels.\* The McDougall Littell is directly aligned with New York State standards to help ensure accurate content delivery and support for the NYS ELA assessment given in each grade. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. The award winning novels are directly tied to broader concepts and themes taught in other disciplines. Therefore, not only are reading engagement and stamina increased, but so are the connections that allow scholars to make better meaning and sense of the world around them. A minimum of 4 novels are taught each year.

The Writers Workshop builds upon the writing that scholars produced in the elementary years. Narrative, informational and poetic writing are developed through the writing process to create substantive, craft

rich pieces. However, there is an added emphasis on functional writings due to their prevalence in the academic world. To meet this need, Writers Workshop is taught for a minimum of 30 minutes each day, of which at least one period per week will focus on explicit grammar, usage, or mechanics instruction.

**Goal 1: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students 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, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English language arts examination.<sup>1</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 7th grade in April 2012. 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, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

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<sup>1</sup> In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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.

**2011-12 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	56	0	0	0	56
4	56	0	0	0	56
5	55	0	0	0	55
6	50	0	0	0	50
7	50	0	0	0	50
All	267	0	0	0	267

**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 56 students tested in Grade 3, 54 were enrolled in at least their second year. Of the 54 continuously enrolled 3<sup>rd</sup> graders, 98.1% (53 of 54) performed at or above a Scale Score of 657 on the New York State English Language Arts examination. Of the 56 students tested in Grade 4, 53 were enrolled in at least their second year. Of the 53 continuously enrolled 4<sup>th</sup> graders, 100.0% (53 of 53) performed at or above a Scale Score of 654 on the New York State English Language Arts examination. Of the 55 students tested in Grade 5, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 5<sup>th</sup> graders, 100% (52 of 52) performed at or above a Scale Score of 654 on the New York State English Language Arts examination. Of the 50 students tested in Grade 6, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 6<sup>th</sup> graders, 98% (49 of 50) performed at or above a Scale Score of 654 on the New York State English Language Arts examination. Of the 50 students tested in Grade 7, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 7<sup>th</sup> graders, 100% (50 of 50) performed at or above a Scale Score of 652 on the New York State English Language Arts examination.

**Charter School Performance on 2011-12 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	55	56
	Students in At Least 2 <sup>nd</sup> Year	53	54
4	All Students	56	56
	Students in At Least 2 <sup>nd</sup> Year	53	53
5	All Students	55	55

<sup>2</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	52	52
6	All Students	49	50
	Students in At Least 2 <sup>nd</sup> Year	49	50
7	All Students	50	50
	Students in At Least 2 <sup>nd</sup> Year	50	50
All	All Students	265	267
	Students in At Least 2 <sup>nd</sup> Year	257	259

### Evaluation

Based on the results of the 2012 English Language Arts exam for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<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 seventh graders who were enrolled in at least their second year performed at or above the state's Time Adjusted Level 3 cut scores. On the 3<sup>rd</sup> grade, our students exceeded the measure by 23.1 percentage points, our 4<sup>th</sup> graders exceeded the measure by 25 percentage points, our 5<sup>th</sup> graders exceeded the measure by 25 percentage points, and 6<sup>th</sup> graders exceeded the measure by 23 percentage points, while our 7<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, and 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. The 2009-2010 academic year shows a 7.0 percent increase which displays the great effort to maintain a high level performance. During the 2010-11 academic year, a greater push to reach 100% at or above the state's Time Adjusted Level 3 cut scores ended with an improvement of 0.7 percentage points from the 2009-10 school year, but 1.3 percentage points short of 100%. The 2011-2012 academic year continues to demonstrate improvement with an increase of 0.5 from the 2010-2011 academic year. 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 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	98.0	50	96.0	52	94.6	56	98.1	54
4	77.5	49	98.0	52	100.0	52	100.0	53

5	97.7	44	100.0	51	100.0	49	100.0	52
6					100.0	39	98.0	50
7							100.0	50
All	91.0	143	98.0	155	98.7	196	99.2	259

**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 2011-12 is 148. 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 267 students tested, 0.7% attained Level 2, 95.5% attained Level 3 and 3.8% attained a Level 4. The attained aggregate Performance Index on the English Language Arts exam was 199.3.

**Calculation of 2011-12 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-7	0	0.7	95.5	3.8	267

$$\begin{array}{rcl}
 \text{PI} & = & 0.7 + 95.5 + 3.8 = 100 \\
 & & + 95.5 + 3.8 = 99.3 \\
 & & \text{PI} = \mathbf{199.3}
 \end{array}$$

**Evaluation**

New York State’s NCLB 2011-2012 target Annual English language Arts Measurable Objective for Grades 3 through 8 is 148. Since our attained aggregate performance index value was 199.3, we met our objective for this outcome measure, by a margin of 51.3 points.

**Additional Evidence**

Bronx Charter School for Excellence attained a performance index of 199.3 which was 8.1 points higher than the performance index from 2010-2011. There is also a 51.3 point difference that exceeds the Annual Measurable Objective for 2011-2012. Bronx Charter School for Excellence was able to exceed the AMO because no students scored a Level 1, and there continued to be an increase in Level 3 from 2010-2011(88.9% to 95.5%).

**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		
2008-09	3-5	145	0	8.9	83.2	7.9	191.1	162
2009-10	3-5	155	0	21.9	62.6	15.5	178.1	169
2010-11	3-6	215	0	8.8	88.9	2.3	191.2	122
2011-12	3-7	267	0	0.7	95.5	3.8	199.3	148

**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**

A school compares tested students enrolled in at least their second year 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 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 7 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3<sup>rd</sup> grade was 98.1 % compared to District 11's 39.8%, 4<sup>th</sup> grade was 100% compared to District 11's 46.2%, 5<sup>th</sup> grade was 100% compared to District 11's 46.2%, 6<sup>th</sup> grade was 98% compared to District 11's 35.5%, and 7<sup>th</sup> grade was 100% compared to District 11's 35.5%. Grades 3 through 7 outperformed District 11 with a percentage of 99.2% compared to 41.12%.

**2011-12 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	98.1	54	39.8	3260
4	100	53	46.2	3084
5	100	52	46.2	3255
6	98	50	37.9	3067
7	100	50	35.5	3049
All	99.2	259	41.12	15,715

## 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 7<sup>th</sup> grade by a difference of 58.08 percentage points. Individually, 58.3 percentage points difference on the 3<sup>rd</sup> grade, 53.8 percentage points in 4<sup>th</sup> grade, 53.8 percentage points in 5<sup>th</sup> grade, 60.1 percentage points in 6<sup>th</sup> grade, and 64.5 on 7<sup>th</sup> grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

## Additional Evidence

Although the 2008-2009 and 2009-2010 comparative data show a decrease of 12.9 percentage points of students continuously enrolled, Bronx Charter School for Excellence improved drastically in the 2010-2011 school year by 15.8 percentage points, while increasing again by 3.5% in 2011-2012 to still maintain a high level of performance. During the 2011-2012 academic year, all five grades outperformed District 11 students by 58 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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	98.0	65.7	78.8	39.8	94.6	40.7	98.1	39.8
4	77.5	67.0	67.3	35.5	100.0	44.4	100	46.2
5	97.7	71.9	88.2	40.9	100.0	43.6	100	46.2
6					100.0	37.2	98	37.9
7							100	35.5
All	91.0	68.2	78.1	38.7	98.7	41.5	99.2	41.2

### 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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school's actual performance 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

**Results**

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2010-2011 academic year was 2.68 for grades 3 through 6. Grade 3 had an Effect Size of 2.29, grade 4 had an Effect Size of 2.86, grade 5 had an Effect Size of 2.76, and grade 6 had an effect size of 2.82.

**2010-11 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		56	85.8	51.0	34.9	2.29
4		55	94.5	51.3	43.2	2.86
5		52	92.3	48.4	44.0	2.76
6		50	92.0	48.2	43.8	2.82
7						
8						
All	55	213	91.1	49.8	41.3	2.68

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

**Evaluation**

Since the attained Effect Size for Grades 3 through 6 was 2.68, Bronx Charter School for Excellence met its objective for this outcome measure and was higher than expected to a large degree by 2.38.

**Additional Evidence**

Displayed in the table below is the data for Grades 3 through 6. 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 6<sup>th</sup> grade ELA exams in 2010-2011. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 during the 2010-2011 academic year by 41.3 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
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
2009-10	3-5	46.0	155	78.0	52.8	1.92
2010-11	3-6	55	213	91.1	49.8	2.68

#### Goal 1: Growth Measure

On the current year's state English language arts exam, 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. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

#### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

#### Results

Four cohorts were available for a growth analysis for the New York State English Language Arts exam scores. 100 percent of students in Grades 4, 5 and 7 are at or above a level 3. They achieved the target. The percentage of students in the Grade 6 cohort performing at or above a level 3 decreased by 2%.

#### Cohort Growth on State English Language Arts Exam from 2010-11 to 2011-12

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
4	53	100.0	100.0	100.0	YES
5	52	100.0	100.0	100.0	YES
6	50	100.0	100.0	98.0	NO
7	50	100.0	100.0	100.0	YES
All	205	100.00	100.00	99.5	NO

## Evaluation

The Grade 4 cohort continued to achieve a high level by meeting the target of 100.0%. The Grade 5 cohort continued to achieve at a high level by maintaining a 100%, so this cohort met their target. The Grade 6 cohort decreased by 2 percentage points from 100.0 and did not meet their target, but was close to the target with 98.0%. The Grade 7 cohort achieved a high level by meeting the target of 100.0%. Overall, the target of 100.0% for all cohorts was not met, with a slight decrease of 0.5 percentage points. However, Bronx Charter School for Excellence has continued to meet the absolute measure of 75 percent of students performing at or above proficient. The overall cohort exceeded the absolute measure by 24.5 percentage points.

## Additional Evidence

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. During the 2010-2011 school year, all three cohorts met the target by maintaining a level of 100%. During the 2011-2012 academic year, grades 4, 5, and 7 all met the target of 100%. The 6<sup>th</sup> grade cohort slightly missed the target with 98%, creating a slight decrease of 2 percentage points for that cohort.

### Cohort Performance on State English Language Arts Exam

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09	3-5	1	2
2009-10	3-5	2	2
2010-11	3-6	3	3
2011-12	3-7	3	4

## Summary of the English Language Arts Goal

As delineated in the following table, Bronx Charter School for Excellence met 3 out of 4 outcome measures for Goal 1. Although the school's overall cohort decreased by 0.5 percentage points from 100%, the overall cohort exceeded the absolute measure by 24.5 percentage points with 99.5%.

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

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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	Achieved

	forth in the state’s NCLB accountability system.	
Comparative	Each year, the percent of all tested students 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
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did Not Achieve

**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 Principal 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> through 7<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 to addressing the needs of the struggling, proficient and advanced readers. 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 through Seventh 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 1: Mathematics**

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

### **Background**

During the 2011-2012 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 Common 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 common core 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.

Middle school students will continue to work with a coherent, focused, and demanding New York State aligned mathematics curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills. BCSE also recognizes that the study of advanced math involves a high level of procedural fluency that supports conceptual understanding. Concepts are presented in a logical fashion, and more complicated concepts are not introduced until the fundamentals are mastered. Differentiated classroom instruction, flexible grouping, and immediate intervention for students who are not mastering math standards give students the individual instruction they need to succeed in math.

In addition to preparing for New York State standardized tests, it is our intention that many students will be able to progress algebra completion by the end of eighth grade. In order to achieve this, students will be required to master the core building blocks of algebra by sixth grade. These core building blocks include: 1) fluency with whole numbers; 2) fluency with fractions; 3) fluency with certain aspects of geometry and measurement. Benchmark assessments, with an algebra preparation focus, are given to students to help monitor their progress. This formula will ultimately allow for increased access to meaningful high school and college math courses.

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

Each year through 2008-09, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination.<sup>3</sup>

## Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7<sup>th</sup> grade in April 2012. 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, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

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<sup>3</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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.

**2011-12 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	56	0	0	0	56
4	56	0	0	0	56
5	55	0	0	0	55
6	50	0	0	0	50
7	50	0	0	0	50
All	267	0	0	0	267

**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 56 students tested in Grade 3, 54 were enrolled in at least their second year. Of the 56 continuously enrolled 3<sup>rd</sup> graders, 100.0% (54 of 54) performed at or above the state’s Time Adjusted Level 3 cut scores on the Mathematics examination. Of the 56 students tested in Grade 4, 53 were enrolled in at least their second year. Of the 53 continuously enrolled 4<sup>th</sup> graders, 100.0% (53 of 53) performed at above the state’s Time Adjusted Level 3 cut scores on the New York State Mathematics examination. Of the 55 students tested in Grade 5, 53 were enrolled in at least their second year. Of the 53 continuously enrolled 5<sup>th</sup> graders, 100.0% performed at or above the state’s Time Adjusted Level 3 cut scores on the New York State Mathematics exam. Of the 50 students tested in Grade 6, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 5<sup>th</sup> graders, 98.0% performed at or above the state’s Time Adjusted Level 3 cut scores on the New York State Mathematics exam. Of the 50 students tested in Grade 7, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 5<sup>th</sup> graders, 100.0% performed at or above the state’s Time Adjusted Level 3 cut scores on the New York State Mathematics exam.

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<sup>4</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Charter School Performance on 2011-12 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	100.0	56
	Students in At Least 2 <sup>nd</sup> Year	100.0	54
4	All Students	100.0	56
	Students in At Least 2 <sup>nd</sup> Year	100.0	53
5	All Students	100.0	55
	Students in At Least 2 <sup>nd</sup> Year	100.0	53
6	All Students	98.0	50
	Students in At Least 2 <sup>nd</sup> Year	98.0	50
7	All Students	100.0	50
	Students in At Least 2 <sup>nd</sup> Year	100.0	50
All	All Students	99.6	267
	Students in At Least 2 <sup>nd</sup> Year	99.6	260

**Evaluation**

Based on the results of the 2012 Mathematics exam for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade, Bronx Charter School for Excellence met its objective for this outcome measure. In all five grades more than 75% of third through seventh graders who were enrolled in at least their second year performed at or the state's Time Adjusted Level 3 cut scores on the New York State Mathematics exam. 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 25.0 percentage points, our 5<sup>th</sup> graders exceeded the measure by 25.0 percentage points, our 6<sup>th</sup> graders exceeded the measure by 23.0 percentage points, and our 7<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

Between the 2007-2008 and 2009-2010 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 maintaining 100% for 2 years. All three grades have demonstrated and maintained high levels of achievement through their NYS mathematics test scores. During the 2010-2011 school year, all four testing grades maintained a high level of performance by achieving 100 and 98 percent, respectively, students performing at or the state's Time Adjusted Level 3 cut scores on the New York State Mathematics exam. During the 2011-2012 school year, all five testing grades maintained a high level of performance by achieving 100 and 98 percent, respectively, students performing at or the state's Time Adjusted Level 3 cut scores on the New York State Mathematics exam.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	98	50	100.0	50	100.0	56	100.0	56
4	95.9	49	100.0	51	100.0	52	100.0	56
5	100	44	100.0	45	98.0	49	100.0	55
6					100.0	39	98.0	50
7							100.0	50
All	97.9	143	100.0	146	99.5	196	99.6	267

#### Goal 1: 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 2011-12 is 158. 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 267 students tested, .37% attained Level 2, 51.63% attained Level 3 and 48.0% attained a Level 4. The attained aggregate Performance Index on the Mathematics exam was 199.63.

### Calculation of 2011-12 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-7	0	.37	51.63	48	267

$$\begin{aligned}
 \text{PI} &= .37 + 51.63 + 48.0 = 100 \\
 &+ 51.63 + 48.0 = 99.63 \\
 \text{PI} &= \mathbf{199.63}
 \end{aligned}$$

## Evaluation

New York State's NCLB 2011-2012 target Annual Mathematics Measurable Objective for Grades 3 through 8 is 158. Since our attained aggregate performance index value was 199.63, we met our objective for this outcome measure, by a large margin of 41.63 points.

## Additional Evidence

Bronx Charter School for Excellence attained a performance index of 199.63 which is 41.63 points higher than the Annual Measurable Objective of 158 for the 2011-2012 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		
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
2010-11	3-6	215	0	4.2	48.5	47.3	195.8	137
2011-12	3-7	267	0	.37	51.63	48.0	199.63	158

**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 mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

A school compares tested students enrolled in at least their second year 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 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 7 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3<sup>rd</sup> grade was 100.0 % compared to District 11's 39.8%. The 4<sup>th</sup> grade was 100.0% compared to District 11's 59.3%. The 5<sup>th</sup> grade students were at 100.0% compared to District 11's 58.2%. The 6<sup>th</sup> grade students were at 98.0% compared to District 11's 50.9%. The 7<sup>th</sup> grade students were at 100.0% compared to District 11's 48.1%. All grades outperformed District 11 with a percentage of 99.6% compared to 51.26%, a difference of 48.34%.

**2011-12 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	100.0	54	39.8	3260
4	100.0	53	59.3	3139
5	100.0	53	58.2	3321
6	98.0	50	50.9	3120
7	100.0	50	48.1	3093
All	99.6	260	51.26	15,933

**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 7<sup>th</sup> grade by a difference of 48.34 percentage points. There was a 60.2 percentage point difference on the 3<sup>rd</sup> grade, 40.7 percentage point difference in 4<sup>th</sup> grade, 41.8 percentage point difference on the 5<sup>th</sup> grade, a 47.1 percentage difference on 6<sup>th</sup> grade, and a 51.9 percentage point difference on 7<sup>th</sup> grade. Based on these results, the Bronx Charter School for Excellence met its objective for this outcome measure.

## Additional Evidence

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 5<sup>th</sup> grade by a difference of 37.6 percentage points. During the 2010-2011 school year, Bronx Charter School for Excellence surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 6<sup>th</sup> grades by a difference 44.7 percentage points. During the 2011-2012 school year, Bronx Charter School for Excellence again surpassed the aggregate district performance for all students in District 11 in 3<sup>rd</sup> through 7<sup>th</sup> grades by a difference 48.34 percentage points. Overall, the Bronx Charter School for Excellence has outperformed the Local District for the last 5 years in all grades.

### 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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	98	90.4	88.0	46.7	98.2	44.2	100.0	39.8
4	95.9	82.4	84.3	52.9	94.5	57.2	100.0	59.3
5	100	84.6	95.5	55.3	92.3	57.5	100.0	58.2
6					98.0	45.3	98.0	50.9
7							100.0	48.1
All	98	85.8	89.2	51.6	95.8	51.1	99.6	51.26

#### Goal 1: 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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school's actual performance 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

**Results**

As noted in the following table, the obtained Effect Size for the Mathematics exam in 2010-2011 academic year was 2.40 for 3<sup>rd</sup> grade, 1.98 for 4<sup>th</sup> grade, 1.75 for 5<sup>th</sup> grade, and 2.16 for 6<sup>th</sup> grade. Overall, the Effect Size was 2.08 for the Mathematics Exam in the 2010-2011 school year.

**2010-11 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		56	98.2	55.2	43.0	2.40
4		55	94.5	62.0	32.5	1.98
5		52	92.3	61.3	31.0	1.75
6		50	98.0	56.1	41.9	2.16
<b>All</b>	<b>55</b>	<b>213</b>	<b>95.8</b>	<b>58.7</b>	<b>37.1</b>	<b>2.08</b>

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

**Evaluation**

Overall, the aggregate Effect Size measure was met and exceeded 0.3, with a difference of 1.78.

**Additional Evidence**

Displayed in the table below are four years of available data. The Bronx Charter School for Excellence met its objective during the 2007-2008 school year,. However, during the both 2008-2009 through 2010-2011 school year, the school did meet and exceed the Effect Size expectation of 0.3 at 0.96 which was slightly lower than 2009-2010 with an effect size difference of 1.09.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2007-08	3-4	51.6	97	97.9	84.7	1.18

2008-09	3-5	46.6	145	97.9	88.8	1.10
2009-10	3-5	46.0	155	89.7	60.7	1.88
2010-11	3-6	78.9	213	95.8	58.7	2.08

**Goal 1: Growth Measure**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

**Results**

Both 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade cohorts maintained their achievement level with 100.0% of the students achieving at or above a Scale Score of 650 or higher. In particular, one out of three cohorts did meet their target. Overall, the target was met.

**Cohort Growth on State Mathematics Exam from 2010-11 to 2011-12**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
4		100	100	100	YES
5		98	99	100	YES
6		100	100	98	NO
7			75	100	YES
All		99.3	93.5	99.5	NO

**Evaluation**

The overall measure was met. Three out of four cohorts met their targets. The 6<sup>th</sup> grade was 2 percentage points from hitting their target.

**Additional Evidence**

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. That 4<sup>th</sup> grade cohort had 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 decreased by 2 percentage points at 98.0% for the 2010-2011. In 2011-2012, three out of four cohorts met their target scores with 6<sup>th</sup> grade missing by 2 percentage points. Overall, this measure was met by three out of four cohorts meeting their targets.

**Cohort Performance on State Mathematics Exam**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09	3-5	1	2
2009-10	3-5	2	2
2010-11	3-6	2	3
2011-12	3-7	3	4

**Summary of the of the Mathematics Goal**

As delineated in the following table, during the 2011-2012 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 enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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 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
Growth	On the 2011-12 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did not Achieve

## Action Plan

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

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

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

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

## 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 common 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 2011-2012 school year. It provided the science cluster teacher with models of curriculum mapping and unit planning and opportunities to explore resources. We also had extensive technology training for the classroom teachers utilizing Smartboards and a new technology lab. 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.

The middle school science program is also governed by the New York State standards, key ideas and performance indicators to prepare our students to further develop and cultivate science abilities and understanding. The goal is for students to be able to explain, both accurately and with appropriate depth, the big ideas. Guided by teachers, students will continually develop and learn science knowledge to complete a scientific investigation. Moreover, they learn to communicate thoughts about science knowledge. With practice, trial and error, students will begin to recognize the relationship between explanation and evidence. Thus, students in grade 5-7 demonstrated their understanding of science process skills and procedures. At least four, award-winning trade books a year will be part of the curriculum to inspire, fascinate, and captivate our students and serve as a “stimulus” to a new generation. High-interest books that can transform scientific concepts into fluid text are ideal. In all, varied opportunities allowed BCSE students to use appropriate scientific language and demonstrate proficiency toward the eighth-grade science exit project and other competitive examinations.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students 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 2012. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 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 3<sup>rd</sup> year, 100% performed at a Level 4.

**Charter School Performance on 2010-11 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	0	100	100	55
	Students in At Least 2 <sup>nd</sup> Year	0	0	0	100	100	52

**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 2011-2012, 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							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

4	100.0	49	100.0	52	100.0	55	100.0	52
All	100.0	49	100.0	52	100.0	55	100.0	52

**Goal 3: Comparative Measure**

Each year, the percent of all tested students 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**

The school compares tested students enrolled in at least their second year 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 in at least their second year 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 82.0%, the students exceeded the District average by 18.0 percentage points.

**2011-12 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100.0	53	82.0	3209

**Evaluation**

The District performance for 2011-2012 was 82% compared to Bronx Charter School for Excellence with 100%. The measure was met and we exceeded the District 11 students by 18.0 percentage points.

**Additional Evidence**

The Bronx Charter School for Excellence exceeded the Local District’s performance by 17.0 percentage points in 2010-2011.

**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							
	2008-09		2009-10		2010-11		2011-12	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100.0	75.0	100.0	82.0	100.0	83.0	100.0	82.0
All	100.0	75.0	100.0	82.0	100.0	83.0	100.0	82.0

**Summary of the Science Goal**

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 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 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 elementary science teacher and middle school science 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
- Inquiry-based projects
- 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 No Child Left Behind (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 2011-2012 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
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing

## APPENDIX B: OPTIONAL GOALS

### Goal S: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

### Goal S: 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 fifth 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 we discovered over the past 5 years that it was confusing for many 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, 2010-2011, and 2011-2012 school year, the parents used the same survey.

### Results

Of the 275 families at BCSE, 110 families responded to 2010-2011 The NYC Learning Environment Survey with a rate of 80%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations-89%, 2) Communication-85%, 3) Engagement-83% and 4) Safety and Respect-93%.

#### 2011-12 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
227	349	65%

#### 2011-12 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	89%
Communication	85%
Engagement	83%
Safety & Respect	93%

### Evaluation

The above mentioned, with 65% of families completing 2011-2012. 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 stayed the same or slightly decreased. 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- decreased from 98% to 89% , 2) Communication- dropped from 92% to 85%, 3) Engagement- decreased to 83% from last year and 4) Safety and Respect- dropped from 98% to 93%.

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 65% parent response rate unlike the city's average response percentage of 53%. There was a dramatic decrease from last year's parent response by 15%. 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 parent response from the BCSE respondent families because we did not have the parents complete the surveys during parent teacher conferences like we normally do and in addition, at our middle school, parent teacher conference during this particular marking period is not mandatory for all families.

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, but we will also research different ways to get parents to participate if the conference isn't timely for all families.

**Goal S: 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 8<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 2011, 19 students did not return to start the 2011-12 school year. Seven students left because they moved out of the district or state and twelve for a range of parental choices including selecting other schools. Once the school year started, only four students were discharged before the end of the 2011-12 school year; one moved out of New York City and three transferred to other schools. The retention rate for the 2011-2012 school year is 94%.

**2011-12 Student Retention Rate**

2010-11 Enrollment	Number of Students Who Graduated in 2010-11	Number of Students Who Returned in 2011-12	Retention Rate 2011-12 Re-enrollment ÷ (2010-11 Enrollment – Graduates)
382	0	359	94%

**Evaluation**

The number of students who returned for the 2011-2012 school year is based on the number of students initially returning in September. The retention rate for 2011-2012 school year was 94%. The goal was 90%; the measure was met.

**Additional Evidence**

Year	Retention Rate
2008-09	86.9%
2009-10	96%
2010-11	95%
2011-12	94%

**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 2011-12, the school maintained a rate of 95% attendance and ended the year with an average of 97.3%. Goal 6 was met.

**2011-12 Attendance**

Grade	Average Daily Attendance Rate
K	96.7%
1	97.9%
2	97.6%
3	98%
4	98%
5	97.5%
6	97.3%
7	97.2%

Overall	97.5%
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**Evaluation**

Successfully, the measure was met. The school’s daily attendance rate of at least 95 percent exceeded the school’s target by 2.5%

**Additional Evidence**

Year	Average Daily Attendance Rate
2008-09	96.1%
2009-10	97.3%
2010-11	97%
2011-12	97.5%

**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 2011-2012 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, facilities and operational performance which continually improve the functioning of the school.

Academically, the Head of School/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 Head of School/Principal 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 2011-2012, the school ensured that all teachers were certified for their positions and all teachers and staff had been properly fingerprinted.

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

As a best practice tool, the school will continues 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 2011-2012 school year we also established, on a

pro-bono basis, a legal services relationship to assist and guide BCSE with legal matters pertaining to real estate and facilities upgrades.

## **Results**

Legal counsel was available for the continued review of the BCSE Employee Handbook and personnel related issues. Counsel was utilized for the review of architectural and geotechnical contracts and real estate purchase. No other need for legal counsel was necessary.

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 2011-2012 with \$6,847,611 in unaudited revenues and \$6,525,969 in unaudited expenditures for an unaudited surplus of \$321,642. This surplus is exclusive of the balance sheet items of depreciation, amortization and the straight lining of rent commitments.

All of BCSE's resources continue to be well managed, and the school continues 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 Head of School/Principal for both staff and OTPS.

## **Evaluation**

The school continues to meet 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 through eighth grades. The continued surplus will contribute to a Capital Reserve that will secure the school facility and potential build out. The 2011-2012 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 2010-2011 year shows that this goal has been met.

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

	<b>Audited 2008-2009</b>	<b>Audited 2009-2010</b>	<b>Audited 2010-2011</b>	<b>Unaudited 2011-2012</b>
<b>Unrestricted Net Assets*</b>	\$433,984	\$759,284	\$1,031,798	\$1,090,591
<b>2% of Upcoming Year Budget</b>	\$84,525	\$92,122	\$139,620	\$158,897

\* 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 and supervisor levels so as to minimize the potential for conflicts of interest and other internal control issues.

## **Results**

In 2011-2012, BCSE continued to review and, where necessary, implemented preventive measures to address any deficiencies. Separation of functions as it pertained to payroll processing and cash disbursements was further enhanced. 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.