



**BRONX CHARTER
CHARTER SCHOOL FOR
EXCELLENCE**

**2012-13 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Jouli Yohannes	Board (Member), non-voting

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 2012-2013 school year served roughly 517 children in grades K-8.

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)	49%
Hispanic	36%
American Indian, Alaskan, Asian or Pacific Islander	15%
Multiracial	0%

In addition, 79% 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
2010-11	56	56	55	56	55	52	52							382
2011-12	56	56	56	56	58	56	50	50						438
2012-13	82	56	56	56	56	56	55	51	49					517

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language.

Background

During the 2012-2013 academic year, Bronx Charter School for Excellence continued to implement a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 8th 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 *Journeys* and *Storytown*, are 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. These reading programs are supplemented with Guided Reading and Literature Circles based on student learning needs. Students are regularly exposed to authentic texts and provided guided instruction at their frustration levels. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development and 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 program is directly aligned with New York State's Common Core Learning Standards to help ensure accurate content delivery and support in preparation 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, persuasive, 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, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	56	0	0	0	56
4	56	0	0	0	56
5	56	0	0	0	56
6	55	0	0	0	55
7	51	0	0	0	51
8	49	0	0	0	49

¹ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

² 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.

All	323	0	0	0	0
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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 3rd graders, 55.6% (30 of 54) performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 56 students tested in Grade 4, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 4th graders, 69.1% (38 of 55) performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 56 students tested in Grade 5, 54 were enrolled in at least their second year. Of the 54 continuously enrolled 5th graders, 37.0% (20 of 54) performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 55 students tested in Grade 6, 50 were enrolled in at least their second year. Of the 50 continuously enrolled 6th graders, 36.0% (18 of 50) performed at or above a Scale Score of 320 on the New York State English Language Arts examination. Of the 51 students tested in Grade 7, 46 were enrolled in at least their second year. Of the 46 continuously enrolled 7th graders, 37.0% (17 of 46) performed at or above a Scale Score of 318 on the New York State English Language Arts examination. Of the 49 students tested in Grade 8, 49 were enrolled in at least their second year. Of the 49 continuously enrolled 8th graders, 32.7% (16 of 49) performed at or above a scale score of 316 on the New York State English Language Arts examination.

Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	55.3	56	55.6	54
4	69.6	56	69.1	55
5	35.7	56	37.0	54
6	34.5	55	36.0	50
7	39.2	51	37.0	46
8	32.6	49	32.7	49
All	44.4	323	45.3	309

Evaluation

Based on the results of the 2013 English Language Arts exam for 3rd, 4th, 5th, 6th, 7th, and 8th grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure. In all grades less than 75% of third through eighth graders who were enrolled in at least their second year performed at or above the State’s Performance Levels of Levels 3 and Level 4. On the 3rd grade, our students did not meet the measure by 19.4 percentage points, our 4th graders did not meet the measure by 5.9 percentage points, our 5th graders did not meet the measure by 38 percentage points, the 6th graders did not meet the measure by 39 percentage points, our 7th graders did not meet the measure by 38 percentage points, and our 8th grade cohort did not meet the measure by 42.3 percentage points. Overall, Bronx Charter School for Excellence did not meet the outcome measure by 29.7 percentage points in English Language Arts. The decline in BCSE’s 2013 New York State English Language Arts scores reflects the change of expectations since New York State adopted the Common Core Standards. The Common Core Standards are new, challenging standards. As the state has implemented these changes, the NYS ELA exams have been changed to reflect the expectations that students will now achieve at more challenging levels.

Additional Evidence

During the current Accountability Period, Bronx Charter School for Excellence made progress and maintained high scores from 2010 to 2012. The introduction of the NYS Common Core Standards English Language Arts exams in 2013 changed the standards of student achievement; furthermore, demonstrating a large decline in student achievement scores. During the 2010-11 academic year, the time-adjusted levels demonstrated 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. The 2012-2013 academic year data reflects proficiency levels using the state’s published cut-scores. BCSE’s students demonstrated that 45.3 percent are at or above proficiency levels. Because of the new 3-8 Common Core- aligned testing program, the Institute has discontinued using Time-Adjusted Cuts Scores for ELA. For 2012-2013, proficiency results cannot be compared to previous exams since previous exams have been based on former standards.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

3	94.6	56	98.1	54	55.6	54
4	100.0	52	100.0	53	69.1	55
5	100.0	49	100.0	52	37.0	54
6	100.0	39	98.0	50	36.0	50
7			100.00	50	37.0	46
8					32.7	49
All	98.7	196	99.2	259	45.3	309

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI 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 PLI is 200.³

Results

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
3-8	9.9	45.2	35.6	9.3

$$\begin{array}{rclclclcl}
 \text{PI} & = & 45.2 & + & 35.6 & + & 9.3 & = & 90.1 \\
 & & & & 35.6 & + & 9.3 & = & 44.9 \\
 & & & & & & \text{PLI} & = & 135
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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.⁴

Results

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3rd grade was 55.6 % compared to District 11's 21.0%, 4th grade was 69.1% compared to District 11's 20.1%, 5th grade was 37% compared to District 11's 20.6%, 6th grade was 36% compared to District 11's 14.6%, 7th grade was 37% compared to District 11's 16.4%, and 8th grade was 32.7% compared to District 11's 17.5. Grades 3 through 8 outperformed District 11 with a percentage of 45.3% compared to 18.4%, for a difference of 26.9 percentage points.

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	55.6	54	21.0	3215
4	69.1	55	20.1	3073
5	37.0	54	20.6	3111
6	36.0	50	14.6	3149
7	37.0	46	16.4	3095
8	32.7	49	17.5	3083
All	45.3	309	18.4	18726

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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 3rd through 8th grade by a difference of 26.9 percentage points. Individually, 34.6 percentage points difference on the 3rd grade, 49 percentage points in 4th grade, 16.4 percentage points in 5th grade, 21.4 percentage points in 6th grade, 20.6 on 7th grade, and 15.2 percentage points on 8th grade. Based on these results, Bronx Charter School for Excellence met its objective for this outcome measure.

Additional Evidence

In 2010-2011, Bronx Charter School for Excellence outperformed District 11 by 57.2 percentage points. In 2011-2012, the District was outperformed by 58 percentage points. Although the data demonstrates an overall decrease in 2012-2013, Bronx Charter School for Excellence continuously outperforms the local District 11 by 26.9 percentage points.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	94.6	40.7	98.1	39.8	55.6	21.0
4	100.0	44.4	100	46.2	69.1	20.1
5	100.0	43.6	100	46.2	37.0	20.6
6	100.0	37.2	98	37.9	36.0	14.6
7			100	35.5	37.0	16.4
8					32.7	17.5
All	98.7	41.5	99.2	41.2	45.3	18.4

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

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 economically disadvantaged students 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 economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged 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 economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

As noted in the following table, the obtained Effect Size for the English Language Arts exam in 2011-2012 academic year was 2.30 for grades 3 through 7. Grade 3 had an Effect Size of 3.10, grade 4 had an Effect Size of 2.27, grade 5 had an Effect Size of 1.91, grade 6 had an effect size of 2.43, and grade 7 had an effect size of 1.75.

2011-12 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	98.2	51.3	46.9	3.10	
4		56	89.2	55.3	33.9	2.27	
5		55	81.8	53.2	28.6	1.91	
6		50	86.0	48.9	37.1	2.43	
7		50	74.0	44.9	29.1	1.75	
8							
All		54.2%	267	86.1	50.9	35.2	2.30

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Since the attained Effect Size for Grades 3 through 7 was 2.30, 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 7. As stated above, Bronx Charter School for Excellence met its objective for this outcome measure for 3rd through 7th grade ELA exams in 2011-2012. Bronx Charter School for Excellence performed higher than the predicted percent of students at Level 3 and 4 during the 2011-2012 academic year by 35.2 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
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
2011-12	3-7	54.2	267	86.1	50.9	2.30

Goal 1: Growth Measure⁶

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students'

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.⁷

Results

Leave Blank

Summary of the English Language Arts Goal

As delineated in the following table, Bronx Charter School for Excellence met 2 out of 3 outcome measures for Goal 1. Overall, the school did not meet proficiency in English Language Arts Bronx Charter School for Excellence. The large decrease in student achievement data reflects the adoption of the Common Core standards and the shift in expectations for student achievement. Proficiency results cannot be compared to previous exams since previous exams have been based on former standards. Bronx Charter School for Excellence did achieve the measure of performing greater than students in the same grades in the local school district. Additionally, the school has also achieved the measure of exceeding its predicted level of performance on the ELA exam by an Effect Size of 0.3 or above to a large degree. Bronx Charter School for Excellence will continue to strive to meet its English Language Arts goal of students becoming proficient readers of the English language.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of	Achieved

⁷ See the Guidelines.

	performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A

Action Plan

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

1. We will prioritize our professional development for all teachers with a strong focus on the Common Core Learning Standards. The Common Core Standards will be analyzed and emphasized in all discipline areas and grade levels. The Leadership Team will work closely with all grade level teams on internalizing the Common Core standards and understanding the shift in planning and instructional delivery. We will focus on 6 shifts including:
 - Balancing Informational and Literary Texts
 - Knowledge in the Disciplines
 - Staircase of Complexity
 - Text-Based Answers
 - Writing from Sources
 - Academic Vocabulary

PLCs will collaborate to develop curriculum maps and units that are in complete alignment with the Common Core Standards and emphasize academic rigor. Writing will take place in all discipline areas.

2. 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 Literacy within 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 in identifying students who need intervention and support in the areas of Literacy during

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 5th through 8th grade students to improve their literacy learning by integrating literacy with Social Studies and Science to ensure emphasis on the Common Core Standards. Students will have access to more trade books and a rigorous writing program.

3. 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.
4. 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 and critical thinking techniques. 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 Eighth 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.

Background

During the 2012-2013 school year, Bronx Charter School for Excellence used a combination of two programs that heavily the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem solving activities. The first is Everyday Mathematics which is a program that focuses on making connections and unpacking mathematical skills and concepts. The second is Prentice Hall, another research based program that provides instruction on core skills, integrates intervention and supports test prep to help all students master the standards and prepare for high-stakes assessments. Our enriched curriculum includes linking past experiences to new concepts; sharing ideas through discussions; cooperative learning through partner and small group activities; developing concept readiness through hands-on activities and explorations; playing mathematical games. On a daily basis students are asked to demonstrate their mastery of basic concepts so that these skills can move to a level of automaticity, allowing more time to be spent on robust and challenging mathematical questions. Our focus is on making our students fluent in mathematics as evidenced by their ability to tackle concepts from a variety of angles. Both programs were updated to align to the Common Core standards. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

Our assessments include unit based quizzes and tests that check progress for proficiency in skills and concepts connected to the Common Core standards. We also use simple and multi-step constructed responses and project based learning to assess mastery of skills and concepts.

In addition to preparing for school based exams and New York State standardized tests, it is our intention that many students will be able to progress to algebra completion by the end of eighth grade. In order to achieve this, students are required to achieve mastery in the building blocks of algebra beginning in sixth grade. Assessments and teacher anecdotes are used to determine which students should enroll in advance coursework beginning in the seventh grade. This allows for increased access to advanced high school and college courses.

This year our professional development focused on looking closely at the Common Core standards by attending professional development sessions and examining sample tasks offered by New York State and other educational agencies and organizations.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 8 grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3	56	0	0	0	56
4	56	0	0	0	56
5	56	0	0	0	56
6	55	0	0	0	55
7	51	0	0	0	51
8	49	0	0	0	49
All	323	0	0	0	323

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 54 continuously enrolled 3rd graders, 66.7 (36 of 54) performed at or above Proficiency on the New York State mathematics examination. Of the 56 students tested in Grade 4, 55 were enrolled in at least their second year. Of the 55 continuously enrolled 4th graders, 81.8% (45 of 55) performed at or above Proficiency on the New York State mathematics examination. Of the 56 students tested in Grade 5, 56 were enrolled in at least their second year. Of the 56 continuously enrolled 5th graders, 33.9 (19 of 56) performed at or Proficiency on the New York State mathematics examination. Of the 55

⁸ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

⁹ 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 tested in Grade 6, 52 were enrolled in at least their second year. Of the 52 continuously enrolled 6th graders, 56.7% (29 of 52) performed at or above Proficiency on the New York State mathematics examination. Of the 51 students tested in Grade 7th, 46 were enrolled in at least their second year. Of the 46 continuously enrolled 7th graders, 28.3% (13 of 46) performed at or above Proficiency on the New York State mathematics examination. Of the 49 students tested in Grade 8, 48 were enrolled in at least their second year. Of the 48 continuously enrolled 8th graders, 35.4 (17 of 48) performed at or above Proficiency on the New York State mathematics examination.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade s	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	66%	56	66.7	54
4	82.1%	56	81.8	55
5	33.9%	56	33.9	56
6	58.1%	55	56.7	51
7	33.3%	51	28.3	46
8	36.7%	49	35.4	48
All	51.6%	323	50.6	310

Evaluation

Based on the results of the 2013 mathematics exam for 3rd, 4th, 5th, 6th, 7th, and 8th grade, Bronx Charter School for Excellence did not meet its objective for this outcome measure except for 4th grade. The 4th grade has 81.8 scoring Proficient which is 6.8 percentage points higher than the 75 percent goal. In grades 3,5,6,7,and 8 less than 75% of students who were enrolled in at least their second year performed at or above Proficient. Bronx Charter School for Excellence 3rd graders fell short of the measure by 9 percentage points, 5th graders fell short of the measure by 41.1 percentage points, our 6th graders fell short of the measure by 16.9 percentage points, our 7th graders fell short of the measure by 41.7 percentage points, and our 8th graders fell short of the measure by 38.3 percentage points. Bronx Charter School for Excellence was largely unable to meet the outcome measure, particularly at the middle school level, due to a lack of preparedness for new exams that were fully aligned to the Common Core standards.

Additional Evidence

Between 2009-2012, students testing in at least their second year maintained 98 percent proficiency or higher on the New York State mathematics using the states Time Adjusted Level 3 scores. Third and 4th grade maintained 100 percent for all 3 years. However, in 2012-2013 the shift towards the Common Core standards dramatically shifted the baseline for proficiency and Time Adjusted Scores are not available. Subsequently, during the current Accountability Period, Bronx Charter School for Excellence at best made progress towards a high level of performance.

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 and 2012-2013, and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2009-10		2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100.0	50	100.0	56	100.0	54	66.7	54
4	100.0	51	100.0	52	100.0	53	81.8	55
5	100.0	45	98.0	49	100.0	53	33.9	56
6			100.0	39	98.0	50	56.7	51
7					100.0	50	28.3	46
8							35.4	48
All	100.0	146	99.5	196	99.6	260	50.4	310

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI 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 PLI is 200.¹⁰

Results

Of the 323 students tested, 8.1% attained a Level 1, 39.6% attained a Level 2, 32.8% attained a Level 3, and 19.5% attained a Level 4. The attained aggregate Performance Index on the mathematics exam was 144.2.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
323	8.1	39.6	32.8	19.5

$$\begin{array}{rcccccc}
 \text{PI} & = & 39.6 & + & 32.8 & + & 19.5 & = & 91.9 \\
 & & & & 32.8 & + & 19.5 & = & \underline{52.3} \\
 & & & & & & \text{PLI} & = & 144.2
 \end{array}$$

Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

Leave Blank

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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.¹¹

Results

The following table presents the results for Grades 3 through 8 along with the aggregate data. Bronx Charter School for Excellence's percentage for 3rd grade was 66.7% compared to District 11's 23.8%. The 4th grade was 81.8% compared to District 11's 24.1%. The 5th grade students

¹⁰ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

were at 33.9% compared to District 11's 21.5%. The 6th grade students were at 56.7% compared to District 11's 20.2%. The 7th grade students were at 28.3% compared to District 11's 15.6%. The 8th grade students were at 35.4% compared to District 11's 14.5%. All grades outperformed District 11 with a percentage of 50.4% compared to 20.0%.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	66.7	54	23.8	3256
4	81.8	55	24.1	3104
5	33.9	56	21.5	3179
6	56.7	51	20.2	3193
7	28.3	46	15.6	3129
8	35.4	48	14.5	3136
All	50.4	310	20.0	18,997

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 3rd through 8th grade by a difference of 30.6 percentage points. There was a 42.9 percentage point difference on the 3rd grade, 56.7 percentage point difference in 4th grade, 12.4 percentage point difference on the 5th grade, a 36.5 percentage difference on 6th grade, a 12.7 percentage difference on 7th grade, and a 20.9percentage difference on 8th grade. Based on these results, the Bronx Charter School for Excellence met its objective for this outcome measure.

Additional Evidence

During the 2010-2011 school year, the 3rd grade students outperformed the Local District by 55.8 percentage points with 100% compared to the District's 44.2%. In the 2011-2012 school year, the 3rd grade further outperformed the Local District by 60.2%. In the 2010-2011 school year, the Bronx Charter School for Excellence's 4th grade students performed at 100.0% compared to the District's 57.2%, which was a difference of 42.8%. In the 2011-2012 school year, the 4th grade students performed at 100%, which was 40.7% higher than the District's 59.3%. During the 2010-2011 school year, the 5th grade students outperformed the Local District by 40.5 percentage points with 98% compared to the District's 57.5%. In the 2011-2012 school year, the Bronx Charter School for Excellence's 5th grade students performed at 100.0% compared to the District's 58.2%, which was a difference of 41.8%. In the 2010-2011 school year, the Bronx

Charter School for Excellence’s 6th grade students performed at 100.0% compared to the District’s 45.3%, which was a difference of 54.7%. In the 2011-2012 school year, the Bronx Charter School for Excellence’s 6th grade students performed at 98% compared to the District’s 50.9%, which was a difference of 47.1% , and our 7th graders performed at 100% compared to the District’s 48.1%, a difference of 51.9%. As outlined in the Evaluation portion above, our 3-8th graders continued to outperform the District even though the gap was narrowed. Overall, the Bronx Charter School for Excellence has outperformed the Local District for the last 3 years in all grades.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School*	Local District	Charter School*	Local District	Charter School	Local District
3	100.0	44.2	100.0	39.8	66.7	23.8
4	100.0	57.2	100.0	59.3	81.8	24.1
5	98.0	57.5	100.0	58.2	33.9	21.5
6	100.0	45.3	98.0	50.9	56.7	20.2
7			100.0	48.1	28.3	15.6
8					35.4	14.5
All	95.8	51.1	99.6	51.26	50.4	20.0

* **Time-Adjusted Cut Scores (TACS)**

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

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 economically disadvantaged students 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 economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics,

¹² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported 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 economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

2011-12 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	54.2%	55	98.2	57.5	40.7	2.31
4		56	98.2	65.7	32.5	1.93
5		55	90.9	63.3	27.6	1.50
6		50	92.0	59.2	32.8	1.59
7		50	96.0	58.0	38.0	1.81
8						
All	54.2%	266	95.1	60.8	34.3	1.83

School’s Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Since the attained Effect Size for Grades 3 through 7 was 1.83, Bronx Charter School for Excellence met its objective for this outcome measure and was higher than expected to a large degree by 1.53.

Additional Evidence

Displayed in the table below are four years of available data. The Bronx Charter School for Excellence met and exceeded its objective during the 2009-2012 school year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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
2011-12	3-7	54.2	267	86.1	50.9	1.83

Goal 1: Growth Measure¹³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Results

Leave Blank

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Summary of the Mathematics Goal

As delineated in the following table, during the 2012-2013 school year, Bronx Charter School for Excellence did not meet all 5 outcome measures for Goal 2.

Based on the evidence, Bronx Charter School for Excellence has not met its goal of having 75 percent of its students perform at proficiency on the New York State mathematics exam. However, Bronx Charter School for Excellence has continued to outperform students tested in the same grades in the local school districts. We have also exceeded our predicted level of performance. However, we did not reduce by one-half the gap between the percent at or above level 3 on the 2011-12 state exam and 75 percent at or above Level 3.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of 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 mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

Bronx Charter School for Excellence will undertake the following steps to improve particular areas the mathematics curriculum and instruction .These steps will allow us to meet Goal 2 in upcoming years, particularly at the middle school level:

1. The mathematics curriculum will be revised to closely align with the Common Core

standards. Common core aligned benchmark assessment will be given to all students 4-6 times throughout the year to monitor students' progress on skills to be mastered at each grade level. Students who are underperforming will receive additional support during intervention blocks.

2. Teachers will identify students who need early intervention/prevention in grade level appropriate basic math skills the first two weeks of school. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement and attainment of performance indicators in mathematics.
3. For middle school, a comprehensive advisory program will be instituted to make sure that the developmental needs of students are met before the core instructional day begins.
4. We will prioritize our professional development for all teachers with a focus on unpacking and implementing the Common Core standards. More time will be devoted for development in addressing the needs of struggling middle school 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 21st 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 own understandings of key concepts and invites students to develop and explain concepts in their own words orally 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 2012-2013 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 explains and evidence. Thus, students in grades 5-8 demonstrated their understanding of science process skills and procedures. At least four, award-winning trade books a year will be part of the 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 4th and 8th grade in spring 2013. 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 4th grade students who are enrolled in at least their 2nd year, 100 % performed at a Level 3 or 4. 8th grade students who are enrolled in at least their 2nd year, 85 % performed at a Level 3 or 4.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent	Number Tested	Percent	Number Tested
4	100	55	100	56
8	85	40	85	41

Evaluation

The measure was met with 100 % of the students who were enrolled in at least their second year performing at or above a Level 3. The notable science achievement of this 4th grade cohort is 25% above the measure of 75 % performing at or above Level 3. The 8th grade cohort is 10% above the measure of 75% performing at or above Level 3.

Additional Evidence

The trend during the current Accountability Period is that all 4th grade students for 2012-2013, and since 2007-2008 school year, have achieved a Level 3 or 4 on the New York State Science Performance exam. 2012-2013 was the first year our 8th grade students took the New York State

Science Performance exam, 85% of the students achieved a Level 3 or 4. 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 Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	52	100	52	100	55
8	-	-	-	-	85	40
All	100	52	100	52	93	96

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at 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 4th grade students at the Bronx Charter School for Excellence, 100% of the students achieved Levels 3 and 4. Of the 8th grade students, 85% of the students achieved Levels 3 or 4. Compared to the District in grade 4 at 83%, the students exceeded the District average by 17 percentage points. Compared to the District in grade 8 at 43%, the students exceeded the District average by 57 percentage points.

2012-13 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	55	83%	3106

8	85%	40	43%	2882
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Evaluation

The grade 4th and 8th District performance for 2012-2013 was 63% compared to Bronx Charter School for Excellence with 93%. The measure was met and we exceeded the District 11 students by 30 percentage points.

Additional Evidence

The Bronx Charter School for Excellence exceeded the Local District's performance by 18% percentage points in 2011-2012.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100	83	100	82	100	83
8	-	-	-	-	85	43
All	100	83	100	82	93	63

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 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 instruction 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 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
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

PARENT AND STUDENT SATISFACTION

Goal VI: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

Goal VI: 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 sixth consecutive year, Bronx Charter School for Excellence (BCSE) used the NYC Learning Environment Survey and Report, which is used for the 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 6 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, 2011-2012 and 2012-2013 school year, the parents used the same survey.

Results

Of the 407 families at BCSE, 346 families responded to the 2012-2013 The NYC Learning Environment Survey with a rate of 85%. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations – 85%, 2) Communication – 83%, 3) Engagement -77%, and 4) Safety and Respect – 82%.

2012-13 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
346	407	85%

2012-13 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	85%
Communication	83%
Engagement	77%
Safety % Respect	82%

Evaluation

The above mentioned, with 85% of families completing the 2012-2013 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 slightly stayed the same or increased. During school community gatherings, the BCSE staff likened survey completion to their support of school functions and events. Engaged 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 by 4% from 89% to 85% 2) Communication decreased by 2% from 85% to 83% 3) Engagement decreased by 6% from 83% to 77% 4) Safety and Respect decreased from 92% to 82% by 10 percentage points.

As illustrated above, the four categories of the NYC Learning Environment Survey Report highlight areas to help schools: set goals to improve response rates, providing details about how parents answered specific questions, evaluate specific learning conditions, and compare one's school to other schools. Overall parents has 85% parent response rate unlike the city's average response percentage of 54%. There was a dramatic increase from last year's parent response by 20%. The measure was met in accordance to the goal to have two-thirds of parents demonstrate satisfaction based on parent satisfaction survey. The parent response increase was due to having parents complete the surveys during parent teacher conferences and sending out many reminders to families.

Bronx Charter School for Excellence will continue to conduct NYC Learning Environment Survey during Spring Parent-Teacher conferences to ensure, increase and encourage parent participation as well as continue to send reminders to the families. BCSE will continue to research different ways to increase parents to participate in the survey.

Goal VI: 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 30th through early September. Since BCSE has an extended school calendar and starts before September 8th 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 2012, 15 students did not return to start the 2012-13 school year. Ten students left because they moved out of the district or state and five for a range of parental choices including selecting other schools. Once the school year started, only ten students were discharged before the end of the 2012-13 school year; three moved out of New York City and seven transferred to other schools. The retention rate for the 2012-2013 school year is 97%.

2012-13 Student Retention Rate

2011-12 Enrollment	Number of Students Who Graduated in 2011-12	Number of Students Who Returned in 2012-13	Retention Rate 2012-13 Re-enrollment ÷ (2011-12 Enrollment – Graduates)
438	0	423	97%

Evaluation

The number of students who returned for the 2012-2013 school year is based on the number of students initially returning in September. The retention rate for 2012-2013 school year was 97%. The goal was 90%; the measure was met.

Additional Evidence

Year	Retention Rate
2009-10	96%
2010-11	95%
2011-12	94%
2012-13	97%

GOAL VII: ATTENDANCE

GOAL: BCSE will maintain a high student attendance average

Goal VII: 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 reports are calculated by child, class and school and can be requested in a variety of reports.

Results

In 2012-13, the school maintained a rate of 95% attendance and ended the year with an average of 97.5%. Goal 6 was met.

2012-13 Attendance

Grade	Average Daily Attendance Rate
K	97.5%
1	97.4%
2	97.9%
3	97.8%
4	97.4%
5	98.2%
6	97.7%
7	96.6%
8	97.2%
Overall	97.5%

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
2009-10	97.3%
2010-11	97%
2011-12	97.5%
2012-13	97.5%

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

Goal VIII: 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.

Subsequent to the school's unconditional charter renewal during the 2008-2009 school year, BCSE has taken 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 2012-2013 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 VIII: 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 reports to the Board of Trustees on the measures within the Accountability Plan. Financially, BCSE has Financial Policies and Procedures guidelines that outlines the fundamental practices for recording revenues, handling cash and approving all payments. The Head of School 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 2012-2013, 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 and fire 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 continue to establish, review, and refine procedures to ensure the effectiveness and efficiency of its systems.

Goal VIII: 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

BCSE has established a pro-bono relationship with the Lawyers Alliance, on a as-needed basis, for legal services in assisting and guiding the school on legal matters pertaining to real estate, facilities upgrades and personnel issues.

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 VIII: BCSE will make responsible financial decisions and demonstrate sound fiscal practices and management.**Goal VIII: 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 review and approval by the Finance Committee of the Board and ultimately the 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 presented to the Finance Committee for an initial approval. The Finance Committee chair informs the full 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 2012-2013 with \$8,154,677 in unaudited revenues and \$7,617,622 in unaudited expenditures for an unaudited surplus of \$537,055. 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 was able to purchase of its elementary school building and the adjacent lot. This was made possible by the issuance of tax-exempt bonds. The school has always been prudent and provided all of the educational resources requested by the Head of School for both staff and OTPS.

Evaluation

The continued surpluses have made it possible to secure the school facility and proposed build out of the vacant lot. The 2012-2013 enrollment and per pupil allocation, as well as special education funding, pay for most of the educational and operational expenses.

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 renewal as well as unaudited numbers for the current 2012-2013 year shows that this goal has been met.

Unrestricted Net Assets vs. 2% of Upcoming Year Budget

	Audited 2009-2010	Audited 2010-2011	Audited 2011-2012	Unaudited 2012-2013
Unrestricted Net Assets* 2% of Upcoming Year Budget	\$742,766	\$1,053,610	\$781,171	\$4,785,140
	\$116,358	\$139,581	\$158,897	\$171,244

* 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 2012-2013, 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 were 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.