

Bronx Community Charter School Progress Towards Charter Goals 2010-11

2010-11 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, 75% of Kindergarten-5 th graders will perform at or above Benchmark Grade Levels on the DRA assessment.	DRA assessment	Kindergarten- 32% 1 st grade- 29% 2 nd grade- 30% 3 rd grade- 38% Please note, these percentages are in line with the Teachers College revised grade level benchmarks that reflect the new bar set by the Common Core Standards.	The school has added a reading teacher whose responsibilities are exclusively devoted to working with students who are below and approaching grade level. One third of Friday professional development during the 2011-12 school year will be devoted to understanding the Common Core Standards and examining how we assess student progress.
For the 2010-11 through 2012-13 school years, 75% of 3 rd through 5 th graders who are enrolled on the test date of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS ELA examination.	NYS ELA scores	29% of 3 rd graders scored a level 3 or 4 on the 2010-11 ELA	See attached action plan.
Each year, the percentage of students at BxC performing at or above Level 3 on the NYS ELA examination in each tested grade will be greater than that of Community School District 10.	Comparative scores	CSD 10 had an average of 37%, compared to BxC's 29.5%. BxC's mean scale score of 657 was higher than the district mean scale score of 655.	See attached action plan.
Each year, the percentage of students performing at or above Level 3 on the NYS ELA exam in each tested grade will place the school in the top quartile of all similar	Comparative scores	BxC did not meet this goal.	See attached action plan.

schools as determined by the NYC Department of Education and based on the similar school categories generated by the NYS Education Department and the NYC Department of Education.			
For the 2009-10 through 2012-13 school year, grade-level cohorts of students will reduce by one-half, the gap between their average score in the previous year's administration of the Terra Nova or other nationally-normed reading test, and their average score in the current year. If a grade-level cohort exceeds the national average in the previous year, the cohort will show at least an increase in the current year.	Terra Nova scores	In 2 nd grade, the class of 2016 cohort had a mean normal curve equivalent of 38.8 and in 3 rd grade (in 2011), the same cohort had a mean normal curve equivalent of 48.8, showing marked improvement and attainment of this goal.	
For the 2011-12 through 2012-13 school years, each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	ELA scores	N/A	
For the 2010-11 through 2012-13 school years, 75% of 3 rd through 5 th graders who are enrolled on the test date of the current year and were enrolled on BEDS day of the prior year will perform at or above Level 3 on the NYS Mathematics examination.	NYS Math scores	35% of 3 rd graders scored a 3 or 4 on the NYS Math Test	See attached action plan.
Each year, the percentage of students at BxC performing at or above Level 3 on the NYS Mathematics exam in each tested grade, will	NYS Math scores	CSD 10 had an average of 45% at or above a 3, while BxC had an average of 35%.	See attached action plan.

be greater than that of Community School District 10.			
Each year, the percentage of students performing at or above Level 3 on the NYS Mathematics exam in each tested grade will place the school in the top quartile of all similar schools as determined by the NYC Department of Education and based on the similar school categories generated by the State Education Department and the NYC Department of Education.	NYS Math scores	BxC did not meet this goal.	See attached action plan.
For the 2009-10 through 2012-13 school year, grade-level cohorts of students will reduce by one-half the gap between their average score in the previous year's administration of the Terra Nova, a nationally normed math test, and their average score in the current year. If a grade-level cohort exceeds the national average in the previous year, the cohort will show at least an increase in the current year.	Terra Nova scores	In 2 nd grade, the class of 2016 cohort had a mean normal curve equivalent of 36.7 and in 3 rd grade (in 2011), the same cohort had a mean normal curve equivalent of 47.5, showing marked improvement and attainment of this goal.	
For the 2011-12 through 2012-13 school years, each grade-level cohort of students will reduce by one-half, the gap between the percent at or above Level 3 on the previous year's NYS Mathematics exam and 75% at or above Level 3 on the current year's NYS Mathematics exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show at least an increase in the current year.	NYS Math scores	N/A	

* Please note, we did not include the science and social studies proficiency goals in this table as our students have not yet taken the state assessments needed to measure progress towards science and social studies proficiency.

2010-11 Progress Toward Attainment of Organizational Charter Goals

Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, 95% of all students enrolled during the course of the school year, will return the following September, excluding those students who have moved.	Enrollment records.	89% of students from 2009/10 returned for the 2010/11 school year	Of the 17 students who left, 10 of them were from families with multiple students at BxC, meaning that 11 families left the school, making the retention rate of families 93%. Of those 11 families, 7 of them relocated outside of NYC, meaning that there were only 4 families who moved their students to another school within NYC. As a school, we are examining the reasons those 4 families left and considering the ways we might improve our communication with all families so that concerns can be addressed through dialogue and change rather than moving schools.
Each year, parents will express satisfaction with BxC's program, based on the school's Parent Survey, in which at least 90% of <i>all</i> ¹ parents provide a positive response to each of the survey items.	BxC Family Survey data; compiled by an independent contractor	95% of all families at BxC reported that they were very happy or happy with their child's education at BxC.	
The school will have a daily attendance rate of at least 95%.	Attendance records.	The average daily attendance rate for 2010-11 was 93%.	The Co-Directors will identify families with repeated attendance concerns and do more effective

¹ All parents include those who do not respond to the survey as well as those who do respond.

Each year, BxC will comply with all applicable laws, rules, regulations and contract terms 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.	Board meeting minutes.	BxC is in compliance with all applicable laws, rules, regulations and contract terms.	targeted outreach.
Each year, the student enrollment at BxC will be within 15% of full enrollment as defined in the School's charter on an ongoing basis.	Enrollment records.	BxC is consistently enrolled at 100% of our charter agreement.	

Financial Goals Table

2010-11 Progress Toward Attainment of Financial Charter Goals			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Upon completion of BxC's first year and every year thereafter, the School will undergo an independent financial audit that will result	The FY 10/11 Audit was conducted by an independent audit firm, FRUCHTER ROSEN & COMPANY, P.C. All audit process was conducted in the standards	BxC has maintained quarterly financial reviews with Management and Board to monitor its finances on an ongoing basis.	

in an unqualified opinion and no major findings. ²	applicable to financial audits contained in <i>Government Auditing Standards</i> . No major findings were noted.		
Each year, BxC will operate on a balanced budget ³ and maintain a stable cash flow.	BxC has maintained and operated under a balanced budget, with a positive cash flow in all of its existing years. It has secured surplus cash flow in its first operating years.	BxC has secured past cash surplus, maintaining the cash flow in a higher yielding interest cash account, to serve as a reserve for any unforeseen expenses.	

² The NYCDOE will determine a finding to be “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

³ A budget will be considered “balanced” if revenues equal or exceed expenditures.

Academic Improvement Action Plan

The Co-Directors at BxC have realigned their roles in response to our needs as a growing school, as evidenced by our assessment results in the 2010-11 school year. Co-Director Martha Andrews will be responsible for “student growth and assessment.” As such, her role in classroom life will be focused on observation of individual and small groups of children to make targeted growth plans with teachers. She will meet with teachers regularly to review student growth and examine and address factors that are promoting or detracting from that growth. She will also coordinate a more intensive test-preparation program. Additionally, Martha will convene a staff committee to investigate best practices at schools with successful assessment records.

The following plan was presented to and approved by the Board of Trustees on October 3, 2011.

We’ve isolated three areas of focus related to our test preparation work.

- **Stamina:** our students don’t have enough experience focusing for extended periods of time on tasks that they did not elect to do. (They CAN read independently for extended periods, but they are reading books of their choosing rather than texts that are assigned to them that they may or may not be interested in.)
- **Experience with structured tasks:** Our students need more experiences with tasks that match what the tests expect of them as opposed to the contextualized authentic tasks we tend to employ.
- **Meeting academic needs:** There is still room for us to grow in the systematic ways we are meeting the genuine academic and emotional needs of our students.

Action	Timing	Reporting to the board	Notes
Full length practice tests for 3 rd and 4 th graders	October January March	Percentage scores will be reported to the board in November, February, and April along with analysis of growth.	
Structured assessment tasks for students throughout school alongside authentic assessment (e.g. a page of multiple choice questions at the end of a second grade geometry unit)	Minimum of once per trimester in each 1 st grade classroom, and increasing as students move through the grades.		
Test preparation sessions:	Late October- mid April-		Data from the practice tests

<p>Test prep lessons will begin in both 3rd and 4th grade in late October. In both grades, teachers will focus on specific test taking skills (eg process of elimination, looking back at the text, repeating the question, etc.)</p>	<p>increasing in frequency each month.</p>		<p>will be used to group students for test prep.</p>
<p>Saturday test prep sessions: We will hold test prep sessions on Saturdays on a voluntary basis, with targeted encouragement for specific families to attend.</p>	<p>Beginning in January</p>		
<p>Targeted academic intervention plans for each struggling and borderline student</p>	<p>Martha will meet with each classroom team extensively once in late October and again in February to review assessment data and make concrete plans for addressing academic needs, employing the support of our reading teacher, our literacy and math specialists, our counselor, and our speech and occupational therapy coordinator.</p>	<p>Martha will prepare a report for the board that describes the caseload for each provider. (November) Martha will prepare a follow up report that describes progress we've seen in the targeted students and the new caseloads for each provider. (March)</p>	<p>We would like to find funding for a math intervention teacher who could do small group math instruction.</p>
<p>Intensive academic intervention time: 3rd and 4th graders will get intensive targeted instruction in small groups with teachers and literacy and math specialists 3 afternoons a week, in addition to their regular instruction.</p>	<p>Monday, Tuesday, and Thursday afternoons, beginning in October.</p>		

<p>Increased accountability: Martha will be meeting with each classroom team on the 3rd and 4th grades every other week to review classroom and structured assessments, to track individual student growth, and to identify any students whose work is raising red flags.</p>	<p>Mid-October through June</p>		
<p>Focus on effective in-class intervention and accommodations: During supervisory cycles with classroom teachers, Sasha will continue work from last year around instructional observation while Martha will be observing individuals and small groups of students to identify effective in-class interventions and accommodations.</p>	<p>Each classroom will have 3 supervisory 4 week supervisory cycles throughout the year.</p>		