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The University of the State of New York

**Office of School Improvement (Regional)**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

***Charter School Annual Report***  
***2008 - 2009***

**Charter School Information and Cover Page**

**Name of Charter School:** The Bronx Charter School for Children

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**District/CSD of Location:** District 7

**Charter Entity:** Board of Regents

**Head of School (Contact Person):** Karen Drezner

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**President, Board of Trustees:** Eleanor Sypher

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**The Bronx Charter School for Children**  
New York State Education Department  
Annual Report, July 2009

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**Student Assessment Data  
 2008-2009**

Name of Charter School: The Bronx Charter School for Children

Subtest: Reading

Name of Test: TerraNova

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
Kindergarten	6/1/09	66	1	NA	NA	65	47.0 (NCE)	NA	NA
Grade 1	6/1/09	65	NA	NA	NA	65	49.7 (NCE)	NA	NA
Grade 2	6/1/09	66	NA	NA	NA	66	48.0 (NCE)	NA	NA
Grade 3	6/1/09	65	NA	NA	NA	65	41.4 (NCE)	NA	NA
Grade 4	6/1/09	65	NA	NA	NA	65	49.7 (NCE)	NA	NA
Grade 5	6/1/09	53	1	NA	NA	52	45.2 (NCE)	NA	NA

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

**Student Assessment Data  
 2008-2009**

Name of Charter School: The Bronx Charter School for Children

Name of Test: TerraNova

Subject: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
Kindergarten	6/1/09	66	NA	NA	NA	66	52.2 (NCE)	NA	NA
Grade 1	6/1/09	65	1	NA	NA	64	39.4 (NCE)	NA	NA
Grade 2	6/1/09	66	NA	NA	NA	66	55.7 (NCE)	NA	NA
Grade 3	6/1/09	65	NA	NA	NA	65	48.7 (NCE)	NA	NA
Grade 4	6/1/09	65	1	NA	NA	64	54.5 (NCE)	NA	NA
Grade 5	6/1/09	53	NA	NA	NA	53	49.1 (NCE)	NA	NA

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

## INTRODUCTION

The Bronx Charter School for Children (BCSC) empowers children to meet and exceeded high academic standards, develop a life-long passion for learning, make healthy choices and become community leaders. The BCSC was founded on the premise that all children can and want to learn. The school is an intellectually challenging, safe and nurturing learning community. Small class size and an extended day/extended year program contribute to a high level of rigor and achievement. As described in this report, parents and guardians assume an active role by supporting student learning at home and in school.

The BCSC opened its doors to 132 kindergarten and first grade students in September 2004, offering a welcomed alternative for students to receive a high quality education in the Mott Haven section of the South Bronx. In 2008-2009, its first year at full capacity, the school served 396 kindergarten through fifth grade students.

## EXECUTIVE SUMMARY

Over the past 5 years, the BCSC has established an academically rigorous school setting that offers balanced, comprehensive opportunities to learn, and provides the social and educational supports that empower students and their families to overcome challenges. This year, we demonstrated impressive progress in levels of student achievement across all content areas. We have evidence of consistent and enthusiastic family support and involvement and an impressive track record of student retention, while making great strides in our efforts to recruit and retain exceptional teachers and leaders.

## ACADEMIC HIGHLIGHTS

- On the **2009 NYS ELA ASSESSMENT**, BCSC students demonstrated significant gains.
  - **Seventy-five percent (75 %)** of the school-wide 2+ years cohort met/exceeding the standard.
  - **All grades** performed considerably better than Community District 7, and two of the three grades outperformed New York City.
- On the **2009 NYC MATH ASSESSMENT**, we once again exceeded the 75 % charter goal.
  - **Ninety-one percent (91 %)** of our 2+ years cohort earned a Level 3 or Level 4.
  - Fourth grade results were particularly stellar, with **100 %** of that cohort meeting/exceeding the standard.
- BCSC 5<sup>th</sup> graders demonstrated impressive achievement results on the **2008 NYS SOCIAL STUDIES ASSESSMENT**, with 76% of the 2+ years cohort meeting/exceeding the standard.

## ORGANIZATIONAL HIGHLIGHTS

- The facility expansion project at 388 Willis Avenue was completed successfully and opened to the BCSC community in the fall of 2008. This effort doubled the square footage of the previously existing space, providing all students with large, windowed classrooms, a gymnasium, art studio, and science and music rooms, as well as additional space to house a library and media center.
- For the 2008-2009 school year, we remained fiscally sound, with a balanced budget.
- Student enrollment remained stable and high (**97 %**) and attrition remained low (**4 %**). Over 1,000 lottery applications have been received for the upcoming school year.
- **Ninety-five percent (95 %)** or more parents/guardians responded positively to all satisfaction items. With an **82 % return rate**, the most striking factor is that almost every single parent and guardian (**99 %**) agreed or strongly agreed with the following three statements:
  - The BCSC has high standards and expectations for my child.
  - I feel my child is safe in school.
  - I feel comfortable talking with my child's teacher.
- Parent/teacher conferences continue to be extremely well-attended, with **99 %** and **96 %** present at Trimester I and Trimester II meetings, respectively.
- Significant improvements were made in staff retention; **89 %** of the staff members invited back for the 2009-10 school year committed to return.

**Table 1**  
**Progress Toward Goals**  
**Charter School Name: The Bronx Charter School for Children**

School Year: 2008 – 2009

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL 1: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN LITERACY SKILLS</b>				
<b>Measure 1.1.</b> Each year, 75 % of third, 75% of fourth and 75% of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS ELA assessment.	3 <sup>rd</sup> grade: 56% 4 <sup>th</sup> grade: 91.8% 5 <sup>th</sup> grade: 80%	NYS ELA Assessment	No. Yes. Yes.	4 <sup>th</sup> and 5 <sup>th</sup> grades showed exceptional growth. 3 <sup>rd</sup> grade demonstrated a slight decline.
<b>Measure 1.2.</b> Each year, the BCSC's aggregate Performance Index on the NYS ELA assessment will meet its Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system.	173	NYS Performance Index applied to NYS ELA Assessment	Yes.	
<b>Measure 2.1.</b> Each year, the gap between the percentage of third, fourth and fifth grade cohorts who perform at or above Level 3 and the 75 % goal on the NYS ELA assessment will be reduced by one-half when compared to this gap between the previous year's percentage at or above Level 3 and the 75 % goal. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	3 <sup>rd</sup> grade: -10 percentage points 4 <sup>th</sup> grade: +28 percentage points 5 <sup>th</sup> grade: N/A	10 percentage points 28 percentage points N/A	No. Yes. N/A	Although the 3 <sup>rd</sup> grade cohort showed a slight decline, the 4 <sup>th</sup> grade cohort showed impressive gains. 2008-09 is the first year the BCSC enrolled Grade 5 students.
<b>Measure 2.2.</b> Each year, the percent of students who perform at or above Level 3 on the NYS ELA assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.	3 <sup>rd</sup> grade (59.1%): +6.3 over CSD 7, -10.3 below NYC 4 <sup>th</sup> grade (89.2%): +38.8 over CSD 7, +20.3 over NYC 5 <sup>th</sup> grade (73.5%): +15 over CSD 7, -1.2 below NYC	NYS ELA scores for BCSC, CSD 7 and NYC	Yes/No Yes/Yes Yes/No	3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grade results far exceeded CSD 7, and were close but not greater than citywide average for 3 <sup>rd</sup> & 5 <sup>th</sup> grades. Growth is significant.
<b>Measure 2.3.</b> Conditional upon the data for similar schools being made available to BCSC, each year, the percent of students performing at or above Level 3 on the NYS ELA exam in each tested grade will place the school in the		Similar school data was not provided by the NYC DOE.		BCSC will submit an addendum to the NYSED when/if similar

<p>top quartile of all similar schools, based on the similar school categories generated by the New York State Education Department and the New York City Department of Education.</p>					<p>school data is received.</p>
<p><b>Measure 3.1.1.</b> Each year, the gap between the NCE of student cohorts at each grade level and an NCE of 50 (signifying appropriate grade level) on the Reading Total subtest of the <i>TerraNova</i> will be reduced by one-half when compared to the gap between the same students' NCE in the prior year and the NCE goal of 50. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.</p>	<p>K (50.7):          +6.9 NCE          1<sup>st</sup> grade (48.4):          -2 NCE          2<sup>nd</sup> grade (42):          +7 NCE          3<sup>rd</sup> grade (49.4):          +1 NCE          4<sup>th</sup> grade (48.1):          +1.3 NCE          5<sup>th</sup> grade: N/A</p>	<p>TerraNova Reading Assessment mean NCE for matched cohorts.</p>	<p>Yes.          No.          No.          No.          No.          N/A</p>	<p>Growth was shown in all grades except 1<sup>st</sup> grade, which showed a very slight decline of -.2 NCE. 2008-09 was the first year BCSC enrolled 5<sup>th</sup> grade students. TerraNova preparation efforts are being refined for the 2009-10 school year.</p>	

**Table 2**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL II: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL SKILLS AND CONCEPTS</b>				
Measure 1.1. Each year, 75% of third, 75% of fourth and 75% of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Math assessment.	3 <sup>rd</sup> grade: 91% 4 <sup>th</sup> grade: 100% 5 <sup>th</sup> grade: 83%	NYS Math Assessment	Yes. Yes. Yes.	
Measure 1.2. Each year, the BCSC's aggregate Performance Index on the NYS Math assessment will meet its Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system.	189	NYS Performance Index applied to NYS Math Assessment	Yes.	
Measure 2.1. Each year, the gap between the percentage of third, fourth and fifth grade cohorts who perform at or above Level 3 and the 75 % goal on the NYS Math assessment will be reduced by one-half when compared to this gap between the previous year's percentage at or above Level 3 and the 75 % goal. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	3 <sup>rd</sup> grade: -2.6 4 <sup>th</sup> grade: +34.7 5 <sup>th</sup> grade: N/A	Half the gap or growth if no gap.	No. Yes. N/A	3 <sup>rd</sup> grade exceeded the goal of 75% of 2+ years students meeting the goal but did not show growth from the prior year. There is no prior 5 <sup>th</sup> grade year.
Measure 2.2. Each year, the percent of students who perform at or above Level 3 on the NYS Math assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.	3 <sup>rd</sup> grade (90.7%): +6.2 over CSD 7, -7 below NYC 4 <sup>th</sup> grade (98.5%): +25.5 over CSD 7, +8.6 over NYC 5 <sup>th</sup> grade (79.2%): +8.2 over CSD 7 -6.3 below NYC	NYS Math scores for BCSC, CSD 7 and NYC	Yes/No Yes/Yes Yes/No	BCSC 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> graders boasted big gains over CSD 7, while performing at comparable levels to NYC students in grade 3. Grade 5 students performed below the NYC average as this was our first 5 <sup>th</sup> grade class.
Measure 2.3. Conditional upon the data for similar schools being made available to BCSC, each year, the percent of students performing at or above Level 3 on the NYS Math exam in each tested grade will place the school in the top quartile of all similar schools, based on the similar school categories generated by the New York State Education Department and the New York City Department of Education.		Similar school data was not provided by the NYC DOE.		BCSC will submit an addendum to the NYSED when/if similar school data is received

<p>Measure 3.1. Each year, the gap between the NCE of student cohorts at each grade level and an NCE of 50 (signifying appropriate grade level) on the Reading Total subtest of the <i>TerraNova</i> will be reduced by one-half when compared to the gap between the same students' NCE in the prior year and the NCE goal of 50. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.</p>	<p>K (40.2):          -3.2 NCE          1<sup>st</sup> grade (54.6):          +11.2 NCE          2<sup>nd</sup> grade (49):          +8.5 NCE          3<sup>rd</sup> grade (53.6):          -2.6 NCE          4<sup>th</sup> grade (50.9):          +7 NCE          5<sup>th</sup> grade: N/A</p>	<p>TerraNova          Mathematics          Assessment mean          NCE for matched          cohorts.</p>	<p>No.          Yes.          Yes.          No.          Yes.          N/A</p>	<p>Matched cohorts of students made considerable progress in all grades except for Kindergarten, reducing the gap by half. Although the 3<sup>rd</sup> grade average showed a slight decline, they maintained an average above 50 NCE. 2008-09 was the first year BCSC enrolled 5<sup>th</sup> grade students. TerraNova preparation efforts are being refined for the 2009-10 school year.</p>
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Table 3

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL III: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN SCIENCE</b>				
Measure 1.1. In the 2008-09 school year (Year 1), 70 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Science assessment.	N/A	NYS Science Assessment	N/A	2009 NYS Science Assessment results are not yet available.
Measure 1.2. In the 2009-13 school years (Years 2-5), 75 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Science assessment.	N/A	NYS Science Assessment	N/A	N/A
Measure 2.1. Each year, the percent of students who perform at or above Level 3 on the NYS Science assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.	N/A	NYS Science Assessment results for BCSC, CST and NYC students.	N/A	2009 NYS Science Assessment results are not yet available

**Table 4**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Goal/Objective: Desired Level of Attainment
<b>GOAL IV: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN SOCIAL STUDIES</b>				
Measure 1.1. In the 2009-10 school year (Year 1), 70 % of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS SS assessment.	N/A	NYS Social Studies Assessment	N/A	This goal will not be in effect until 2009-10.
Measure 1.2. In the 2010-13 school years (Years 2-5), 75 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS SS assessment.	N/A	NYS Social Studies Assessment	N/A	N/A
Measure 2.1. Each year, the percent of students who perform at or above Level 3 on the NYS SS assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.	N/A	NYS Social Studies Assessment results for BCSC, CST 7 and NYC students.	N/A	2008 NYS Social Studies results for CSD 7 and NYC are not yet available.

**Table 5**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL V: BCSC WILL BE IN "GOOD STANDING" EACH YEAR.</b>				
Under the NYS No Child Left Behind accountability system, the School's Accountability Status will be "Good Standing" each year.	"In Good Standing"	NYS Assessments for 2008-09	Yes.	

**Table 6**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL VI: THE BCSC WILL ACHIEVE HIGH RATES OF STUDENT ATTENDANCE AND ENROLLMENT, AND LOW LEVELS OF STUDENT ATTRITION.</b>				
<b>Measure 1.1:</b> Annual rates of student attendance. Measure 1.1. Each year, the BCSC will achieve a student attendance rate of at least 95 %.	95%	95%	Yes.	
<b>Measure 2.1</b> Each year, the BCSC will achieve an enrollment rate of at least 95 %. (The enrollment rate is defined as the total full time equivalent (FTE) of students enrolled for the school year divided by the enrollment capacity for said school year.)	97 %	Enrollment rate.	Yes.	
<b>Measure 3.1:</b> Each year, the BCSC will achieve a student attrition rate of no more than 10 %. (The attrition rate will be measured as the percent of students who are enrolled on the first day of each school year that are no longer enrolled on the last day of the school year.)	4 %	Attrition rate.	Yes.	

**Table 7**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL VII: THE BCSC WILL ACHIEVE HIGH LEVELS OF PARENT/GUARDIAN SATISFACTION AND INVOLVEMENT</b>				
Measure 1.1. Each year, at least 80% of parents/guardians will complete the annual BCSC Parent/Guardian Survey.	82 %	Annual Parent/Guardian Survey	Yes.	
Measure 1.2. Each year, at least 80% of the parents/guardians who complete the annual BCSC Parent/Guardian Survey will express satisfaction with the BCSC by indicating a positive response to each of the survey items related to satisfaction.	95%	Annual Parent/Guardian Survey	Yes.	
Measure 1.3. Each year, the BCSC will reduce the gap by one-half (if it exists) between the percentage of parents/guardians that express satisfaction in the prior year and the 80 % goal.	95%	Annual Parent/Guardian Survey	Yes.	No gap exists to reduce.
Measure 2.1. Each year, at least 90% of all parents/guardians will attend each parent/teacher conference. (In the past, parent/teacher conferences were held twice a year—at the end of Quarter 1 and Quarter 3. In 2008-09, BCSC switched to a trimester schedule, with conference now being held at the end of Trimesters 1 and 2.)	Trimester 1: 99% Trimester 2: 96%	Parent Teacher Conference Attendance	Yes.	

**Table 8**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL VIII: THE BCSC WILL ACHIEVE HIGH LEVELS OF STAFF SATISFACTION.</b>				
Measure 1.1. Each year, staff members will express satisfaction with the BCSC, based on the results from the annual Staff Survey, in which at least 80 % of all staff provide a positive response to each of the survey items related to satisfaction.	80% or greater on 10 indicators  Less than 80% on 9 indicators	Annual Staff Survey.	Yes.  No.	At least 80% of staff expressed satisfaction on 10 indicators. Less than 80% expressed satisfaction on the remaining 9 indicators, likely due to increased expectation of instructional rigor and spring teacher evaluation process. We are making adjustments to address these challenges in 2009-10.
Measure 1.2. Each year, the BCSC will reduce the gap by one-half (if it exists) between the percentage of staff members that express satisfaction in the prior year and the 80 % goal.	Reduced the gap on 2 out of 6 indicators	Annual Staff Survey.	No.	There were 6 items in the prior school year where less than 80% of staff expressed satisfaction. Out of these 6 items, 2 items showed improvement this year, with 1 item reducing the gap by half.
Measure 2.1. Each year, the BCSC will achieve a staff attrition rate of no more than 15%.	8%	Attrition rate.	Yes.	

**Table 9**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>GOAL IX: THE BCSC WILL MEET ALL LEGAL REQUIREMENTS AND RESPONSIBILITIES</b>				
Measure 1. Each year, the BCSC 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 the federal Family Educational Rights and Privacy Act.	Full compliance.	The BCSC is in full compliance with all laws, rules, regulations and contract terms.	Yes.	

**Table 10**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Goal/Objective: Desired Level of Attainment
<b>GOAL X: THE BCSC WILL MAKE RESPONSIBLE FINANCIAL DECISIONS AND DEMONSTRATE SOUND FISCAL PRACTICES AND MANAGEMENT</b>				
<p><b>Measure 1:</b> Each year, the BCSC will undergo an independent financial audit that will result in an unqualified opinion and no major findings. (A finding will be determined 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.)</p>	Clean audit	2008 Audit	Yes.	
<p><b>Measure 2:</b> Each year, the BCSC will operate on a balanced budget<sup>1</sup> and maintain a stable cash flow. (A budget for the upcoming fiscal year will be considered "balanced" if revenues equal or exceed expenditures as of May 31 of each year.)</p>	Balanced budget and stable cash flow	Budget approved by BCSC BOT and NYSED	Yes.	

**Progress Toward Academic Goals**

In the 2008-09 year, the BCSC demonstrated significant achievement across all content areas. Data providing evidence of growth on both the NYS English Language Arts and Mathematics assessments is presented related to meeting goals 1 and 2, along with an analysis of the Terra Nova reading and math subtests administered in June. Although the results for this year’s NYS Science assessment are not yet available, the results of our first administration of the NYS Social Studies assessment are summarized in goal 4.

As a reminder, the BCSC administers the formal assessment measures noted in Table 11.

**TABLE 11**  
**BCSC FORMAL OUTCOME MEASURES**

Year	Grades Enrolled	ITBS (nationally-normed test)	TerraNova* (nationally-normed test)	NYS ELA	NYS Math	NYS Science	NYS Social Studies
2004-2005	K-1	K, 1					
2005-2006	K-2	K, 1, 2					
2006-2007	K-3	K, 1, 2, 3		3	3		
2007-2008	K-4		K, 1, 2, 3, 4	3, 4	3, 4	4	
2008-2009	K-5		K, 1, 2, 3, 4, 5	3, 4, 5	3, 4, 5	4	5

\*The change from the ITBS to the TerraNova was prompted by several considerations including a closer alignment of the Terra Nova to the NYS assessments, reduced testing time and a decreased vocabulary bias against low-income, urban students.

Below the BCSC charter accountability goals are restated, evidence in support of achieving these goals is presented, and following an explanation of the data findings, next steps for the future are described.

**GOAL I: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN LITERACY SKILLS**

**Measure 1 (Absolute):**

***Student performance on the New York State English Language Arts (NYS ELA) Assessment***

- 1. Each year, 75 % of third, 75% of fourth and 75% of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year’s test administration will perform at or above Level 3 on the NYS ELA assessment.**

This year, our first at full capacity, all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders were administered the NYS ELA assessment in January. Table 12 below includes the results for all students, and then for the cohort of students enrolled at the school for two years or more at the test date, and lastly, for students who were enrolled at the BCSC for less than two years. With great pride we celebrate the meeting of our charter accountability goal school-wide, with 75 % of our 2+ years cohort meeting or exceeding the standard.

**TABLE 12**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**ALL STUDENTS AND 2+ YEARS COHORT, SPRING 2009**

All Students			2+ Years Cohort		Non-Cohort	
	N	3 & 4	N	3 & 4	N	3 & 4
Grade 3	39/66	59 %	31/55	56 %	8/11	73 %
Grade 4	58/65	89.2 %	45/49	91.8 %	13/16	81.3 %
Grade 5	39/53	73.6 %	28/35	80 %	11/18	61.1 %
All	136/184	73.9 %	104/139	74.8 %	32/45	71.1 %

Both our 4<sup>th</sup> and 5<sup>th</sup> graders performed very well, with 92 % and 80 % of our 2+ years cohort earning a Level 3 or Level 4. Compared to the students who more recently arrived at our school, there was a considerable difference, with 81 % and 61 %, respectively, meeting/exceeding the standard in those two grades. However, we were disappointed with our third grade results. Fifty-six percent of the 2+ years cohort met/exceeded the standard, compared to 73 % of newer students and 59 % of all of the students on that grade level.

- Each year, the BCSC’s aggregate Performance Index on the NYS ELA assessment will meet its Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system.**

The BCSC aggregate Performance Index on the NYS ELA assessment is 173. This significantly exceeds the Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system of 144 and surpasses the state benchmark PI of 160.

***Measure 2 (Comparative):***

***Student performance as compared to BCSC grade level student cohorts in previous years, in NYC similar schools and in Community School District 7 on the NYS ELA assessment***

- Each year, the gap between the percentage of third, fourth and fifth grade cohorts who perform at or above Level 3 and the 75 % goal on the NYS ELA assessment will be reduced by one-half when compared to this gap between the previous year’s percentage at or above Level 3 and the 75 % goal. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.**

Table 13 includes the results of 3<sup>rd</sup> and 4<sup>th</sup> grade 2+ years cohorts for both Spring 2008 and Spring 2009. Fourth grade made significant progress, not only completely closing the gap between last year’s results and our 75 % goal, but, in fact, gaining 28 percentage points and exceeding the goal by 17 percentage points. BCSC 3<sup>rd</sup> grade results unfortunately demonstrated a 10 percentage point decline compared to last year’s results.

**TABLE 13**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**PERCENTAGE POINT GROWTH**  
**GRADE 3 AND 4, SPRING 2009**

Student Cohorts	N	Spring 2008	Percentage Points Reflecting Half of the Gap between 75 % and 2008 results	N	Spring 2009	Percentage Point Gain 2008 to 2009
3 <sup>rd</sup> 2 Years+ Cohort	47	65.9 %	4.5	55	56 %	- 10
4 <sup>th</sup> 2 Years+ Cohort	50	64 %	5.5	49	92 %	+ 28
All 3 <sup>rd</sup> /4 <sup>th</sup> Students	97	65 %	5	104	73 %	+ 18

**2. Each year, the percent of students who perform at or above Level 3 on the NYS ELA assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.**

At all grade levels, the BCSC outperformed Community School District 7, even with this district demonstrating some improvement on this assessment this year. Our 4<sup>th</sup> graders performed much better than students across the city (by 20 percentage points), which is impressive considering the length and level of difficulty of the test on this grade level. NYC 3<sup>rd</sup> graders outperformed our 3<sup>rd</sup> graders by 10 percentage points, but a much narrower margin is demonstrated between the city and BCSC results for 5<sup>th</sup> grade. Below, Tables 14, 15, and 16 present the comparisons for each performance level, at each grade level.

**TABLE 14**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADE 3, SPRING 2009**  
**BCSC, CSD 7 AND NYC COMPARISONS**

Performance Level	Scale Score Range	BCSC	CSD 7	NYC
1	475-615	1.5 %	11.5 %	6.5 %
2	616-649	39.4 %	35.6 %	24.1 %
3	650-719	57.6 %	49.6 %	61.5 %
4	720-780	1.5 %	3.3 %	7.9 %
Total % Proficient	650-780	<b>59.1 %</b>	<b>52.8 %</b>	<b>69.4 %</b>
		<b>BCSC Performance Differential</b>	<b>+6.3</b>	<b>-10.3</b>

**TABLE 15**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADE 4, SPRING 2009**  
**BCSC, CSD 7 AND NYC COMPARISONS**

Performance Level	Scale Score Range	BCSC	CSD 7	NYC
1	430-611	0 %	10.6 %	5.9 %
2	612-649	10.7 %	39.1 %	25.2 %
3	650-715	89.2 %	49.2 %	63.7 %
4	716-775	0 %	1.2%	5.2 %
Total % Proficient	650-775	<b>89.2 %</b>	<b>50.4 %</b>	<b>68.9 %</b>
		<b>BCSC Performance Differential</b>	<b>+38.8</b>	<b>+20.3</b>

**TABLE 16**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADE 5, SPRING 2009**  
**BCSC, CSD 7 AND NYC COMPARISONS**

Performance Level	Scale Score Range	BCSC	CSD 7	NYC
1	495-607	0 %	1.5 %	1 %
2	608-649	26.4 %	40 %	24.4 %
3	650-710	71.7 %	56.1 %	64.9 %
4	711-795	1.8 %	2.4 %	9.8 %
Total % Proficient	650-795	<b>73.5 %</b>	<b>58.5 %</b>	<b>74.7 %</b>
		<b>BCSC Performance Differential</b>	+15	-1.2

2. **Conditional upon the data for similar schools being made available to BCSC, each year, the percent 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 schools, based on the similar school categories generated by the New York State Education Department and the New York City Department of Education.**

Similar school data was not provided. BCSC will submit an addendum to the NYSED when/if similar school data is received.

**Measure 3 (Value-Added):**

***Student Normal Curve Equivalent (NCE) on the TerraNova in Reading***

1. **Each year, the gap between the NCE of student cohorts at each grade level and an NCE of 50 (signifying appropriate grade level) on the Reading Total subtest of the *TerraNova* will be reduced by one-half when compared to the gap between the same students' NCE in the prior year and the NCE goal of 50. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.**

Table 17 presents the matched cohort data for the 2008 and 2009 Terra Nova reading subtest. Every grade level cohort but one demonstrated some growth, but only 2008 kindergarteners reduced the gap by more than half.

**TABLE 17**  
**TERRA NOVA READING SUBTEST**  
**GRADE LEVEL 2008 AND 2009 MATCHED COHORT COMPARISONS**

2008 Grade	2008			2009		
	N	Mean NCE	Percentage Points Reflecting Half of the Gap between NCE of 50 and 2008 Results	Mean NCE	Reduce Gap by Half?	Growth?
K	58	43.8	3.1	50.7	Yes	Yes (+ 6.9)
1 <sup>st</sup>	57	48.6	.7	48.4	No	No (- .2)
2 <sup>nd</sup>	58	41.3	4.35	42	No	Yes (+ .7)
3 <sup>rd</sup>	61	49.3	.35	49.4	No	Yes (+ .1)
4 <sup>th</sup>	41	46.8	1.6	48.1	No	Yes (+ 1.3)
All	275	45.9	2.05	47.7	No	Yes (+ 1.8)

**Discussion of NYS ELA Assessment Results: Further Disaggregating the Data**

The BCSC has made great strides on the NYS ELA assessment this year, with our 4<sup>th</sup> graders in particular significantly outperforming the district and the city. We were also proud of the progress of our 5<sup>th</sup> graders, as this group of students was temporarily relocated to an annex space in the prior school year and we took great efforts to re-acclimate them to the academic and behavioral expectations in our newly expanded and renovated school building. Third grade results were concerning, however, so we were eager to further investigate trends in this grade and also across the school. Therefore, in this section, we disaggregate the ELA data by general education and special education subgroups, gender and classrooms, and also explore the progress of students as they move from grade to grade. Finally, we describe structural strengths and challenges and next steps for the upcoming school year.

*General Education and Special Education Subgroups*

This year, the BCSC further evolved its inclusion program efforts by increasing the time our grade level learning specialists pushed into classrooms to provide mandated SETSS support and assist students determined to be at-risk. This time, along with protected meeting times between teachers and learning specialists to focus on differentiation planning, served to strengthen coordination between teachers and expanded the amount and kind of supports provided to students.

Tables 18, 19 and 20 include comparisons of general education and special education students at each grade level, with special education information provided for years prior, if tests were administered.

**TABLE 18**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADE 3, SPRING 2009**  
**ALL, GENERAL EDUCATION AND SPECIAL EDUCATION STUDENTS**  
**WITH 2007 AND 2008 3<sup>RD</sup> GRADE SPECIAL EDUCATION COMPARISON DATA**

Performance Level	2009				2008		2007			
	All Students	General Ed	Special Ed	Special Ed	Special Ed	Special Ed				
1	2 %	1	0 %	0	13 %	2	0%	0	25 %	3
2	39 %	26	36 %	22	50 %	4	80%	4	67 %	8
3	58 %	38	60 %	35	38 %	3	20%	1	8 %	1
4	2 %	1	2 %	1	0 %	0	0%	0	0 %	0
3 & 4	<b>59 %</b>	<b>39</b>	<b>62 %</b>	<b>36</b>	<b>38 %</b>	<b>3</b>	<b>20%</b>	<b>1</b>	<b>8 %</b>	<b>1</b>

**TABLE 19**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADE 4, SPRING 2009**  
**ALL, GENERAL EDUCATION AND SPECIAL EDUCATION STUDENTS**  
**WITH 2008 SPECIAL EDUCATION COMPARISON DATA**

Performance Level	2009				2008			
	All Students	General Ed	Special Ed	Special Ed	Special Ed			
1	0 %	0	0 %	0	0 %	0	9%	1
2	11 %	7	9 %	5	22 %	2	45%	5
3	89 %	58	91 %	51	78 %	7	45%	5
4	0 %	0	0 %	0	0 %	0	0%	0
3 & 4	<b>89 %</b>	<b>58</b>	<b>91 %</b>	<b>51</b>	<b>78 %</b>	<b>7</b>	<b>45%</b>	<b>5</b>

**TABLE 20**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADE 5, SPRING 2009**  
**ALL, GENERAL EDUCATION AND SPECIAL EDUCATION STUDENTS**

Performance Level	2009			
	All Students	General Ed	Special Ed	
1	0 %	0	0 %	0
2	26 %	14	23 %	10
3	72 %	38	75 %	33
4	2 %	1	2 %	1
3 & 4	<b>74 %</b>	<b>39</b>	<b>77 %</b>	<b>34</b>

In both 3<sup>rd</sup> and 4<sup>th</sup> grade, an increased percentage of special education students met the standard on the ELA assessment this year. However, our goal is not only to increase the number of special education students achieving grade level standards, but also to close the gap between them and their general education classmates. In 4<sup>th</sup> grade, the gap is considerably smaller than the other grades, with only 13 percentage points between the two subgroups. But in 3<sup>rd</sup> grade a gap of 21 percentage points exists. In 3<sup>rd</sup> grade in particular, this gap is further complicated by less than expected

achievement across the grade, leaving only 38 % of 3<sup>rd</sup> grade special education students meeting the standard this year (compared to 78 % of 4<sup>th</sup> graders and 63 % of 5<sup>th</sup> graders). Third grade did demonstrate a bit of growth, though, with 3 students earning a Level 3, versus only 1 in each of the past two years.

*Gender and Classroom Subgroups*

In terms of gender, the widest disparity exists in the third grade, with a considerably higher percentage of females meeting the standard when compared to their male counterparts (70 % versus 47 %). Although there was some difference between males and females in 5<sup>th</sup> grade as well, the gap was not quite as large (12 percentage points), but is a much smaller number of male students (20 males vs. 32 females). In fact, there are twice as many females than males who earned Level 3/Level 4 in this grade. However, that is not the case in the other two grade levels, in which both genders more evenly represented.

**TABLE 21**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADES 3, 4 AND 5, SPRING 2009**  
**GENDER COMPARISONS**

Grade Level	All Students Meeting/ Exceeding Standard	Female		Male	
3 <sup>rd</sup> grade	59 %	70 %	23/32	47 %	16/35
4 <sup>th</sup> grade	89 %	90 %	27/30	89 %	31/35
5 <sup>th</sup> grade	74 %	79 %	26/32	62 %	13/20

Amongst the three classrooms on each grade level, the range of achievement on this assessment was broadest at the 3<sup>rd</sup> grade level. Table 22 presents these ranges and the percentage point gap in each grade.

**TABLE 22**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT RESULTS**  
**GRADES 3, 4 AND 5, SPRING 2009**  
**CLASSROOM COMPARISONS**

Grade Level	All Students	Highest Performing Classroom	Lowest Performing Classroom	Percentage Point Gap
3 <sup>rd</sup> grade	59 %	73 %	48 %	25
4 <sup>th</sup> grade	89 %	96 %	82 %	14
5 <sup>th</sup> grade	74 %	83 %	65 %	18

In many schools, a large disparity between classrooms frequently speaks to an inequality with student placement; however, it must be noted that BCSC teachers work with school leaders to evenly distribute students with certain academic, emotional and behavioral strengths and challenges across all three classrooms on each grade level.

*Student Movement: Matched Cohort Comparisons from Grade to Grade*

Tables 23 and 24 include evidence of growth for students who took the ELA assessment last year and this year. Fifty 4<sup>th</sup> graders also took the ELA in 3<sup>rd</sup> grade last year, and for our 5<sup>th</sup> graders, thirty-seven of them were administered the 4<sup>th</sup> grade test at the BCSC.

**TABLE 23**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT**  
**EVIDENCE OF GROWTH**  
**MATCHED STUDENT COHORTS, 2008 (3<sup>RD</sup>) AND 2009 (4<sup>TH</sup>)**  
**(N = 58)**

<b>Grade 3 to 4 Progress</b>	<b>Percent (#) of Students</b>	<b>Notes</b>
Decline	11 % (7)	7 students moved from 4 to 3.
No change	53 % (35)	5 students remained at a 2. <b>30 students remained at a 3.</b>
Progress (Demonstrated Growth)	24 % (16)	<b>16 students moved 2 to 3.</b>

**TABLE 24**  
**NYS ENGLISH LANGUAGE ARTS ASSESSMENT**  
**EVIDENCE OF GROWTH**  
**MATCHED STUDENT COHORTS, 2008 (4<sup>TH</sup>) AND 2009 (5<sup>TH</sup>)**  
**(N = 37)**

<b>Grade 4 to 5 Progress</b>	<b>Percent (#) of Students</b>	<b>Notes</b>
Decline	14 % (5)	5 students moved from 3 to 2. 1 student moved 4 to 3.
No change	57 % (21)	3 students remained at a 2. <b>18 students remained at a 3.</b>
Progress (Demonstrated Growth)	30 % (11)	<b>10 students moved from 2 to 3.</b> <b>1 student moved from 3 to 4.</b>

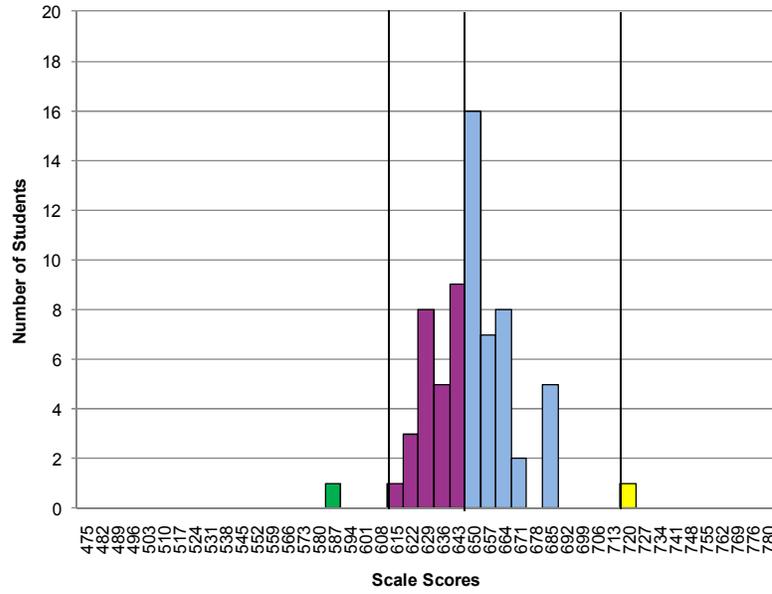
Thirty of our 4<sup>th</sup> grade students achieved a Level 3 last year and did this year as well, and most impressive is the fact that 16 students who were approaching the standard in 2008 now met the standard on the Spring 2009 assessment. Although 7 students moved from earning a Level 4 last year to earning a Level 3, they continue to meet the standard.

In 5<sup>th</sup> grade, the students who demonstrated a decline had a more significant impact on the grade, with 5 of those 6 students moving from a Level 3 last year to a Level 2 this year. However, 18 students at Level 3 again met the standard at that level this year, and 10 students moved from approaching the standard last year to meeting the standard this year.

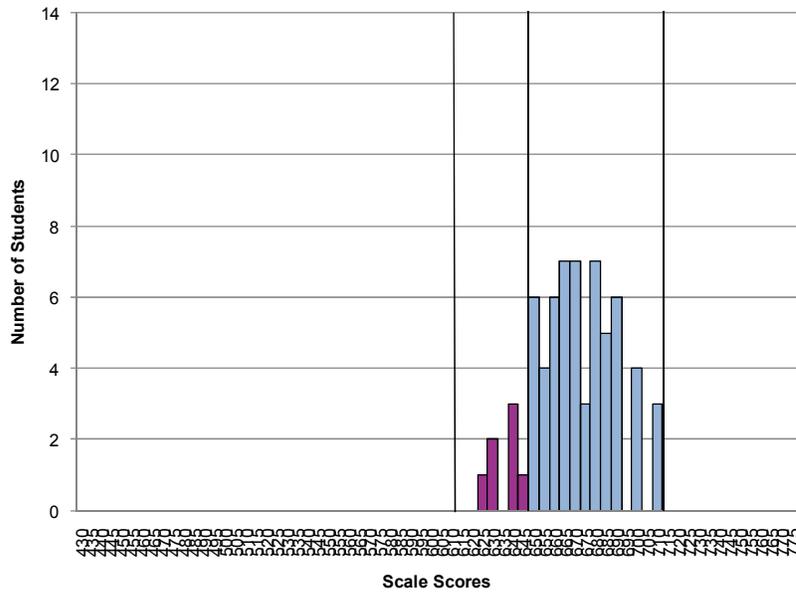
*Distribution of ELA Assessment Scale Scores*

Below, Figure 1, 2 and 3 reflect the scale scores of our 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades on the 2009 ELA Assessment.

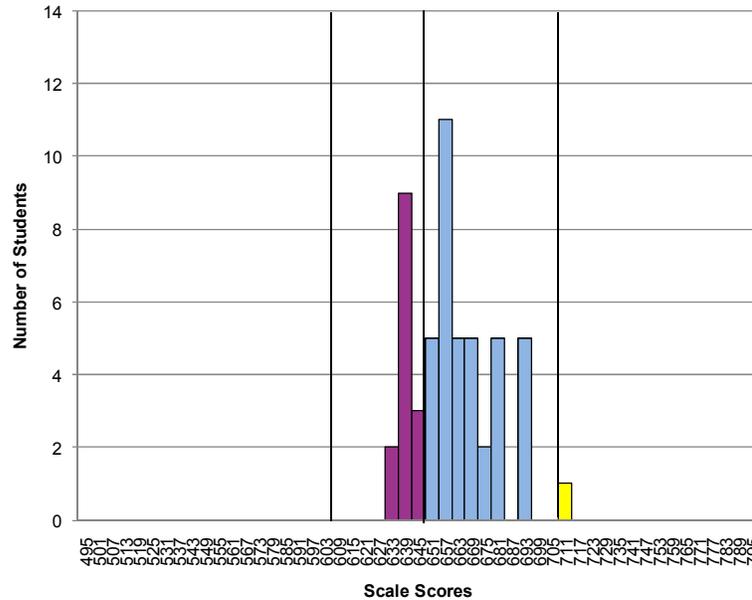
**FIGURE 1**  
**2009 GRADE 3 NYS ELA ASSESSMENT: DISTRIBUTION OF SCORES (N=66)**



**FIGURE 2**  
**2009 GRADE 4 NYS ELA ASSESSMENT: DISTRIBUTION OF SCORES (N=65)**



**FIGURE 3**  
**2009 GRADE 5 NYS ELA ASSESSMENT: DISTRIBUTION OF SCORES (N=53)**



BCSC 3<sup>rd</sup> grade scale scores show the students who earned a Level 2 spread within that range, with those earning a Level 3 clustered towards the low end of that range. Students in 4<sup>th</sup> grade are either clustered towards the high end of Level 2 (7 students were right on the cusp) or spread amongst the full range of Level 3, with 3 students at the cusp of earning a Level 4. This parallels 5<sup>th</sup> grade achievement as well, with 6 students on the cusp of earning a 3, but about a third of students who earned a Level 3 did so on the low end of the that range.

**Next Steps: Utilizing Data to Evolve Infrastructure and Increase Academic Rigor**

*Using Data to Drive Improvement: 3<sup>rd</sup> Grade*

Our ELA results certainly reinforced our more informal impressions regarding the risk factors that existed for our third graders. This group of students demonstrated challenges across all areas of subgroup analysis; special education, gender (male) and classroom placement. Within the set of students earning a Level 2 (approaching the standard), they were more evenly spread within that level, versus our fourth and fifth graders who appear to be clustered closer to the edge of meeting the standard. Even looking at those 3<sup>rd</sup> graders who earned a Level 3, all were on the low end of that level. Third grade was the only grade in which students (2) earned a Level 1 – neither of the other grades experienced this at all this year.

Armed with this data, our Director of Upper School, literacy specialist and assessment coordinator will more aggressively prepare and provide ongoing support to the teachers of these students as they move to 4<sup>th</sup> grade. All three of our 4<sup>th</sup> grade teachers are returning for the upcoming school year, with one functioning as our assessment coordinator. We also reassigned two of our 3<sup>rd</sup> grade teachers; one will function as the Teacher Leader for 2<sup>nd</sup> grade, and one will teach 1<sup>st</sup> grade. Changes were made with the Teacher Leader and learning specialist at that grade level as well.

*Evolving Literacy Instruction and Aligning Curriculum Materials to BCSC Curriculum Map*

As our literacy specialist and Director of Lower School worked with K-3 grade teachers and students this year, they noticed some gaps in instruction, particularly related to grammatical skills and in the area of fluency. They also realized that there was a pressing need to provide more staff development in order to strengthen the planning and implementation of guided reading groups. To address these needs, K-5 teachers will be expected to more closely follow the Houghton Mifflin Nation's Choice balanced literacy curriculum and receive targeted training on running guided reading groups before school begins and throughout the year. Support with Writer's Workshop will also be provided.

*The Terra Nova Assessment*

Although BCSC students demonstrated some growth on the reading subtest this year, we are eager to continue improving our strategies to prepare students to meet and exceed grade level expectations on this assessment. This year, we significantly improved our preparation materials and efforts within the classroom. Resources were ordered and distributed months before the test, and teachers received guidance related to when and how to prepare their students. However, administration was delayed until June (usually occurring in late May), and our assessment coordinator resigned abruptly only a week before testing began. This put some strain on other staff members in terms of coordinating space and proctors, and make-ups for absent students were much more than initially expected, with a great number of students absent with flu-like symptoms during that time. We are currently reviewing the calendar to determine further improvements to this process, also taking into account the recent shift of the NYS ELA assessment from January to May.

**GOAL II: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN THE UNDERSTANDING AND APPLICATION OF MATHEMATICAL SKILLS**

***Measure 1 (Absolute):***

***Student performance on the New York State Mathematics (NYS Math) Assessment***

- 1. Each year, 75% of third, 75% of fourth and 75% of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Math assessment.**

In March of 2009, 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders were administered the NYS Mathematics assessment. We are proud to report that school-wide, 92 % of BCSC students who were enrolled 2 years or more met/exceeded the standard on the 2009 NYS Mathematics Assessment, far exceeding our charter accountability goal in this content area. Table 25 below includes the results for all students, and then for the cohort of students enrolled at the school for two years or more at the test date, and lastly, for students who were enrolled at the BCSC for less than two years.

**TABLE 25**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**ALL STUDENTS AND 2+ YEARS COHORT, SPRING 2009**

	All Students		2+ Years Cohort		Non-Cohort	
	N	3 & 4	N	3 & 4	N	3 & 4
Grade 3	64	91 %	54	91 %	10	90 %
Grade 4	65	99 %	48	100 %	17	94 %
Grade 5	53	79 %	35	83 %	18	72 %
All	182	90 %	137	92 %	45	84 %

At each grade level, BCSC students exceeded the charter goal. Ninety-one percent (91 %) of third graders, 100 % of fourth graders and 83 % of fifth graders who fell into the 2+ years cohort met or exceeded the standard. Differences between 2+ years cohorts and non-cohorts (students newer to the BCSC) were smaller than those for the ELA assessment, ranging between 1 and 11 percentage points. Fifth grade had the widest disparity, and also the highest percentage of brand new students to our school. As students are enrolled at the BCSC in the upper grades, it is expected that catching them up to appropriate grade level performance would be a greater challenge.

- 2. Each year, the BCSC’s aggregate Performance Index on the NYS Math assessment will meet its Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system.**

The BCSC aggregate Performance Index on the NYS Math assessment is 189. This strongly exceeds the Annual Measurable Objective set forth in the NYS No Child Left Behind (NCLB) accountability system of 119 and exceeds the state benchmark of 160 by 16.6.

***Measure 2 (Comparative):***

***Student performance as compared to BCSC grade level student cohorts in previous years, in NYC similar schools and in Community School District 7 on the NYS Math assessment.***

- 1. Each year, the gap between the percentage of third, fourth and fifth grade cohorts who perform at or above Level 3 and the 75 % goal on the NYS Math assessment will be reduced by one-half when compared to this gap between the previous year’s percentage at or above Level 3 and the 75 % goal. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.**

This year, our combined 3<sup>rd</sup> and 4<sup>th</sup> grade 2+ years cohort demonstrated 16 percentage points of progress. As noted above, our entire fourth grade cohort met or exceeded the standard, not only closing the entire gap between last years 65 % and our 75 % goal, but surpassing that goal by 25 percentage points. Although our 3<sup>rd</sup> graders performed very well on this year’s test, with 91 % of the cohort meeting/exceeding the standard, they did not do quite as well as our 3<sup>rd</sup> graders did in the year prior. Therefore, this cohort did not show an increase, instead demonstrating a slight decline of just under 3 percentage points. Table 26 presents an overview of this data.

**TABLE 26**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**PERCENTAGE POINT GROWTH**  
**GRADE 3 AND 4, SPRING 2009**

Student Cohorts	N	Spring 2008	Percentage Points Reflecting Half of the Gap between 75 % and 2008 results	N	Spring 2009	Percentage Point Gain 2008 to 2009
3 <sup>rd</sup> 2+ Years Cohort	47	93.6 %	n/a	54	91 %	- 2.6
4 <sup>th</sup> 2+ Years Cohort	49	65.3 %	4.9	48	100 %	+ 34.7
All 3 <sup>rd</sup> /4 <sup>th</sup> 2+ Year Cohort Students	96	79.2 %	n/a	102	95 %	+ 15.8

2. Each year, the percent of students who perform at or above Level 3 on the NYS Math assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.

Across all grades, BCSC students once again outperformed Community School District 7. Our 4<sup>th</sup> graders also performed better than New York City, by almost 9 percentage points. Grade 3 BCSC and NYC students achieved at comparable levels, while NYC 5<sup>th</sup> grade students surpassed our students by 8 percentage points. Tables 27, 28 and 29 below include comparisons between the BCSC, CSD 7 and NYC.

**TABLE 27**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**BCSC, CSD 7 AND NYC COMPARISONS**  
**GRADE 3, SPRING 2009**

Performance Level	Scale Score Range	BCSC	CSD 7	NYC
1	470-623	0 %	2.4 %	1.3 %
2	624-649	9.4 %	13.2 %	7.3 %
3	650-702	76.6 %	71.4 %	66.4 %
4	703-770	14.1 %	13.1 %	25 %
<b>Total % Proficient</b>	<b>650-770</b>	<b>90.7 %</b>	<b>84.5 %</b>	<b>91.4 %</b>
		<b>BCSC Performance Differential</b>	<b>+6.2</b>	<b>-.7</b>

**TABLE 28**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**BCSC, CSD 7 AND NYC COMPARISONS**  
**GRADE 4, SPRING 2009**

Performance Level	Scale Score Range	BCSC	CSD 7	NYC
1	485-621	0 %	9.5 %	4.6 %
2	622-649	1.5 %	17.6 %	10.6 %
3	650-701	60 %	57.3 %	50.2 %
4	702-800	38.5 %	15.7 %	34.7 %
<b>Total % Proficient</b>	<b>650-800</b>	<b>98.5 %</b>	<b>73 %</b>	<b>89.9 %</b>
		<b>BCSC Performance Differential</b>	<b>+25.5</b>	<b>+8.6</b>

**TABLE 29**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**BCSC, CSD 7 AND NYC COMPARISONS**  
**GRADE 5, SPRING 2009**

Performance Level	Scale Score Range	BCSC	CSD 7	NYC
1	485-618	1.9 %	5.9 %	2.8 %
2	619-649	18.9 %	23 %	11.8 %
3	650-698	71.7 %	54.7 %	51.8 %
4	698-780	7.5 %	16.3 %	33.6 %
<b>Total % Proficient</b>	<b>650-780</b>	<b>79.2 %</b>	<b>71 %</b>	<b>85.5 %</b>
		<b>BCSC Performance Differential</b>	<b>+8.2</b>	<b>-6.3</b>

3. **Conditional upon the data for similar schools being made available to BCSC, each year, the percent of students performing at or above Level 3 on the NYS Math assessment in each tested grade will place the school in the top quartile of all similar schools, based on the similar school categories generated by the New York State Education Department and the New York City Department of Education.**

Similar school data was not provided. BCSC will submit an addendum to the NYSED when/if similar school data is received.

**Measure 3 (Value-Added):**

***Student Normal Curve Equivalent (NCE) on the Terra Nova in Math***

1. **Each year, the gap between the NCE of student cohorts at each grade level and an NCE of 50 (signifying appropriate grade level) on the Math Total subtest of the *Terra Nova* will be reduced by one-half when compared to the gap between the same students' NCE in the prior year and the NCE goal of 50. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.**

On the Terra Nova math subtest, matched cohorts of students made considerable progress, with all grades except for kindergarten reducing the gap by more than half. 3<sup>rd</sup> graders performed above grade level expectations last year, with an average NCE of 56.2, so although there was a slight decline the following school year, this matched cohort group continues to demonstrate strong results. Table 30 provides an overview of 2008 and 2009 matched cohorts on each grade level.

**TABLE 30**  
**TERRA NOVA MATHEMATICS SUBTEST**  
**GRADE LEVEL 2008 AND 2009 MATCHED COHORT COMPARISONS**

2008 Grade	2008			2009		
	N	Mean NCE	Percentage Points Reflecting Half of the Gap between NCE of 50 and 2008 Results	Mean NCE	Reduce Gap by Half?	Growth?
K	58	43.4	3.3	40.2	No	No (- 3.2)
1 <sup>st</sup>	56	43.4	3.3	54.6	Yes	Yes (+ 11.2)
2 <sup>nd</sup>	58	40.5	4.75	49	Yes	Yes (+ 8.5)
3 <sup>rd</sup>	61	56.2	n/a	53.6	No	No (- 2.6)
4 <sup>th</sup>	41	43.9	3.05	50.9	Yes	Yes (+ 7)
All	274	45.7	2.15	50	Yes	Yes (+ 4.3)

**Discussion of New York State Math Results: Further Disaggregating the Data**

*General Education and Special Education Subgroups*

Interestingly, there was less of a discrepancy between general education and special education students in 3<sup>rd</sup> and 4<sup>th</sup> grade on this year’s NYS Math assessment, compared to the similar analysis completed for the NYS ELA assessment. Here, the greatest gap was in 5<sup>th</sup> grade, with only 44 % of our special education students meeting the standard compared to 86 % of the general education subgroup. Tables 31, 32, and 33 below present general education and special education data, with special education data from the prior years in which tests were administered at the school.

**TABLE 31**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**GRADE 3, SPRING 2009**  
**ALL, GENERAL EDUCATION AND SPECIAL EDUCATION STUDENTS**  
**WITH 2008 AND 2007 SPECIAL EDUCATION COMPARISON DATA**

Performance Level	2009						2008		2007	
	All Students		General Ed		Special Ed		Special Ed		Special Ed	
1	0 %	0	0 %	0	0 %	0	0%	0	17%	2
2	9 %	6	9 %	5	13 %	1	17%	1	33%	4
3	77 %	49	77 %	43	75 %	6	83%	5	50%	6
4	14 %	9	14 %	8	13 %	1	0%	0	0%	0
<b>Levels 3 &amp; 4</b>	<b>91 %</b>	<b>58</b>	<b>91 %</b>	<b>51</b>	<b>88 %</b>	<b>7</b>	<b>83 %</b>	<b>5</b>	<b>50 %</b>	<b>6</b>

**TABLE 32**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**GRADE 4, SPRING 2009**  
**ALL, GENERAL EDUCATION AND SPECIAL EDUCATION STUDENTS**  
**WITH 2008 SPECIAL EDUCATION COMPARISON DATA**

Performance Level	2009						2008	
	All Students		General Ed		Special Ed		Special Ed	
1	0 %	0	0 %	0	0 %	0	18%	2
2	2 %	1	0 %	0	11 %	1	64%	7
3	60 %	39	59 %	33	67 %	6	18%	2
4	39 %	25	41 %	23	22 %	2	0%	0
Level 3 & 4	99 %	64	100 %	56	89 %	8	18 %	2

**TABLE 33**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**GRADE 5, SPRING 2009**  
**ALL, GENERAL EDUCATION AND SPECIAL EDUCATION STUDENTS**

Performance Level	2009					
	All Students		General Education		Special Education	
1	2 %	1	0 %	0	11 %	1
2	19 %	10	14 %	6	44 %	4
3	72 %	38	80 %	35	33 %	3
4	8 %	4	7 %	3	11 %	1
Level 3 & 4	79 %	42	86 %	38	44 %	4

*Gender and Classroom Subgroups*

Differences between genders were not sizable on the NYS Math assessment, although it is notable that a greater percentage of males performed better than females in both 4<sup>th</sup> and 5<sup>th</sup> grade. However, the higher percentage of males in 5<sup>th</sup> grade actually reflects a lower number meeting/exceeding the standards than the females, as there are a significantly smaller number of male students (20 males vs. 32 females) in those classes.

**TABLE 34**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**GRADES 3, 4 AND 5, SPRING 2009**  
**GENDER COMPARISONS**

Grade Level	All Students Meeting/ Exceeding Standard	Female		Male	
3 <sup>rd</sup> grade	91 %	94 %	29/31	88 %	29/33
4 <sup>th</sup> grade	99 %	97 %	29/30	100 %	35/35
5 <sup>th</sup> grade	79 %	76 %	25/33	85 %	17/20

Table 35 presents the range between classrooms at each grade level. Third grade demonstrated the greatest range between the highest and lowest performing classroom - 11 percentage points.

**TABLE 35**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**GRADES 3, 4 AND 5, SPRING 2009**  
**CLASSROOM COMPARISONS**

Grade Level	All Students	Highest Performing Classroom	Lowest Performing Classroom	Percentage Point Gap
3 <sup>rd</sup> grade	91 %	96 %	85 %	11
4 <sup>th</sup> grade	99 %	100 %	95 %	5
5 <sup>th</sup> grade	74 %	77 %	84 %	7

*Student Movement: Matched Cohort Comparisons from Grade to Grade*

In terms of looking at 3<sup>rd</sup> to 4<sup>th</sup> grade matched cohort students (who had been administered both the 2008 and 2009 NYS Math assessment, the majority of them sustained Level 3 or Level 4 scores this year, while 12 students raised their scores from a Level 3 to a Level 4. Table 36 provides this information.

**TABLE 36**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**MATCHED STUDENT COHORT WITH 2008 (3<sup>RD</sup>) AND 2009 (4<sup>TH</sup>)**  
**(N = 58)**

Grade 3 to 4 Progress	Percent (#) of Students	Notes
Decline	3 % (2)	2 students moved from 4 to 3.
No change	71 % (41)	31 students remained at 3. 10 students remained at a 4.
Progress (Demonstrated Growth)	26 % (15)	3 students moved from 2 to 3. 12 students moved from 3 to 4.

**TABLE 37**  
**NYS MATHEMATICS ASSESSMENT RESULTS**  
**MATCHED STUDENT COHORT WITH 2008 (4<sup>TH</sup>) AND 2009 (5<sup>TH</sup>)**  
**(N = 38)**

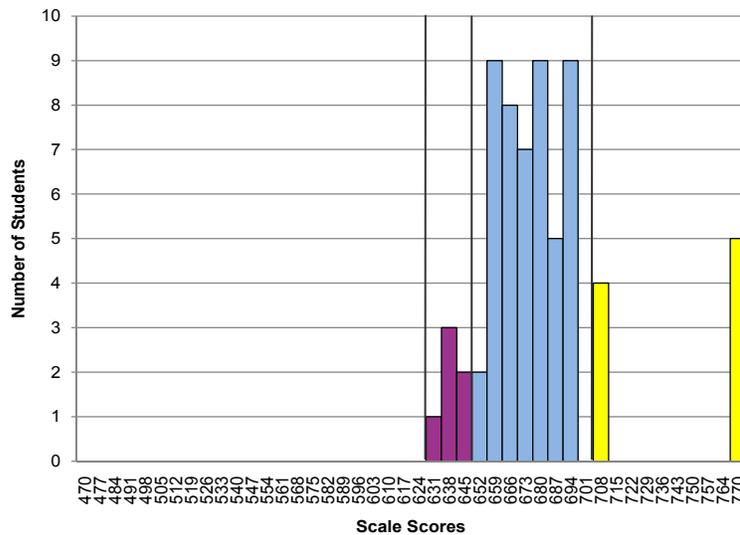
Grade 4 to 5 Progress	Percent (#) of Students	Notes
Decline	11 % (4)	1 student moved from 3 to 2. 3 students moved from 4 to 3.
No change	74 % (28)	5 students remained at a 2. 21 students remained at a 3. 2 students remained at a 4.
Progress (Demonstrated Growth)	16 % (6)	1 student moved from 1 to 2. 4 students moved from 2 to 3. 1 student moved from 3 to 4.

Table 37 reflects the progress of 2008 4<sup>th</sup> graders that took the Math assessment as 5<sup>th</sup> graders in 2009. Twenty-three students sustained scores that continued to meet/exceed the standard, while 5 students demonstrated progress by earning a Level 3 or Level 4 instead of a Level 2 or 3 last year. There were 7 students total who did not meet the standard for both years with limited movement. Only one student demonstrated a decline that resulted in not meeting the standard this year.

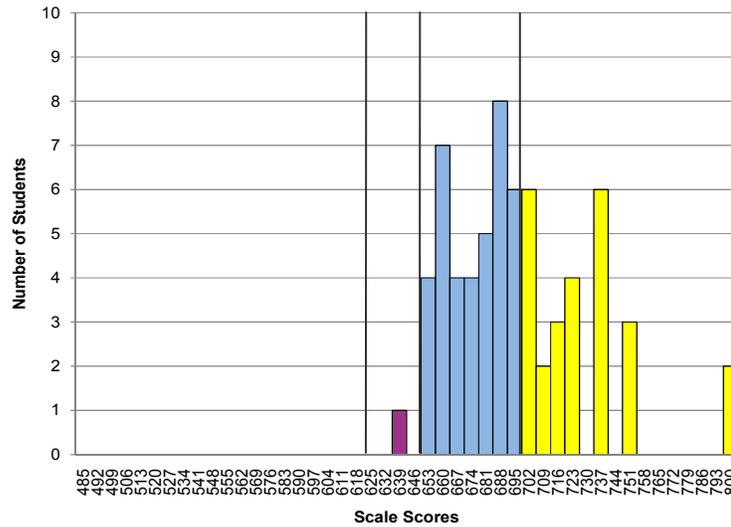
*Distribution of NYS Mathematics Assessment Scale Scores*

The distributions of scale scores for each grade are presented below in Figures 4, 5 and 6. In 3<sup>rd</sup> grade, there is a relatively even spread of scale scores across Level 3 and Level 2, and students who earned a Level 4 either achieved a perfect score or are sitting at the cusp of Level 3 and Level 4. Our 5<sup>th</sup> graders earning Level 2's and 1's are also on the verge of moving to the next level – this may indicate a general understanding of concepts with only one or two incorrect responses, or gaps with particular concepts.

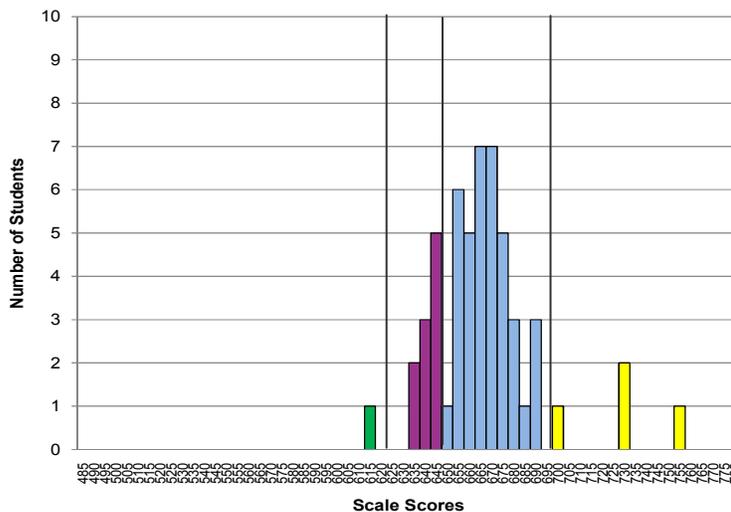
**FIGURE 4**  
**2009 GRADE 3 NYS MATH ASSESSMENT: DISTRIBUTION OF SCORES (N=64)**



**FIGURE 5**  
**2009 GRADE 4 NYS MATH ASSESSMENT: DISTRIBUTION OF SCORES (N=65)**



**FIGURE 6**  
**2009 GRADE 5 NYS MATH ASSESSMENT: DISTRIBUTION OF SCORES (N=53)**



**Next Steps: Utilizing Data to Evolve Infrastructure and Increase Academic Rigor**

*Using Data to Drive Improvements*

Although we take great pride in our achievement on the NYS Math assessments this year, some trends exposed by this data review have been discussed amongst our leadership team members. Third grade performed well generally, but demonstrated a slight decline when compared to last year’s 3<sup>rd</sup> grade cohort, which performed very well. The core challenge for us is identifying ways to push students who are already demonstrating above grade level content knowledge and skill, without focusing all of our efforts on test preparation alone. We have evidence in the other grades of

progress in this respect, but at the 3<sup>rd</sup> grade level, moving our students from high to even higher achievement levels is no simple task.

We also significantly reduced the gaps between general education and special education students in 3<sup>rd</sup> and 4<sup>th</sup> grade; however, the 5<sup>th</sup> grade groups continued to exhibit a large discrepancy – 85 % general education versus 44 % of special education students met/exceeded the standard this year. Several of our special education students were newly enrolled in our 5<sup>th</sup> grade this year, which added an additional challenge to gaps in instruction that were unfortunately created for the entire group during the year prior. Although these students have moved on to middle school, this pattern has motivated us to take a closer look at students with similar patterns at other grade levels. Implementing assessments early in the school year, and planning with that data, will help us to better address basic skill deficiencies immediately.

There was a considerable range between the three classrooms at the 3<sup>rd</sup> grade level on both the ELA and the Math. In addition to reviewing our student placements for that cohort of students for next year, the culture of that particular teaching team was not as focused on collaboration and peer support when compared to the 4<sup>th</sup> grade team, and that team did not receive as much support with this as the 5<sup>th</sup> grade teachers did. For the upcoming school year, we are refining the ways we guide and monitor our Teacher Leaders, particular in the area of growing their leadership capacity. These structures will be further described under the goal related to staff satisfaction.

### **GOAL III: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN SCIENCE**

#### **Measure 1 (Absolute):**

***Student performance on the New York State Science (NYS Science) Assessment.***

- 1. In the 2008-09 school year (Year 1), 70 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Science assessment.**
- 1. In the 2009-13 school years (Years 2-5), 75 % of fourth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year's test administration will perform at or above Level 3 on the NYS Science assessment.**

The 2009 NYS Science assessment results have not yet been released. However, it was noted on the the2008-09 NYS School Report Card that the BCSC made AYP on this test, and earned a Performance Index of 197.

#### **Measure 2 (Comparative):**

***Student performance as compared to student cohorts in Community School District 7 and the citywide average on the NYS Science assessment.***

- 1. Each year, the percent of students who perform at or above Level 3 on the NYS Science assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.**

Results for the 2009 4<sup>th</sup> Grade New York State Science assessment are not yet available.

**GOAL IV: BCSC STUDENTS WILL DEMONSTRATE PROFICIENCY IN SOCIAL STUDIES**

***Measure 1 (Absolute):***

*Student performance on the New York State Social Studies (NYS SS) Assessment.*

1. In the 2009-10 school year (Year 2), 70 % of fifth grade students who are enrolled on the test date and were enrolled on or before the first day of the month two years prior to the current year’s test administration will perform at or above Level 3 on the NYS SS assessment.
1. In the 2010-13 school years (Year 3-5), 75 % of fifth grade students who have been enrolled at the BCSC for at least two complete school years will perform at or above Level 3 on the NYS SS assessment.

This being our first year at full capacity with K-5 students, our first group of 5<sup>th</sup> graders took the NYS Social Studies assessment in November 2008. Although this goal is not in effect until the upcoming school year (2009-10), results from our first administration are provided below for reference.

**TABLE 38**  
**NYS SOCIAL STUDIES ASSESSMENT RESULTS**  
**ALL 5<sup>TH</sup> GRADE STUDENTS AND 2+ YEARS COHORT, FALL 2008**

All Students			2+ Years Cohort		Non-Cohort	
	N	3 & 4	N	3 & 4	N	3 & 4
Grade 5	38/53	72 %	28/37	76 %	10/16	63 %

***Measure 2 (Comparative):***

*Student performance as compared to student cohorts in Community School District 7 and the citywide average on the NYS SS assessment.*

1. Each year, the percent of students who perform at or above Level 3 on the NYS SS assessment in each tested grade will be greater than that of Community School District 7 and the citywide average.

This data is not yet available.

**Growing the Academic Program**

The BCSC has made great strides in the growth and subsequent stability of its academic program. Here are three areas that indicate substantial progress.

*Expanding Curriculum Materials and Resources, and Guiding Usage*

During the upcoming school year, BCSC teachers will more closely align their literacy instruction efforts to the Houghton Mifflin Nation's Choice balanced literacy curriculum available to them. In addition, the central charge of our literacy specialist is to support the evolution of our guided reading efforts across all grade levels. In addition, we plan to increase the support and resources provided to implement Writer's Workshop, and move into the second year of our participation in the LEAP (Learning through an Expanded Arts Program) grant program, which provides on-site modeling and professional development to classroom teachers as they work with teaching artists to infuse the arts into English language instruction.

To be noted, over the past two years, the BCSC has purchased a state standards-aligned science curriculum published by Harcourt, and has organized and expanded the hands-on materials in the building (FOSS and other science kits). We have also invested in a state standards-aligned social studies curriculum published by McMillan, to provide much more comprehensive guidance for all teachers.

### *Growing and Strengthening BCSC Leadership and Coaching*

At the BCSC, we have a stable, diverse and relentlessly driven instructional leadership team in place. These individuals are working with our literacy specialist and assessment coordinator to offer differentiated supports for teachers, and with the Executive Director, evolving the role of the Teacher Leaders on each grade level and the specialists team.

This year, we focused intently on best practices in teaching. We began to utilize Charlotte Danielson's Framework for Teaching tool for formal and informal observations and an end of the year summative evaluation. We learned a great deal from this experience and the feedback gleaned from our instructional staff, which all informed refinements to our approach for the upcoming year. The process was intense but incredibly valuable, as we both increased and deepened our discussions around instructional practice. In addition, we deepened our exploration of lesson and unit construction through the peer review process.

Over the next two years, we will be establishing comprehensive data systems for curriculum mapping, lesson planning and sharing, and assessment building aligned with instruction. This will significantly increase the use of more authentic and real time data.

Our progress with teacher evaluation and data system planning is supported by our participation in a 5-year, federally-funded teacher incentive fund grant. A summary of this program is included below:

#### ***Participation in the Partnership for Innovation in Compensation for Charter Schools (PICCS)***

The BCSC is one of 10 NYC charter schools participating in the Partnership for Innovation in Compensation for Charter Schools (PICCS). This is a comprehensive program designed to recruit, retain, develop and reward top quality teachers and school leaders at charter schools. Led by the [Center for Educational Innovation - Public Education Association](#) (CEI-PEA), PICCS is funded through a five-year federal grant from the Teacher Incentive Fund program, which supports development of performance-based compensation systems to drive increases in student performance. There are four aspects of PICCS that aim to drive improvement at our school:

1. Teachers and school leaders have the opportunity to earn financial incentives for achieving

- student outcome goals.
2. Professional development is embedded to help teachers and school leaders meet their goals.
  3. A comprehensive peer review program is implemented within the school, which provides teachers with opportunities to draw upon and share best practices.
  4. A robust data system that delivers “real time” data to the school and classroom.

*More Prevention and Planning = More Rigorous Learning*

With firm and clearly-articulated protocols in place to address behavioral and social challenges, our Dean of Students had considerably more opportunities to coach and strategize with struggling teachers in a more preventive, problem-solving manner. This involved tightening classroom systems, improving consistency and communication and establishing workable routines. She also was able to roll out a peer mediation program with some of our 4<sup>th</sup> and 5<sup>th</sup> graders, and piloted a girls’ empowerment group with a small group of 3<sup>rd</sup> and 4<sup>th</sup> graders as well.

In terms of inclusion, we made positive strides in increasing the collaboration between learning specialists and classroom teachers, by setting a 50 % goal for push-in time by learning specialists and establishing a protected, bi-weekly meeting time that centered around differentiation. This significantly reduced the feeling of isolation often experienced by classroom teachers, and increased the additional support time received by students.

**Progress Toward Other Goals**

**GOAL V: BCSC WILL BE IN “GOOD STANDING” EACH YEAR.**

**Measure 1:**

*Under the NYS No Child Left Behind accountability system, the School’s Accountability Status will be “Good Standing” each year.*

Under No Child Left Behind and New York State accountability, the BCSC received a rating of “In Good Standing” for the 2008-09 school year.

**GOAL VI: THE BCSC WILL ACHIEVE HIGH RATES OF STUDENT ATTENDANCE AND ENROLLMENT, AND LOW LEVELS OF STUDENT ATTRITION.**

**Measure 1:**

*Annual rates of student attendance*

1. Each year, the BCSC will achieve a student attendance rate of at least 95 %.

This year, the BCSC has met the 95 % attendance rate goal. Each year we have made consistent progress towards this goal, nearly meeting it last year with a 94 % rate. Table 39 details our rates by trimester and grade for the 2008-2009 school year, with a comparison to the year prior. Community District 7 and NYC rates are not yet available for comparison.

**TABLE 39**  
**BCSC ATTENDANCE, 2008-2009**

Grade	Trimester 1	Trimester 2	Trimester 3	2008-2009	2006-2007
Kindergarten	95%	94%	91%	93%	93%
Grade 1	95%	94%	92%	94%	93%
Grade 2	96%	95%	93%	95%	95%
Grade 3	97%	96%	94%	96%	94%
Grade 4	96%	95%	93%	94%	94%
Grade 5	97%	96%	93%	95%	N/A
<b>BCSC Attendance Rate</b>	96%	95%	93%	95%	94%

In order to maintain and improve attendance rates, the Dean of Students and Families and the social workers routinely intercepted families experiencing attendance and/or late arrivals challenges in the lobby each morning and reinforced the importance of coming to school everyday and on time. Ongoing absences required meetings and the development of an action plan with a BCSC social worker, while for students arriving late, the Dean worked with families to create this action plan.

This year, we revised our Family Handbook (available in both English and Spanish) to make it more user-friendly and to more clearly state the School’s attendance policies and expectations in an easily understandable format. The policies and expectations were reviewed prior to the start of the school year at mandatory grade-level family orientation meetings. In addition, we publicly celebrated perfect attendance and on-time arrival on a lobby bulletin board, posting photos of students who had been in

school on time, every day, and we acknowledged this at our weekly lower and upper school town meetings as well.

**Measure 2:**

*Annual rates of student enrollment*

1. Each year, the BCSC will achieve an enrollment rate of at least 95 %<sup>2</sup>.

The BCSC enrollment levels have remained at or close to capacity during all 5 years of operation. We have exceeded our goal of 95% each year, with percentages at 99% (2004-2005), 97% (2005-06), 98% (2006-2007), and 97% (2007-2008). This year, we sustained a 97 % enrollment rate, despite a lower than expected enrollment in our 5<sup>th</sup> grade (53 students).

**TABLE 40**  
**BCSC STUDENT ENROLLMENT RATES, 2004-2009**

School Year	Enrollment Rate
2004-2005	99%
2005-2006	97%
2006-2007	98%
2007-2008	97%
2008-2009	97%

We expect to maintain steady enrollment levels as applications for anticipated spaces at the BCSC continue to be overwhelming. Table 41 provides details for applications received by the admissions lottery deadline for the upcoming school year. This year, we received a record number of applications – over 1,000 by the beginning of July. Sixty-six new kindergarteners will join the BCSC in the fall 2008, with sizable numbers of students on the waitlist for each grade level.

**TABLE 41**  
**BCSC APPLICATIONS (SUBMITTED AS OF JULY 9, 2009)**  
**FOR THE 2009-2010 ACADEMIC YEAR**

Grade	0910 Applications	0809 Applications
Kindergarten	489	326
First Grade	164	131
Second Grade	122	77
Third Grade	110	70
Fourth Grade	99	69
Fifth Grade	55	50
<b>Total</b>	<b>1039</b>	<b>723</b>

**Measure 3:**

*Annual rates of student attrition*

1. Each year, the BCSC will achieve a student attrition rate of no more than 10 %<sup>3</sup>.

<sup>2</sup> The enrollment rate is defined as the total full time equivalent (FTE) of students enrolled for the school year divided by the enrollment capacity for said school year.

Table 42, below, provides information regarding attrition over the course of our fifth year. Measured in accordance with the goal of the renewed charter, total attrition was 15 students, or 4 %. This is well below the 10 % limit on student attrition described in the charter goal and represents the second lowest attrition rate in the school’s history. It compares to the attrition of 22 students (8 % in 2007-08, 8 students (3%) in 2006-07, 15 students (8%) in 2005-06, and 18 students (14%) in 2004-05.

**TABLE 42**  
**BCSC ATTRITION, 2008-2009**

Grade	Trimester 1	Trimester 2	Trimester 3	2008-2009
Kindergarten	1	2	0	3
1 <sup>st</sup> Grade	1	1	1	3
2 <sup>nd</sup> Grade	3	1	0	4
3 <sup>rd</sup> Grade	1	2	0	3
4 <sup>th</sup> Grade	1	0	0	1
5 <sup>th</sup> Grade	1	0	0	1
Total Attrition	8	6	1	15

Of the students who departed during the school year, one did so due to transportation issues, such as living beyond the reach of our yellow bus routes. Four students moved during the year, three were formally recommended for more restrictive settings, and seven others noted less-specific parental choice.

**TABLE 43**  
**REASONS PROVIDED FOR STUDENT DEPARTURE DURING THE 2008-09 SCHOOL YEAR**

	2008-2009
Lack of transportation	1
Geographic reasons (e.g., out of state/district relocation)	4
More restrictive special education setting	3
Parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	7
Other reasons (undetermined)	0
Total	15

**GOAL VII: THE BCSC WILL ACHIEVE HIGH LEVELS OF PARENT/GUARDIAN SATISFACTION AND INVOLVEMENT.**

***Measure 1:***

*Annual BCSC Parent Guardian Survey*

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<sup>3</sup> The attrition rate will be measured as the percent of students who are enrolled on the first day of each school year that are no longer enrolled on the last day of the school year.

- Each year, at least 80% of parents/guardians will complete the annual BCSC Parent/Guardian Survey.

**TABLE 44**  
**BCSC PARENT/GUARDIAN ANNUAL SURVEY RESPONSE RATES, 2005-2009**

Survey Year	2005	2006	2007	2008	2009
Response Rate	54 %	40 %	90 %	74 %	82 %

In the spring of 2009, 82 % of parents/guardians completed the annual survey, which was a response rate beyond our 80 % goal. This was accomplished with a detailed yet anonymous numbered tracking system in order to provide the administrative staff with opportunities for ongoing outreach to all families. The survey was distributed a few weeks prior to Trimester 2 parent/teacher conferences in March, which allowed the administrative team to approach families when they were at the school to request that they complete it while waiting for their meetings.

- Each year, at least 80% of the parents/guardians who complete the annual BCSC Parent/Guardian Survey will express satisfaction with the BCSC by indicating a positive response to each of the survey items related to satisfaction.

The 5<sup>th</sup> annual BCSC parent/guardian survey was administered in the spring of 2009. The BCSC continued to enjoy strong parent/guardian support and positive feedback again this year. In fact, 2009 results are our highest ever across all satisfaction areas. Below, please find a summary of satisfaction items and percentages of parents/guardians who noted that they agree or strongly agree with the statements.

**TABLE 45**  
**BCSC PARENT/GUARDIAN SURVEY, SATISFACTION QUESTIONS**  
**SPRING 2005 - 2009**

*Shaded items are new additions, while italicized items denote revised phrasing to the items for the 2009 survey.*

Administration Year	Strongly Agree/Agree				
	2005	2006	2007	2008	2009
<i>Response Rate (number/percentage of families)</i>	68 / 54%	73 / 40%	201 / 90%	202 / 74%	252 / 82 %
The BCSC has high standards and expectations for my child.	93%	96%	97%	91%	99 %
As a parent/guardian, I feel welcomed at the BCSC.	93%	94%	96%	91%	98 %
I feel comfortable contacting the BCSC with questions and concerns.	93%	96%	98%	89%	97 %
When I have a question/concern, the main office assists me or directs me to the appropriate BCSC staff person.					99 %
I feel my child is safe at school.	94%	94%	99%	90%	99 %
I feel comfortable talking with the School Director. <i>The Executive Director is visible and accessible.</i>	96%	90%	88%	81%	96 %
* I feel comfortable talking with the Dir. of Curriculum and Instruction. <i>My concerns are addressed when I speak with the Director of Lower/ Upper School.</i>		92%		76%	97 %

* I feel comfortable talking with the Director of Curriculum and Instruction/Dean of Students. <i>My concerns are addressed when I speak with the Dean of Students.</i>			92%	83%	96 %
My concerns are resolved when I speak with the Inclusion Program Manager.					96 %
When I leave a message for a BCSC administrator, I receive a response within 24 hours.					95 %

I feel comfortable talking with the social worker. <i>My concerns are addressed when I speak with the social workers.</i>		89%	94%	78%	98 %
I feel comfortable talking with my child's teacher.	91%	94%	95%	91%	99 %
When I leave a message for a teacher, I receive a response within 24 hours					95 %

\* Note: In 2004-05 and 2006-07, the Executive Director was the instructional leader of the school. In 2005-06, the BCSC employed a Director of Curriculum and Instruction (DCI), which evolved into two positions in 2007-08 (a DCI K-3 and 4<sup>th</sup> Grade Director) to provide supervision in our temporary 4<sup>th</sup> grade annex site. Presently, there are Directors of Lower (K-3) and Upper (4-5) School, which will be adjusted to K-2 / 3-5 for the upcoming school year. A Dean of Students was added to the staff in 2006-07.

This year, we decided to either rephrase or add questions to gain a greater sense that parent/guardian concerns were being addressed by leadership team members and social workers, and in particular, **resolved** in areas that related to student services and special needs compliance (the role of the Inclusion Program Manager). In addition, we consistently hold all staff members accountable for responding to families within 24 hours, and consider this effort an operating tenet and home/school partnership-enricher at our school. Therefore, this year we asked families if they receive prompt attention from office staff, administrators and teachers. We were very pleased to find that 95 % or more of families report they receive a response within 24 hours from all of these parties.

It is impressive that 95 % or more parents/guardians responded positively to all satisfaction items, but most striking is the fact that almost every single parent and guardian (99 %) agreed or strongly agreed with the following three statements:

- The BCSC has high standards and expectations for my child.
- I feel my child is safe in school.
- I feel comfortable talking with my child's teacher.

3. Each year, the BCSC will reduce the gap by one-half (if it exists) between the percentage of parents/guardians that express satisfaction in the prior year and the 80 % goal.

Last year, 76 % of parents/guardians were comfortable talking with the Director of Curriculum and Instruction, while 78 % noted they were comfortable interacting with the social workers. Marked improvement is noted in both of these categories this year (97 % and 98 %, respectively). These results not only close the gap, but significantly exceed the 80 % goal.

**Measure 2:**

*Parent/guardian attendance at parent/teacher conferences*

1. Each year, at least 90% of all parents/guardians will attend each parent/teacher conference<sup>4</sup>.

The BCSC places a high value on parent/teacher conferences for their ability to provide opportunities for in-depth discussion about each student's progress and to build a sense of teamwork among parents and teachers. Parent/teacher conferences are held twice a year—at the end of Trimester 1 and 2. **Attendance rates for both quarters surpassed the 90 % attendance goal with an attendance rate of 99% for Trimester 1 and 96% for Trimester 2.** This high attendance rate is a testament to the level of involvement of the parent/guardians of BCSC students.

Other positive markers of family presence and involvement at the BCSC can be found in Tables 46, 47 and 48.

**TABLE 46**  
**2008-09 FAMILY EVENTS**

EVENT	DATE OF EVENT	NUMBER OF PARTICIPANTS
Curriculum Night	10/7/2008	80
Holiday Potluck Party – grades K-2	12/16/2008	40
Holiday Potluck Party – grades 3-5	12/18/2008	34
Living the Dream	1/20/2009	21
Family Fun Day	4/8/2009	126
Field Day	6/12/2009	72
5 <sup>th</sup> Grade Potluck Party	6/25/2009	28 (families)
Award Ceremonies, Grades 1-4	6/25/2009	153

**TABLE 47**  
**2008-09 FAMILY WORKSHOPS**

WORKSHOP TOPIC	DATE	# ATTENDED
Developing Strong Homework Habits	10/21/2008	21
Middle School Choice Workshops	10/28/2009	16
	10/30/2009	12
	12/10/2009	5
Family Literacy Night	11/18/2009	6
ELA Preparation for Families	12/9/2009	16
	12/10/2009	
Literacy Workshop	1/20/2009	4
Library Workshop with the Mott Haven Librarian	5/19/2009	18

**TABLE 48**  
**2008-09 FAMILY STAFF ASSOCIATION MEETINGS**

DATE OF MEETING	NUMBER IN ATTENDANCE
9/16/2009	74

<sup>4</sup> In the past, parent/teacher conferences were held twice a year, at the end of Quarter 1 and Quarter 3. In the 2008-09 school year, the BCSC switched to a trimester schedule, but continues to schedule two meetings. Conferences now occur at the end of Trimesters 1 and 2.

10/21/2009	61
11/18/2009	35
1/20/2009	19
2/24/2009	19
3/17/2009	24
4/21/2009	9
5/19/2009	23
6/16/2009	21

**GOAL VIII: THE BCSC WILL ACHIEVE HIGH LEVELS OF STAFF SATISFACTION.**

***Measure 1:***

*Annual BCSC Staff Survey*

1. Each year, staff members will express satisfaction with the BCSC, based on the results from the annual Staff Survey, in which at least 80 % of all staff provide a positive response to each of the survey items related to satisfaction.

During 2008-09, the BCSC leadership team was comprised of an Executive Director, Directors of Lower (K-3) and Upper (4-5, specialists) School, an Inclusion Program Manager, Dean of Students, Director of Finance and Director of Operations. Four out of six of these individuals have been with the school since its 2004 inception. This year, we also added a Director of Development to the team as well.

Eighteen classroom teachers (K-5), five learning specialists, an ESL Coordinator/Teacher, along with 3 K assistant teachers and an art, music and physical education teacher provide daily direct instruction, while our literacy specialist and assessment coordinator support their efforts.

Our operations support team consists of one finance assistant, two administrative assistants and two school aides, and a full and part-time social worker provided support and guidance to students, families and staff members. Forty-six and one half staff members were members of the 2008-09 BCSC team.

In the spring of each school year, a survey is administered to the staff. Analysis is performed to detect positive and negative trends, clearly identify strengths and challenges, and collect suggestions for development and improvement. Once again, staff members were presented with statements related to the school as an organization. Percentages of responders each year who agreed or strongly agreed with these statements are included in Table 49.

**TABLE 49**  
**BCSC STAFF SURVEY, JUNE 2007, 2008, 2009**  
**QUESTIONS FOR ALL STAFF MEMBERS**

	<i>Strongly Agree/Agree</i>		
	<b>2007</b> (N=28)	<b>2008</b> (N=38)	<b>2009</b> (N=40)
Teamwork is encouraged and practiced.	86%	95%	83%
There is a strong feeling of teamwork and cooperation.	82%	77%	79%
When I do a good job, I receive the praise and recognition I deserve.	63%	85%	58%
I understand how my work directly contributes to the overall success of the school.	82%	97%	93%
Doing my job well gives me a sense of personal satisfaction.	93%	100%	93%
I have adequate opportunities for professional growth.	39%	74%	68%
I am encouraged to learn from my mistakes.	81%	87%	85%
My work is challenging.	96%	95%	98%
My work is stimulating	96%	100%	95%
My work is rewarding.	89%	95%	95%
The environment in this organization supports a balance between work and personal life.	36%	36%	40%
The pace of the work in this organization enables me to do a good job.	54%	49%	45%
The amount of work I am asked to do is reasonable.	61%	59%	45%
My talents and the contributions I make are valued.	70%	90%	78%
My co-workers care about me as a person.	93%	92%	90%
Collaboration is valued.	89%	97%	88%
Communication is encouraged.	89%	85%	80%
I am comfortable sharing my opinions at work.	70%	69%	51%
People with different ideas are valued.	75%	82%	53%

*Analysis and Next Steps*

All BCSC staff report a sense of personal satisfaction in doing their jobs well. In addition to this encouraging statistic, nearly all staff members find their work to be challenging, stimulating, and rewarding. These responses reflect the kind of achievement-driven culture that the BCSC strives for. Moreover, the BCSC staff reports an increased sense of teamwork, communication, and collaboration, indicating that the achievement driven culture exists and is supported by a wider sense of the school’s mission to provide an outstanding learning environment for its students.

While some of these results are positive, a number of items demonstrated a decrease or the percentage of staff in agreement was below our 80 % goal. The items related to teamwork/cooperation and supporting a work/life balance showed slight improvement, but still came in under the 80 % mark. Other areas of concern include receiving praise and recognition (58 % from 85 %), opportunities for growth (68 % from 74 %), the pace and amount of the work (45 % from 49 % and 59 %) and the valuing of talents and contributions (78 % from 90 %). We surmise that this feedback reflects in great part, the intensity of the experience around the implementation of the Danielson teacher observation and evaluation tool. Engaging in this process three times this year (2 formal observations and one end of year summative evaluation) felt overwhelming for teachers, when the tool was new to both them and the leaders of the school.

Lastly, there was a decrease in the percentage of staff members who felt comfortable sharing opinions and believe that different ideas were valued at our school. Although the leadership team members believe many avenues exist for staff members to share ideas and opinions, we have engaged in much discussion around how we set an open and inviting tone to start the year, and how thoughtful we must be about reminding, reinforcing and allowing for these opportunities throughout the entire school year. In addition, we are eager to improve the structure and consistency of Teacher Leader meetings, and have now integrated these routine gatherings into the regular school day to ensure that this is a protected and valuable time to communicate, problem-solve and engage in dialogue around leadership.

2. Each year, the BCSC will reduce the gap by one-half (if it exists) between the percentage of staff members that express satisfaction in the prior year and the 80 % goal.

There were six items in the prior school year for which less than 80 % of staff expressed satisfaction. Two items showed improvement this year, but only one reduced the gap by half. The other four areas, unfortunately, showed a further decline.

**Measure 2:**

*Annual rates of staff attrition*

1. Each year, the BCSC will achieve a staff attrition rate of no more than 15 %.

This year, we have made substantial progress retaining great teachers and leaders. Eighty-nine percent (89 % - 32/36) of staff members invited to return have made this commitment for next year, which reflects two-thirds of the staff overall.

A breakdown of staff attrition is provided in Table 50 below.

**TABLE 50**  
**BCSC STAFF ATTRITION 2008-2009**

Grade/Position	On Staff	Attrition (Number of Employees)
K	3	0
K Assistant Teacher	5	2
1 <sup>st</sup>	3	0
2 <sup>nd</sup>	3	1
3 <sup>rd</sup>	3	0
4 <sup>th</sup>	3	0
5 <sup>th</sup>	4	0
Learning Specialists	5	0
ESL/Soc. Work	2.5	0
Specialists	3	1
Instructional Leadership Team	4	0
Instructional Support	2	0
Operational Leadership Team	4	0
Administrative Support	5	0
Total	49.5	4
Attrition Percentage*		8%

\* Reflects employee choice only.

In addition to meeting its goal of having no more than 15% attrition, several staff members are moving into new positions at the school, demonstrating the School's commitment to retain great educators and provide them with opportunities to grow professionally. This includes a fourth grade Teacher Leader, who moved into the assessment coordinator position, our Dean of Students, who will assume the supervision of the art, physical education and music teachers, and several strong teachers who are taking on Teacher Leader roles.

## **GOAL IX: THE BCSC WILL MEET ALL LEGAL REQUIREMENTS AND RESPONSIBILITIES**

### **Measure 1:**

#### *Adherence to Contract Terms*

Each year, the BCSC 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 the federal Family Educational Rights and Privacy Act.

The School has remained in compliance with all applicable laws and regulations.

## **GOAL X: THE BCSC WILL MAKE RESPONSIBLE FINANCIAL DECISIONS AND DEMONSTRATE SOUND FISCAL PRACTICES AND MANAGEMENT**

### **Measure 1:**

#### *Financial Compliance*

1. Each year, the BCSC will undergo an independent financial audit that will result in an unqualified opinion and no major findings<sup>5</sup>.

The Audited Financial Statements for the fiscal year ended June 30, 2009 will be forwarded under separate deadline. The BCSC has undergone timely, clean audits for the past five fiscal years.

### **Measure 2:**

#### *Financial Viability*

1. Each year, the BCSC will operate on a balanced budget<sup>6</sup> and maintain a stable cash flow.

For the 2008-2009 school year, the School remained fiscally sound, with a balanced budget. The Bronx Charter School for Children submitted all appropriate financial documents to the Board of Regents in a timely manner, including a balanced Operating Budget for the 2009-2010 school year.

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<sup>5</sup> A finding will be determined 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.

<sup>6</sup> A budget for the upcoming fiscal year will be considered "balanced" if revenues equal or exceed expenditures as of May 31 of each year.

### Closing

The BCSC enthusiastically celebrates our progress from good to great this year. We have demonstrated substantial gains in both academic and organizational arenas, and we plan to build on what has been achieved, digging deeper into curriculum resources, best practices in teaching, utilizing data to drive instruction and sustaining strong relationships with families and the surrounding community of Mott Haven. The richness of our school depends on our collective willingness to grow and learn everyday. We remain inspired and committed to evolving our school into the nurturing learning community that every child in our society deserves.

*Section II - Charter School Student and Teacher Attrition Rates*

**Table 51**  
**Charter School Teacher Attrition Rates**

	<b>2008-09</b>	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Number of Classroom Teachers	26	22	16	10
Number of Special Area Teachers	11	8	5	5
Total Number of Teachers	37	30	21	15
Total Number of Teachers Leaving	14	13	11	5
<b>Total Percent Attrition</b>	<b>38 %*</b>	<b>43%*</b>	<b>52%</b>	<b>33%</b>

\*This percent reflects all movement, including both administrative decisions and employee choices.

**Table 52**  
**Charter School Student Attrition Rates**

	<b>2008-09</b>	<b>2007-08</b>	<b>2006-07</b>	<b>2005-06</b>
Number of students leaving for lack of transportation	1	1	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	6	10	9	14
Number of students leaving for more restrictive special education setting	5	0	1	3
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	24	17	16	17
Number leaving for other reasons (undetermined)	0	0	0	0
Total number of students leaving.	36	28	26	34
Highest Number Enrolled (July 1 – June 30)	383	330	264	198
<b>Total Percent Attrition</b>	<b>9.40%</b>	<b>8.48%</b>	<b>9.84%</b>	<b>17.17%</b>

THE UNIVERSITY OF THE STATE OF NEW YORK  
 THE STATE EDUCATION DEPARTMENT  
 OFFICE OF ELEMENTARY, MIDDLE,  
 SECONDARY AND CONTINUING EDUCATION  
 PROGRAMS  
 ROOM 462, EDUCATION BUILDING ANNEX  
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
 REPORT OF FISCAL PERFORMANCE  
 FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:

3	2	0	7	0	0	8	6	0	8	5	2
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Charter School Name: The Bronx Charter School for Children	
Contact Person: Valerie Jacobson	Phone: 718-402-3300

REVENUES

A. STATE SOURCES	<u>0.00</u>
B. FEDERAL SOURCES	<u>225,744.26</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>4,768,639.03</u>
2. STATE AID-PUPILS WITH DISABILITIES	<u>362,121.00</u>
3. FED. AID-PUPILS WITH DISABILITIES	<u>50,157.00</u>
4. OTHER REV FROM PUB SCH DISTRICTS	<u>25,806.00</u>
D. ALL OTHER REVENUES	<u>504,783.91</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>5,937,251.20</u></u>
S. ENROLLMENT	<u>383</u>
T. EXPENDITURES PER PUPIL	<u>\$13,777</u> (R/S)

EXPENDITURES

	<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
F. GENERAL ADMINISTRATION	<u>409,841.58</u>	<u>416,812.63</u>	<u>826,654.21</u>
G. INSTRUCTIONAL SUPERVISION	<u>229,919.35</u>	<u>70,925.00</u>	<u>300,844.35</u>
H. ALL OTHER INSTRUCTION	<u>1,332,993.41</u>	<u>205,662.93</u>	<u>1,538,656.34</u>
I. PUPIL SERVICES	<u>274,432.24</u>	<u>0.00</u>	<u>274,432.24</u>
J. PUPILS WITH DISABILITIES	<u>344,570.75</u>	<u>0.00</u>	<u>344,570.75</u>
K. TRANSPORTATION	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
L. COMMUNITY SERVICE	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
M. OPERATION & MAINTENANCE	<u>0.00</u>	<u>1,330,362.80</u>	<u>1,330,362.80</u>
N. EMPLOYEE BENEFITS			<u>536,443.78</u>
O. DEBT SERVICE			<u>56.85</u>
P. SCHOOL LUNCH			<u>13,690.49</u>
Q. CAPITAL EXPENSE			<u>110,812.35</u>
R. GRAND TOTAL EXPENDITURES			<u><u>5,276,524.16</u></u>

COMPLETED FORM MUST BE RETURNED  
 NO LATER THAN AUGUST 3, 2009

Signature: Karen Moran  
 Chief School Office

Date: 7/30/09

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Bertram Bennett

Name of Charter School Bronx Charter School For Children

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

Bethann Bennett  
Signature

7/7/09  
Date

Subscribed and sworn to before me this 7<sup>th</sup> day of July, 2009

Wonne L. James  
Notary Public  
WONNE L. JAMES  
Notary Public, State of New York  
No. 01JA5018236  
Qualified in Bronx County  
Commission Expires Sept. 20, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) BRUCE M. GREENWALD

Name of Charter School BRONX CHARTER SCHOOL FOR CHILDREN

Charter Entity \_\_\_\_\_

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative):  
TREAS.

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Bruce M. Fox  
Signature

7/2/09  
Date

Subscribed and sworn to before me this 2nd day of July, 2009

Diane Bruno  
Notary Public

**DIANE BRUNO**  
Notary Public of New Jersey  
My commission Expires 7/29/20

Section V

NEW YORK STATE EDUCATION DEPARTMENT

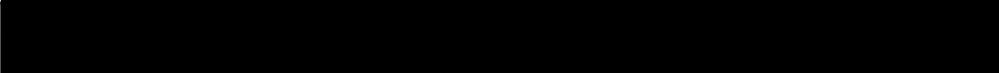
Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) JANE SHREIBERG ZOBEL

Name of Charter School THE BRADY CHARTER SCHOOL FOR CHILDREN

Charter Entity SED

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): SECRETARY

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2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

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4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

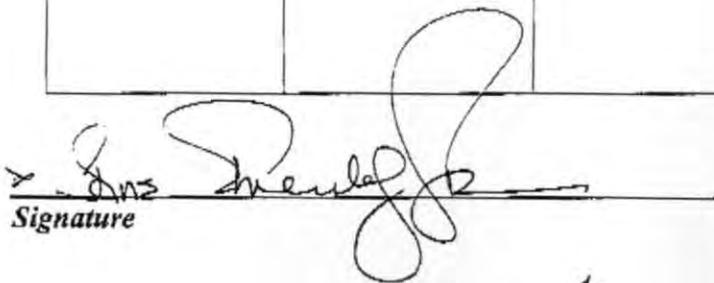
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>

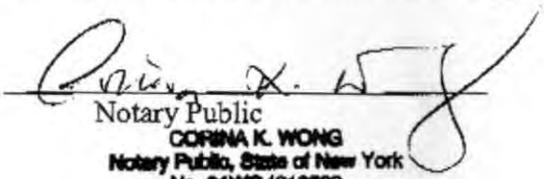
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

  
 \_\_\_\_\_  
 Signature

7-30-09  
 \_\_\_\_\_  
 Date

Subscribed and sworn to before me this 30<sup>th</sup> day of July 2009

  
 \_\_\_\_\_  
 Notary Public  
 CORINA K. WONG  
 Notary Public, State of New York  
 No. 01WC481258S  
 Qualified in Kings County  
 Commission Expires Sept. 30, 2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Laurence Slous

Name of Charter School The Bronx Charter School for Children

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Vice President

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

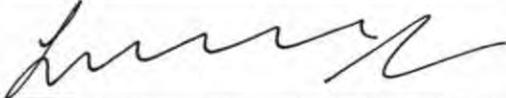
5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
NONE			

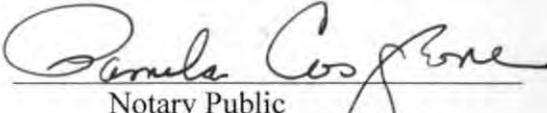
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

  
 \_\_\_\_\_  
*Signature*

7/7/09  
 \_\_\_\_\_  
*Date*

Subscribed and sworn to before me this 7<sup>th</sup> day of July, 2009

  
 \_\_\_\_\_  
 Notary Public  
**PAMELA COSGROVE**  
**NOTARY PUBLIC OF NEW JERSEY**  
 Commission Expires 8/4/2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) ELEANOR K. SYPHER

Name of Charter School BRONX CHARTER SCHOOL FOR CHILDREN

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School? \_\_\_ Yes  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			}

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE	→		

Anand K. Singh  
Signature

July 2, 2009  
Date

Subscribed and sworn to before me this 2 day of July, 2009.

Anand Patel  
Notary Public

**ANAND PATEL**  
**NOTARY PUBLIC, State of New York**  
**No. 02PA6191073**  
**Qualified in New York County**  
**Commission Expires August 4, 2012**

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) Thomas Tsue

Name of Charter School The Bronx Charter School for Children

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address \_\_\_\_\_

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative): Board member

2. Is the trustee an employee of the School? \_\_\_ Yes \_\_\_ X No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes \_\_\_ X No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes \_\_\_ X No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		



Signature

7/21/09

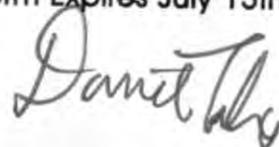
Date

Subscribed and sworn to before me this 21 day of July, 2009



Notary Public

Daniel Tobias  
 Notary Public  
 State of New York  
 Number 31-4998848  
 Qualified in New York County  
 Term Expires July 13th, 2010



Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2008-09

Name (print) NICHOLAS CHARLES LOCKOCK

Name of Charter School The Bronx Charter School for Children

Charter Entity \_\_\_\_\_

Home Address \_\_\_\_\_

Business Address NA

Daytime Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Member of finance committee

2. Is the trustee an employee of the School? \_\_\_ Yes \_\_\_  No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_

4. Is the trustee an employee or agent of the management company? \_\_\_ Yes \_\_\_  No

5. Is the trustee an employee or agent of any institutional partner of the School? \_\_\_ Yes \_\_\_  No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of Financial Interest/Transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to yourself</b>
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

*Nublas Caded*  
Signature

7/8/09  
Date

Subscribed and sworn to before me this 8 day of July, 2009.

*Adrian L. Zappulla*  
Notary Public

ADRIAN L. ZAPPULLA  
No. 012A6138633  
Notary Public, State of New York  
Qualified in New York County  
My Commission Expires 12/27/2009



The Bronx Charter School for Children

### School Calendar 2009-10

<b>Date</b>	<b>Day</b>	<b>Holiday</b>
August 24-September 4	Monday through Friday	<i>Professional Development</i> for ALL Staff
September 7	Monday	Labor Day—School Closed
September 8	Tuesday	First Day of Classes for ALL Students
September 28	Monday	Yom Kippur—School Closed
October 12	Monday	Columbus Day—School Closed <i>Professional Development</i>
November 3	Tuesday	Election Day—School Closed <i>Professional Development</i>
November 11	Wednesday	Veteran's Day—School Closed
November 26-27	Thursday and Friday	Thanksgiving Recess—School Closed
December 24-January 1	Thursday through Friday	Winter Recess—School Closed
January 18	Monday	Martin Luther King, Jr. Day—School Closed
February 15-19	Monday through Friday	Midwinter Recess—School Closed (including President's Day)
March 29-April 6	Monday through Tuesday	Spring Recess—School Closed (including Good Friday)
May 31	Monday	Memorial Day—School Closed
June 25	Friday	Last Day of School for ALL Students



The Bronx Charter School for Children

### **Statement of Applicable Leases, Certificates, and Approvals**

All applicable leases, certificates, and approvals necessary to operate the school at the school building are in full force and effect.

Karen Drezner  
Executive Director

7/30/09  
Date

*Statement of Assurances*

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Karen Drezner  
Print Name, Head of Charter School

Karen Drezner 7/30/09  
Signature and Date

Subscribed and sworn to before me this 30<sup>th</sup> day of JULY, 2009.

[Signature]  
Notary Public

J. PATRICIA AHMAD  
Notary Public, State of New York  
No. 01AH4994701  
Qualified in Suffolk County  
Commission Expires ~~April 15,~~ 9.29.2010

\_\_\_\_\_  
Print Name, President, Board of Trustees

\_\_\_\_\_  
Signature and Date

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Notary Public

**Statement of Assurances**

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

\_\_\_\_\_  
Print Name, Head of Charter School

\_\_\_\_\_  
Signature and Date

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Notary Public

ELEANOR SYDOR

\_\_\_\_\_  
Print Name, President, Board of Trustees

Eleanor Sydor 7/29/09  
\_\_\_\_\_  
Signature and Date

Subscribed and sworn to before me this 29 day of July, 2009.

[Signature]  
\_\_\_\_\_  
Notary Public

GREGORY J. RYAN  
NOTARY PUBLIC, State of New York  
No. 31-4827872  
Qualified in New York County  
Commission Expires March 30, 2011