



Expecting Excellence  
From Our Children

# **Bronx Charter School for Excellence**

## **3**

### **2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By: Dr. Charlene Reid, Chief Executive Officer

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## ANNUAL ACCOUNTABILITY PLAN

Charlene Reid, Chief Executive Officer, Charlton Clarke, Elementary Principal, and Monica Rios, Regional Director of School Operations, prepared this 2017-2018 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Kathy Lathen	Board Chair, Executive/Finance
Joyce Frost	Vice President, Executive/Finance
Mardi Schecter	Vice Chair, Executive
Lisa Keill	Treasurer, Executive/Finance
Stacey Lauren	Secretary, Executive
Tanya Pierre	Trustee, Executive
Lena Rumfelt	Parent Rep

**Charlton Clarke has served as the Bronx Charter School for Excellence 3 school leader since July 2017.**

## ANNUAL ACCOUNTABILITY PLAN

Opening in August 2017, Bronx Charter School for Excellence 3 began an important and exciting public school alternative to serve children in the Wakefield section of the Bronx and its surrounding neighborhoods. The 2017-2018 school was the first school year of operation, serving Kindergarten and first grade. This school year accommodated roughly 150 children in grades K-1.

The mission of the Bronx Charter School for Excellence is to prepare young people to compete for admission to and succeed in top public, private and parochial high schools by cultivating their intellectual, artistic, social, emotional and ethical development. The school accomplishes this by constantly striving to create a supportive and caring environment that at all times has high expectations of its students and offers a challenging and rigorous academic curriculum.

The demographics of the population served by BCSE 3 are as follows:

Black (non Hispanic)	67.3%
Hispanic	26.7%
American Indian, Alaskan, Asian or Pacific Islander	5.3%
White	0.7%

In addition, 77% of our students are eligible for free or reduced lunch.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	90	60												

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will become proficient readers of the English Language.

#### BACKGROUND

During the 2017-2018 academic year, Bronx Charter School for Excellence 3 implemented a high quality comprehensive English Language Arts curriculum that is aligned to New York State's Common Core Learning Standards for K through 1st grades. The balanced reading program provides for students the foundation needed to become proficient readers. The reading program has balanced components that provide skills and knowledge to understand how phonemes are connected to print; ability to decode words; ability to read fluently; background knowledge and vocabulary to foster comprehension; development of active strategies to construct meaning from print; and development and maintenance of a motivation to read. Harcourt *Journeys* was used in K through 1st grades. This program is grounded in techniques and lessons that support explicit and systematic instruction and offers a platform for on-going professional development for teachers in the critical elements and methods of instruction for phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies. The program also includes an assessment component that provides appropriate measures for screening, progress monitoring and achievement outcome. This program is supplemented with Guided Reading and Literature Circles based on student learning needs. Students are regularly exposed to authentic texts and provided guided instruction at their frustration levels. Teachers use multiple levels of Bloom's Taxonomy question stems to promote critical thinking. Additionally, instructional staff utilized modules from EngageNY which provide resources in alignment to the New York State Common Core Standards. All instructional staff participated in professional development workshops and ongoing modeling throughout the academic year to enhance their instructional skills.

The implementation of our reading program is effective because of the instructional strategy of uninterrupted, consistent daily flexible reading groups that focus support in a smaller group for struggling readers while offering enrichment activities for students who are proficient and advanced readers. Our writing program employs the basic components of Writing Workshop. Bronx Charter School for Excellence 3 utilizes the writing workshop model for students to experience processed and craft writing. The Writing Workshop provides time for students to develop their writing fluency; to learn to communicate effectively; develop students' knowledge of the English written language system, with an emphasis on syntax and discourse; to understand the connections between reading and writing to develop writers; to understand and be able to write across various genres; and to develop a love of writing. All instructional staff participated in professional development and modeling throughout the academic year.

# ANNUAL ACCOUNTABILITY PLAN

## Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

## METHOD

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

2017-18 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

## RESULTS AND EVALUATION

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

Performance on 2017-18 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

# ANNUAL ACCOUNTABILITY PLAN

## ADDITIONAL EVIDENCE

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

## METHOD

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

## RESULTS AND EVALUATION

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

# ANNUAL ACCOUNTABILITY PLAN

## METHOD

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

## RESULTS AND EVALUATION

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

2017-18 State English Language Arts Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

## Goal 1: Comparative Measure

# ANNUAL ACCOUNTABILITY PLAN

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

## METHOD

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

## RESULTS AND EVALUATION

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

*2016-17 English Language Arts Comparative Performance by Grade Level*

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### School's Overall Comparative Performance:

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

## ADDITIONAL EVIDENCE

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

*English Language Arts Comparative Performance by School Year*

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	N/A	N/A	N/A	N/A	N/A	N/A
2015-16	N/A	N/A	N/A	N/A	N/A	N/A
2016-17	N/A	N/A	N/A	N/A	N/A	N/A



# ANNUAL ACCOUNTABILITY PLAN

## Goal 1: Growth Measure<sup>1</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

### METHOD

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

### RESULTS AND EVALUATION

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

### ADDITIONAL EVIDENCE

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	N/A	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	N/A	N/A	N/A	50.0
7	N/A	N/A	N/A	50.0
8	N/A	N/A	N/A	50.0
All	N/A	N/A	N/A	50.0

## Goal 3: Optional Measure

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	N/A

## ACTION PLAN

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

During the 2017-2018 school year, Bronx Charter School for Excellence 3 used a program that has the core tenets of mathematical instruction (i.e. computational, procedural and conceptual) to support and enable success with authentic problem solving activities. The Math in Focus program with problem solving as the center of math learning and concepts taught with a concrete–pictorial–abstract learning progression through real-world, hands-on experience is a program that focuses on making connections and unpacking mathematical skills and concepts. Our enriched curriculum supports the goals of the Common Core State Standards for Mathematics, is research-based and

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focuses on classroom learning, discussion, and practice while balancing conceptual understanding, visual learning, and problem solving. On a daily basis students are asked to demonstrate their mastery of basic concepts so that these skills can move to a level of automaticity, allowing more time to be spent on robust and challenging mathematical questions. Our focus is on making our students fluent in mathematics as evidenced by their ability to tackle concepts from a variety of angles. The program was supported with resources from EngageNY to align to the Common Core standards. All grades are expected to master both content and mathematical processes appropriate for their age/grade.

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

This year our professional development focused on program implementation, creating meaningful math conversations within the classroom, looking closely at the Common Core standards by attending professional development sessions and examining sample tasks offered by New York State and other educational agencies and organizations.

### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

### METHOD

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

2017-18 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>2</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

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## RESULTS AND EVALUATION

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

Performance on 2017-18 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

## ADDITIONAL EVIDENCE

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

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## METHOD

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

## RESULTS AND EVALUATION

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	N/A	N/A	N/A	N/A

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

## METHOD

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

## RESULTS AND EVALUATION

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

2017-18 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

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## ADDITIONAL EVIDENCE

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 2: Comparative Measure

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

## METHOD

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

## RESULTS AND EVALUATION

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A

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7	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### School's Overall Comparative Performance:

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

## ADDITIONAL EVIDENCE

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	N/A	N/A	N/A	N/A	N/A	N/A
2015-16	N/A	N/A	N/A	N/A	N/A	N/A
2016-17	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 2: Growth Measure<sup>3</sup>

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

## METHOD

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

## RESULTS AND EVALUATION

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

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## 2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	N/A	50.0
5	N/A	50.0
6	N/A	50.0
7	N/A	50.0
8	N/A	50.0
All	N/A	50.0

### ADDITIONAL EVIDENCE

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

## Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	N/A	N/A	N/A	50.0
5	N/A	N/A	N/A	50.0
6	N/A	N/A	N/A	50.0
7	N/A	N/A	N/A	50.0
8	N/A	N/A	N/A	50.0
All	N/A	N/A	N/A	50.0

### Goal 4: Optional Measure

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

### SUMMARY OF THE MATHEMATICS GOAL

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

Type	Measure	Outcome
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Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	N/A
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	N/A

## ACTION PLAN

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

## GOAL 3: SCIENCE

### Goal 3: Science

The students will demonstrate proficiency relative to science achievement.

### BACKGROUND

The Bronx Charter School for Excellence 3's science curriculum is based on the FOSS Science curriculum, New York State standards, common core curriculum, and the next generation science standards which focus on three major strands- the physical environment, earth and space, and the living environment integrated with mathematics and technology. Under the direct guidance of the standards, key ideas and performance indicators, the science program has an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21<sup>st</sup> century.

Science instruction is differentiated for all learning styles and incorporates several methods of instructional delivery and assessment. Instruction emphasizes active, hands-on explorations in the early grades that help students build their own understands of key concepts and invites students to develop and explain concepts in their own words orally through writing and drawing. Students are provided with options and projects that will allow them to demonstrate mastery of content. When

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young learners are actively engaged in the discovery process effectively, their natural curiosity leads them to explore, discover and learn about the natural world.

Professional development was offered consistently for the 2017-2018 school year. It provided the classroom teachers with support in program implementation, opportunities to explore resources, and models of STEM questioning, discussion techniques, and explorations. Talented, certified teachers participated in professional workshops to enhance inquiry-based explorations and build on developing more hands experiences using more student led experiments with teacher support. In turn, students built skills needed to investigate and then explain the world that surrounds them. Teacher professional development directly and indirectly affects students. Students learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

### METHOD

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

### RESULTS AND EVALUATION

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

Charter School Performance on 2017-18 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

### ADDITIONAL EVIDENCE

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

Science Performance by Grade Level and School Year

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Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

### Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

### METHOD

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

### RESULTS AND EVALUATION

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

#### 2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>4</sup>	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A

### ADDITIONAL EVIDENCE

**This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.**

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their
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	Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

## Goal 5: Optional Measure

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

METHOD:

RESULTS AND EVALUATION:

ADDITIONAL EVIDENCE:

## SUMMARY OF THE SCIENCE GOAL

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

## ACTION PLAN

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year, which does not include New York State testing grades.

## GOAL 4: ESSA

### Goal 4: ESSA

Under the state's ESSA accountability system, The school's accountability status will be "Good Standing" each year.

### Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

## RESULTS AND EVALUATION

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year.

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## ADDITIONAL EVIDENCE

This section is not applicable to Bronx Charter School for Excellence 3 as a result of the school being in operation for only one year.

### Accountability Status by Year

Year	Status
2015-16	N/A
2016-17	N/A
2017-18	N/A

## APPENDIX A: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

### Goal 5: Parent Satisfaction

Parents will express a high satisfaction rating with the school.

### Goal 5: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

## METHOD

For the first operational year, Bronx Charter School for Excellence 2 used the 2017-2018 NYC School Quality Guide Survey and Report, which is used for the NYC Public Schools. It serves as a resource to unveil and assess parents’ views and values of their child’s learning environment.

## RESULTS

The results of the parent participation in the 2017-2018 NYC School Quality Guide Parent Survey demonstrated that 77% of the families with children enrolled in Bronx Charter School for Excellence 3 participated in the survey. Of the 180 families at BCSE 3, 116 families responded to the 2017-2018 NYC Learning Environment Survey. Displayed in percentages, the family respondents were satisfied with respect to four highlighted categories: 1) Academic Expectations – 96%, 2) Communication – 97%, 3) Engagement - 96%, and 4) Safety and Respect – 96%.

### 2017-18 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
116	150	77%

### 2017-18 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	96%
Communication	97%
Engagement	96%
Safety & Respect	96%

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## EVALUATION

The above mentioned, with 77% of families completing the 2017-2018 NYC Learning Environment Survey, reflect immense parent satisfaction. Within each category, a balanced range of questions allow parents to examine and express their level of satisfaction with the overall quality of their child's education and the learning environment of BCSE 3. In comparison to last year's results of the NYC Learning Environment Survey Report, family satisfaction slightly changed. During school community gatherings, the BCSE 3 staff likened survey completion to their support of school functions and events. Engaged parents will voice their needs and uphold their parental responsibilities. Indeed, this year's survey helped them to do so.

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

Bronx Charter School for Excellence 3 will continue to conduct NYC Learning Environment Survey during Spring Parent-Teacher conferences to ensure, increase and encourage parent participation as well as continue to send reminders to the families. BCSE 3 will continue to research different ways to increase parents to participate in the survey.

### Goal 6: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

## METHOD

Every student that is admitted or discharged from the school is entered into ATS. This system maintains the details of each child and we use the information in ATS to finalize our numbers. We count all children who are discharged after June 30<sup>th</sup> through early September. In the spring, we ask parents to complete an "Intent to Return" form to provide BCSE 3 with a tentative commitment to reserve space.

## RESULTS

**This section not applicable to Bronx Charter School for Excellence 3 as a result of the school being in its first year of operation.**

### 2017-18 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
N/A	N/A	N/A	N/A



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## EVALUATION

This section not applicable to Bronx Charter School for Excellence 3 as a result of the school being in its first year of operation.

## ADDITIONAL EVIDENCE

Year	Retention Rate
2015-16	N/A
2016-17	N/A
2017-18	N/A

### Goal 6: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

## METHOD

Attendance is taken every morning and entered into NYCDOE's ATS system. Daily, monthly and annual attendance reports are calculated by child, class and school and can be requested in a variety of reports.

## RESULTS

In 2017-2018, the school maintained a rate of 95% attendance and ended the year with an average of 96.1%.

### 2017-18 Attendance

Grade	Average Daily Attendance Rate
K	95.7%
1	96.4%
Overall	96.1%

## EVALUATION

Successfully, the measure was met. The school's daily attendance rate of at least 95 percent exceeded the schools target by 1.1%.

## ADDITIONAL EVIDENCE

Year	Average Daily Attendance Rate
2017-18	96.1%