

Bronx Academy of Promise Charter School: 2010-11 Progress Toward Charter Goals

Academic Goals Table

2010-11 Progress Toward Attainment of Academic Charter Goals					
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective			2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, 75 percent of students in the grades assessed will perform at or above Level 3 on the New York State ELA examination.	2011 NYS ELA Exam				<p>BAOPCS did not meet this measure.</p> <p>In 2011-12, BAOPCS has incorporated a new Academic Intervention Program to be implemented during the school day for students who have been identified in need of academic assistance. Two full-time academic intervention service providers will deliver support in ELA and math during the school day via push-in & pull-out approaches. One floating TA has been hired to support each grade to help with small group instruction. In addition, a Saturday school program will be offered during the winter months, to specifically work on skills needed to improve performance levels on the NYS ELA exam. Furthermore, a Data Team process has been implemented to create a learning community which will analyze the data to help drive instruction on individual grade level.</p>
	Grade	Population	Number Tested	Percent Scoring at Levels 3 & 4	
	3	All Students	60	18	
		Cohort	49	14	
	4	All Students	63	33	
		Cohort	56	36	
	All	All Students	123	27	
Cohort		105	26		

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Each year, 75 percent of students in the grades assessed will perform at or above Level 3 on the New York State Mathematics examination.	2011 NYS Math Exam				<p>BAOPCS did not meet this measure.</p> <p>In 2011-12, BAOPCS will offer a Saturday school program during the winter months to specifically work on skills needed to improve performance levels on the NYS math exam and build on basic math skills and concepts. In addition, BAOPCS has incorporated a new Academic Intervention Program to be implemented during the school day for students who have been identified in need of academic assistance. Two full-time academic intervention service providers will deliver support in ELA and math during the school day via push-in & pull-out approaches. One floating TA has been hired to support each grade to help with small group instruction.</p> <p>Furthermore, a Data Team process has been implemented to create a learning community which will analyze the data to help drive instruction on individual grade level.</p>
	Grade	Population	Number Tested	Percent Scoring at Levels 3 & 4	
	3	All Students	59	32	
		Cohort	48	31	
	4	All Students	63	40	
		Cohort	56	39	
	All	All Students	122	36	
		Cohort	104	<u>36</u>	

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For years 2 through 5 of our proposed charter, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.	Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11				Please refer to the aforementioned updates to the ELA program.															
		<table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2">Cohort Size</th> <th colspan="3">Percent Performing At or Above Level 3</th> <th rowspan="2">Target Achieved</th> </tr> <tr> <th>2009-10</th> <th>Target</th> <th>2010-11</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>59</td> <td>46%</td> <td>60.5</td> <td>34%</td> <td>No</td> </tr> </tbody> </table>			Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved	2009-10	Target	2010-11	4	59	46%	60.5	34%	No	
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Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools	NYCDOE Progress Report	BAOPCS did not meet this measure. The school's results on the NYS ELA exam placed it below average on the peer range.			Please refer to the aforementioned updates to the ELA program.															
Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools.	NYCDOE Progress Report	BAOPCS did not meet this measure. The school's results on the NYS math exam placed it below average on the peer range.			Please refer to the aforementioned updates to the math program.															

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Each year, the school will make Adequate Yearly Progress (AYP) in ELA, math and science.	NYS Report Card	BAOPCS did not meet this measure. Based on the pre-AOR that is posted in NYSTART, the school did not make adequate yearly progress in ELA, but did in math and science.	Please refer to the aforementioned updates to the ELA program.																													
The percent of students scoring at Level 3 or 4 in the NYS ELA will meet or exceed the percent of students elsewhere in NYC District #9 scoring at Level 3 or 4.	<table border="1"> <thead> <tr> <th colspan="4">2011 NYS ELA Exam</th> </tr> <tr> <th>Grade</th> <th>BAOPCS</th> <th>Percent Scoring at Levels 3 & 4</th> <th>District 9 Percent at Levels 3 & 4</th> </tr> </thead> <tbody> <tr> <td rowspan="2">3</td> <td>All Students</td> <td>18</td> <td>31</td> </tr> <tr> <td>Cohort</td> <td>14</td> <td></td> </tr> <tr> <td rowspan="2">4</td> <td>All Students</td> <td>33</td> <td>33</td> </tr> <tr> <td>Cohort</td> <td>36</td> <td></td> </tr> <tr> <td rowspan="2">All</td> <td>All Students</td> <td>27</td> <td>32</td> </tr> <tr> <td>Cohort</td> <td>26</td> <td></td> </tr> </tbody> </table>	2011 NYS ELA Exam				Grade	BAOPCS	Percent Scoring at Levels 3 & 4	District 9 Percent at Levels 3 & 4	3	All Students	18	31	Cohort	14		4	All Students	33	33	Cohort	36		All	All Students	27	32	Cohort	26		BAOPCS did not meet this measure.	Please refer to the aforementioned updates to the ELA program.
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The percent of students scoring at Level 3 or 4 on the NYS Math will meet or exceed the percent of students in NYC District # 9 scoring at Level 3 or 4.	2011 NYS Math Exam				BAOPCS did not meet this measure.	Please refer to the aforementioned updates to the math program.		
	Grade	BAOPCS	Percent Scoring at Levels 3 & 4	District 9 Percent at Levels 3 & 4				
	3	All Students	32	39				
		Cohort	31					
	4	All Students	40	43				
		Cohort	39					
	All	All Students	36	41				
Cohort		36						
Each year, the percent of students scoring Levels 3 and 4 on the NYS ELA exam will increase by at least 8 percentage points annually, until it reaches and stays at 100%.	NYS ELA Exam Percent of All Students Scoring at Levels 3 & 4			BAOPCS did not meet this measure.	Please refer to the aforementioned updates to the ELA program.			
	<table border="1"> <tr> <td>2010</td> <td>2011</td> </tr> <tr> <td>45%</td> <td>26%</td> </tr> </table>		2010	2011	45%	26%		
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Each year, the percent of students scoring at Level 1 on the NYS ELA exam will be lower than the percent of students in the rest of the school district scoring at Level 1.	NYS ELA Exam Percent of All Grade 3-4 Students Scoring at Level 1 <table border="1"> <tr> <td align="center"><u>BAOPCS</u></td> <td align="center"><u>Bronx District 9</u></td> </tr> <tr> <td align="center">15%</td> <td align="center">21%</td> </tr> </table>	<u>BAOPCS</u>	<u>Bronx District 9</u>	15%	21%	BAOPCS met this measure.	
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Each year, the percent of students scoring Level 1 on the NYS ELA exam will decrease by at least 8 percentage points annually, until it reaches and stays at 0%.	NYS ELA Exam Percent of All Students Scoring at Level 1 <table border="1"> <tr> <td align="center">2010</td> <td align="center">2011</td> </tr> <tr> <td align="center">17%</td> <td align="center">15%</td> </tr> </table>	2010	2011	17%	15%	BAOPCS is making progress toward achieving this measure. The percentage of students performing at Level 1 on the NYS ELA exam decreased, but by fewer than 8 percent.	Please refer to the aforementioned updates to the ELA program.
2010	2011						
17%	15%						
Each year, the percent of students scoring Level 1 on the NYS Math exam will decrease by at least 8 percentage points annually, until it reaches and stays at 0%.	NYS Mathematics Exam Percent of All Students Scoring at Level 1 <table border="1"> <tr> <td align="center">2010</td> <td align="center">2011</td> </tr> <tr> <td align="center">7%</td> <td align="center">5%</td> </tr> </table>	2010	2011	7%	5%	BAOPCS is making progress toward achieving this measure. The percentage of students performing at Level 1 on the NYS Math exam decreased, but by fewer than 8 percent.	Please refer to the aforementioned updates to the math program.
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Each grade-level cohort will reduce by one-half the gap between prior year NCE group average in Reading (TerraNova) and an NCE group average of 50.	<p align="center">Terra Nova Reading Test Form G-11 Mean NCE</p> <table border="1"> <thead> <tr> <th></th> <th>June '10</th> <th>Target</th> <th>June '11</th> </tr> </thead> <tbody> <tr> <td>Cohort 1 1st '10/2nd '11</td> <td>46</td> <td>48</td> <td>44</td> </tr> <tr> <td>Cohort 2 2nd '10/ 3rd '11</td> <td>40</td> <td>45</td> <td>40</td> </tr> <tr> <td>Cohort 3 3rd '10/4th '11</td> <td>44</td> <td>47</td> <td>43</td> </tr> </tbody> </table> <p>*Only cohort students who have a score for each test administration are included in the mean NCE.</p>		June '10	Target	June '11	Cohort 1 1 st '10/2 nd '11	46	48	44	Cohort 2 2 nd '10/ 3 rd '11	40	45	40	Cohort 3 3 rd '10/4 th '11	44	47	43	BAOPCS did not meet this measure.	Please refer to the aforementioned updates to the ELA program.
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	June '10	Target	June '11																
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By grade 6, children who have been in the school at least 5 years will demonstrate proficiency in Spanish, as evidenced by their performance on standardized tests.	Not Applicable K-4		

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Organizational Goals Table

2010-11 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, the school will have a daily student attendance rate of at least 95 percent.	ATS Attendance Data	BAOPCS met this measure. The attendance rate is 95.37% for the 2010-11 school year.	
At least 95% of the students will re-enroll at the school each year, not including any who might leave due to geographic reasons.	Families surveyed on plans for the fall	BAOPCS met this measure. 99% of students remaining in the area plan to return in the fall.	
Each year, the students' grade promotion rate will meet or exceed the district's rate, while adhering to standards for grade promotion that are consistent with NYC's standards.	School Records	BAOPCS met this measure. 99% of students were promoted to the next grade. Although, we are unable to get the promotion rate from the local district, we are confident that it is likely below 99%.	
Each year, the school will comply with all applicable laws, rules, regulations and contract terms applicable to charter schools including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board Policies and Meetings	BAOPCS did not meet this measure. Unfortunately, BAOPCS failed to submit the 2010 Annual Report due to a transition in leadership. Because the annual report submission date was delayed until Nov. 1, 2010 the outgoing school leader did not complete the report. This went unnoticed by the interim leader, but the current leader who began in March took action to have the report completed as soon as possible. However, it was difficult to back track and locate all the necessary	BAOPCS will generally and substantially comply with all applicable laws, rules and regulations. The Board takes legal compliance matters very seriously and has retained outside counsel to ensure compliance with all relevant laws. BAPCS has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met. BAPCS' staff has been trained with respect to all applicable procedures and systems. The staff is empowered

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Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
		data. As of now, the report has been submitted and will be completed on time each year.	to identify and address any possible legal or compliance issues and report these matters to the Board or its counsel.
Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	ATS Enrollment Data This will be maintained on an ongoing basis and monitored bi-monthly.	BAOPCS met this measure. The planned student enrollment was 320 and the actual enrollment was 312, well within 15% of capacity.	

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Financial Goals Table

2010-11 Progress Toward Attainment of Financial Charter Goals			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Independent Audit	BAOPCS met this measure. An independent financial audit was conducted and the firm issued an unqualified opinion. There were no findings on the management letter.	
Each year, the school will operate on a balanced budget and maintain a stable cash flow.	The budget is reviewed month to month by the Finance Committee of the Board of Trustees.	BAOPCS met this measure. The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	

Bronx Academy of Promise Charter School: 2010-11 Progress Toward Charter Goals

Charter-Specific Goals Table¹

2010-11 Progress Toward Attainment of Charter-Specific Goals											
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2010-11 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective								
Each year, each child will successfully complete two career education projects that are developmentally appropriate to research a career category and define the impact those working in the category have on the community.	School Records and Events	BAOPCS met this measure. Students each did a career assessment in which they indicated which careers appeal to them. They attended a career day, in which various representatives from the workforce spoke in the classrooms. Additionally, the guidance counselor and staff worked with students discussing character traits that are important for any job.									
Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of all parents provide a positive response to each of the survey items.	NYCDOE Learning Environment Survey	<p>BAOPCS did not meet this measure.</p> <table border="1"> <tr> <td>Acad. Expectations</td> <td>8.5</td> </tr> <tr> <td>Communication</td> <td>8.6</td> </tr> <tr> <td>Engagement</td> <td>8.2</td> </tr> <tr> <td>Safety and Respect</td> <td>9.1</td> </tr> </table> <p>Response Rate: 36%</p>	Acad. Expectations	8.5	Communication	8.6	Engagement	8.2	Safety and Respect	9.1	BAOPCS' parent response rate was disappointing. Although the parents who did participate in the survey responded quite favorably, we will offer more opportunities for parents to complete the survey to increase the parent response rate in 2011-12. Parents will be afforded time to complete the survey at school events, including parent-teacher conferences.
Acad. Expectations	8.5										
Communication	8.6										
Engagement	8.2										
Safety and Respect	9.1										

¹ Charter-specific goals can include objectives that support the school's model and/or essential characteristic, such as core area of expertise or theme (e.g. technology, arts, etc).