

PART I - ELIGIBILITY CERTIFICATION

12NY10

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12NY10

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 29 Elementary schools (includes K-8)
 (per district designation): 13 Middle/Junior high schools
16 High schools
0 K-12 schools
58 Total schools in district
2. District per-pupil expenditure: 16678

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	28	22	50
K	34	22	56		7	19	32	51
1	29	27	56		8	0	0	0
2	26	30	56		9	0	0	0
3	35	21	56		10	0	0	0
4	18	37	55		11	0	0	0
5	24	32	56		12	0	0	0
Total in Applying School:								436

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
13 % Asian
48 % Black or African American
39 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
0 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	436
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 5%
Total number of ELL students in the school: 22
Number of non-English languages represented: 15
Specify non-English languages:

Spanish, Bengali, Twi, Arabic, Fulani, Creole, Fra Fra, Wolof, Ibo, Italian, Hindi, Esha, French, Yoruba, Amharic

9. Percent of students eligible for free/reduced-priced meals: 77%

Total number of students who qualify: 335

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 10%

Total number of students served: 46

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>7</u>	<u>0</u>
Classroom teachers	<u>36</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>1</u>
Total number	<u>59</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

12:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	96%	95%	93%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

12NY10

Bronx Charter School for Excellence (BCSE) is in its eighth year of operation, serving 436 students in grades K-7. After a period of consistently strong program evaluations and strong student performance on state assessments, Bronx Excellence stands as the highest performing charter school in New York State with the combined average of 93% proficiency for all tested students on the state's English language arts and mathematics exams.

BCSE's mission, vision, and our ongoing quest for improvement all stem from one simple but powerful word: BELIEVE. We believe that *every* child has the ability to succeed; that education is about creating scholars for life and that great education is about the quality of learning. We are committed to our community and we are committed to sharing what we have learned with others.

An important part of our journey to this day, when we very proudly submit our application to be considered as a Blue Ribbon school, is recognition that our success has not come easily. In fact, despite careful planning and the best intentions of so many, Bronx Excellence faced significant challenges in its early years. Student achievement had stalled; school leaders, teachers and staff were not united in a common mission; and the school's authorizer, the Board of Trustees of the State University of New York, made clear that the school was not on track to earn charter renewal.

In 2007, the school's board of trustees and a new leadership team implemented a dramatic turnaround that addressed everything from length of the school day to the professional development provided to teachers. We invested in a back-to-basics academic model that placed a high priority on hiring teachers with a passion for the teaching profession; teachers who would work in partnership with our parents and instill in our students the highest of expectations. We created an inspiring team environment where school leaders, teachers and staff all recognize that they too are life-long learners who have a responsibility for the success of the school and our students. And importantly, in a community where three quarters of our students' families live at or below the poverty level, where 77% of our students qualify for the Federal free or reduced-price lunch program, and where so many of the problems that affect poverty-stricken communities such as unemployment, substance abuse, and domestic violence also impact our students' home lives, we established an environment of no excuses. We acknowledged that real problems exist everyday and we help in every way we can, but we worked to instill an understanding in every child that it is critical to their future that they find a way to make education a priority.

As this new environment took hold, we quickly began achieving our goals. BCSE received a full-term, five-year charter renewal in 2009. Student performance rose dramatically. For the past five years, BCSE has maintained one of the highest student *and* staff retention rates of any charter school in the state (96%).

Importantly, we continue to set goals. We began our quest to become a blue-ribbon school a little more than one year ago. We knew it was a tangible expression of all that we had achieved to our board, our teachers, staff and students. We also knew it would be another powerful vehicle to allow us to share our story with other schools, to share what we have learned and to learn from our fellow nominees.

The mission of the Bronx Charter School for Excellence is:

“...to prepare young people from New York City 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 will accomplish this by offering a challenging and rigorous academic curriculum—which at the earliest of grades will have an eye towards college preparation. To achieve this,

we will create a supportive and caring environment that at all times has high expectations of our students.”

We challenge ourselves to continuously RISE UP, emphasizing **R**esponsibility, **I**ntegrity, **S**uccess, **E**tiquette, **U**nity and **P**ride. We focus on the values of Respect, Citizenship, Teamwork, Honesty with a College-Bound Attitude. We provide teachers with ample access to technology, curriculum resources and regular professional development that is ongoing, differentiated and collaborative. Our teachers acknowledge that they are lifelong learners. Our staff is rewarded for high performance with discretionary bonuses.

BCSE’s academic program and school design principles propel student learning and achievement with these tenets below:

- high academic standards;
- a broad liberal arts-education;
- a “back to basics” educational approach;
- performance-based compensation for staff;
- clearly articulated behavior standards for students;
- school uniforms for students;
- a commitment to academic performance accountability through internal and external standardized assessments and student portfolio reviews;
- a commitment to financial accountability; and
- active parent involvement.

1. Assessment Results:

Bronx Charter School for Excellence is authorized by the State University of New York (SUNY). SUNY has been acknowledged as a model authorizer by the United States Department of Education and the National Association of Charter School Authorizers in large measure for its rigorous academic standards. As a SUNY authorized charter school, BCSE is required to adopt an academic accountability plan that is incorporated into its charter contract that includes a series of required goals and measures.

For elementary and middle schools, those measures fall in the following areas:

- absolute proficiency, including that 75% of students enrolled in their second year must score at proficiency or above on the state assessments in English language arts, mathematics, science and social studies;
- comparative performance, including performing better than expected when compared to similar (like percentages of free-lunch eligible students) district public schools in the state, and outperforming the district in which they are located; and
- growth measures, including that cohorts of students must increase the percentage of students testing at percentage of students testing at proficiency; and compliance with NCLB including that the school meets the state's annual performance goal.

In addition to our required state assessment proficiency measures of 75%, BCSE administers the Iowa Testing of Basics Skills (ITBS) and several local assessments that are associated with our curriculum. BCSE considers advanced and proficient performance of 85% and above as acceptable and up to the school's standards of high student achievement.

In reviewing BCSE performance data over time, there is one important thing to consider. In 2009-10 the state made modifications to the mathematics and English language arts assessments and raised the cut score that would define performing at proficiency. As a result of the new assessments and the shift in scoring, the majority of public schools in the state saw a significant drop in test scores both in 2009-10 and again, though to a lesser extent, in 2010-11. Also, raising the bar in this manner has caused a statewide drop in the percent of students scoring at proficiency levels 3 and 4. A student scoring at or above the new Basic standard (Level 2) is on track to pass the English or math Regents exam required for high school graduation. A student scoring at or above the new Proficiency standard (Level 3) is on track to earn a college-ready score on the English or math Regents Examination.

BCSE, however, saw overall average proficiency in mathematics actually increase in 2009-10 and 2010-11. Overall average proficiency in English language arts fell from 91% to 78% in 2009-10 – though the school still met its plan goal and outperformed the district of location by 39 percentage points. ELA test scores rebounded to 2008-09 levels on the 2010-11 administration.

The English language arts testing performance over the five-year period show a consistent improvement for all testing grades and cohorts. For example, although our 2006-07 first testing grade performed at a proficiency level of 47%, our third graders have consistently scored between 79% to 98%. 2007-08 was the first 4th grade testing administration and the students performed at a 91% proficiency level, with a drop for two years due to personnel changes, and ending with a drastic improvement from 67% to 95% by 2010-11. 2008-09 was the first 5th grade testing administration, and we have maintained consistent scores of 89% to 98%. Finally, with only one year of 6th grade scores for the 2010-11 academic year, due to

graduating our first 5th grade class in 2008-2009 because of facilities constraints, our students still performed at a 92% proficiency level.

The mathematics testing performance over the five-year period show not only a consistent improvement for all testing grades and cohorts, but just an overall level of high performance with a range of 79% to 100%. For example, our 2006-07 first testing grade performed at a proficiency level of 79% and our third graders have consistently scored between 79% to 99% for 5 years. 2007-08 was the first 4th grade testing administration and the students performed at a 100% proficiency level, with a range from 85% to 100% for 4 years. 2008-09 was the first 5th grade testing administration, and we have maintained consistent scores of 92%-100%. Finally, with only one year of 6th grade scores for the 2010-11 academic year, our students still performed at a 98% proficiency level.

In the most recent year's data there is no achievement gap of 10 or more percentage points between the test scores of all students and the test scores of subgroups in English language arts. In mathematics, there is an 11 percentage points gap between all the students tested on 5th grade and African American students, respectively 92% to 81%. We noted this gap and have created targeted intervention plans for these 4 students. Each student receives tutoring in specific challenge areas and the integration of technology has allowed teachers to modify abstract mathematical concepts.

2. Using Assessment Results:

The Bronx Charter School for Excellence has created a system for gathering assessment and evaluation data and uses it to improve instructional effectiveness and student learning. BCSE has refined its collection of data, data analysis and instructional implications to address staff members' ability to modify instruction and develop expertise in monitoring student learning while increasing our ability to inform all stakeholders of our students' academic achievement. The table below organizes these types of assessments and evaluations for several different purposes:

Type of Assessment or Evaluation	Curriculum & Common Core Standards Alignment	Frequency	Accessibility & Communication to stakeholders (staff, students, parents and board of trustees)	Evaluating & Reporting Program Effectiveness (NYS Accountability Plan)	Influencing Program Design Decisions	Influencing Instructional Decisions
NYS English Language Arts and Mathematics Tests	X	Annual	X	X	X	X
ITBS (Iowa Testing Basic Skills)	X	Once per year	X	X	X	X
DRA-2 (Developmental Reading Assessment-2)	X	Three times per year	X	X	X	X
Locally Developed Assessments	X	Weekly	X		X	X

Unit Tests	X	Every 4-6 weeks	X		X	X
Quizzes	X	Weekly	X		X	X
Portfolio (Authentic Assessments)	X	Every 4-6 weeks	X	X	X	X
Commercially Developed Assessments	X	Every 2-6 weeks	X		X	X
Informal Teacher Assessment: Checking for Understanding	X	Daily: Every Lesson			X	X
Benchmark Assessments	X	Three times per year	X		X	X
Writing Assessments	X	Every 2-6 weeks	X		X	X

Data gathered from eleven of the assessments or evaluations are analyzed by the Principal and discussed with grade level teams, the Deans and Learning Specialist to ultimately form classes and flexible reading groups. During these meetings instructional implications are discussed for optimal student learning. Below are examples of how assessment data has informed programmatic and instructional decisions in the past and how it will inform current and future decision making.

For example, results from the 2006-2007 NYS English Language Arts exam scores contributed to the decision to switch teaching assignments of strong, experienced teachers from early childhood grades to upper grades and completely overhaul the reading curriculum. A dedicated reading block with increased instructional time was added as well as adding the Saturday Academy for targeted instruction.

We also hired lead teachers who had expertise in early childhood education and literacy instruction. Another overhaul of the reading curriculum included an emphasis on phonemic awareness and phonics, with adding a dedicated reading block with increased instructional time, homogenous, flexible reading groups, directed coaching and modeling.

Formal and informal observations of teacher monitoring of student learning and questioning techniques by the Principal resulted in the support of the professional development training of Teachers College, Columbia University Teacher Academy. This included multiple sessions on student learning and differentiated instruction. This training was supplemented with daily on-going support from the leadership team.

The leadership team also monitors all unit tests, Developmental Reading Assessment-2 (DRA-2) scores, locally and commercially developed assessments. This data informs all programmatic decisions such as targeted grouping, at-risk intervention, enrichment and instructional effectiveness. Scheduled monitoring allows for the flexibility to make decisions that work and solve problems immediately. This is the area where the most novice teacher growth has been observed. Many teachers effectively use data to modify their lesson plans with varied instructional techniques.

Utilizing the Common Core State standards, benchmark assessments were created and administered at the beginning, middle and the end of the academic year that evaluate the effectiveness of curricular design,

teacher instruction and student learning of lesson objectives in all subject areas, especially in science, social studies, writing, Spanish, the arts and physical education and health.

Finally, our writing curriculum includes units of study and assessments for all students assessing their proficiency in different forms of written communication, with an emphasis on functional writing. This new type of assessment will also evaluate the effectiveness of our grammar and spelling programs.

3. Sharing Lessons Learned:

Bronx Charter School for Excellence has shared successful strategies with many district, charter, private and parochial schools. We began our work with sharing lessons learned with many New York City charter schools. We have presented several leadership development workshops that include successful strategies for building relationships and working through technical and adaptive challenges.

In partnership with the New York State Charter Association, our leadership team presented a workshop on effective hiring practices. Our presentation included techniques for marketing, recruitment, creating a teacher profile, procedures for hiring and retention strategies. Many members of the New York State charter school community attended and were able to apply these techniques immediately.

We have also worked with the associate superintendent of the New York City Archdiocese to review many strategies for analyzing New York State testing data. We were able to practice with item and trends analysis. The associate superintendent was able to apply the new techniques with her principals during a “data day” dedicated for testing analysis and curriculum planning.

Our leadership team presented several workshops on building a culture of data at the New York City Charter Center. The workshops included ways to establish a culture of data with all stakeholders and how to reinforce this culture through establishing high expectations and accountability measures that are consistently monitored. These particular workshops were catered for new school leaders, secondary leaders and support staff.

Our school has established a reputation as a central location to receive support for special education staff. We have held model teaching workshops which include strategies for intervention and working with at-risk groups. These workshops have been open to district, private and charter special education teachers.

Our leadership team and board of trustees serve as advisory members for several different charter schools in New York City. Our support has focused on areas of leadership development, hiring, board governance, policy creation, charter application support and literacy instruction. The charter schools who benefit from this support range from newer to established charters.

We have also worked with the New Haven Public Schools District in Connecticut to support new principals who are gearing up to turnaround failing schools. Our team presented on techniques of prioritization for school opening. Many of the leaders who attended this workshop were members of a selected group of high potential assistant principals.

4. Engaging Families and Communities:

Bronx Charter School for Excellence is grounded in the positive and engaging relationships that we cultivate with our families and community members. The relationships amongst staff members and families help create a safe, open dialogue to discuss and problem-solve while keeping in mind student needs. This occurs so that students will be better equipped to deal with circumstances and be able to count on the adults in their lives.

We begin our family engagement with new families during a “family chat.” During the family chat, we discuss all BCSE policies and guidelines. It is a space where the line of communication is established and continued throughout a students’ tenure at BCSE. During this time we drive home the importance of being partners and how we value communication. The family chat is a great forum for everyone to get to know each other and share ideas about student achievement.

At BCSE, we also provide several workshops for families. Our workshops range from curricular, safety and testing issues. All BCSE staff members participate in presentations for families. For example, we have trained parents with guided reading techniques that our teachers utilize in their daily lessons. We have definitely seen a boost in our students’ reading ability because reading at home mirrors the reading that takes place at school.

BCSE also has a PA (parents association) that fundraises and educates the community. Our PA presents many parent workshops that usually include members of our community, such as local businesses and educational institutions. Many parents enjoy these workshops because it gives them an opportunity to meet other parents while learning new information.

Finally, we feel that community engagement is vital for student success. It is partnerships with local businesses that round out the day for our scholars. Since many families work 2 or 3 jobs, we understand that quality afterschool programming is important for student success and safety. Therefore, in partnering with local afterschool programs, we have had workshops and fairs to expose community members and BCSE families to quality afterschool programming. We also host an annual multicultural fair in conjunction with our PA and entire community. There are many ethnicities and cultures represented at our school, so it is vital that we open our doors every year to all community members to share in the celebration of our school family and provide a safe space for cultural similarities and differences to be showcased.

1. Curriculum:

Bronx Charter School for Excellence has a comprehensive set of specific performance standards, organized by grade and core academic subject areas. The K-7 reading and mathematics programs were examined for alignment with Common Core State standards, content strands, content understandings and were analyzed in relation to BCSE's curriculum framework. When deficiencies were found in commercial programs we addressed the gap and instruction was modified to strengthen the deficient area. This supplemental curriculum enhanced our compliance with Common Core State standards. Technology, such as computers, interactive whiteboards and cameras are utilized and woven throughout all subjects for all grades.

Our reading program establishes coherence and continuity from grade to grade, balancing instructional time among the foundational reading components of phonemic awareness, decoding, reading fluency, vocabulary building and comprehension. With this program, students develop active strategies to construct meaning from print. The reading material is of high interest and students become heavily engaged which assists in their comprehension of the text. BCSE also utilizes novel study units on grades 3rd through 7th.

Our writing program employs the basic components of the Writing Workshop that are both grade-level appropriate and aligned from grade to grade. We utilize the writing workshop model for students to experience processed writing. The Writing Workshop program directs students to learn to communicate effectively; to develop knowledge of the English written language system with an emphasis on syntax and discourse; to understand the connections between reading and writing in developing writers; and to develop a love of writing.

The balanced mathematics program, includes a curriculum that enables students to learn mathematical content and become lifelong mathematical thinkers. The curriculum is grounded in conceptual understanding, computational fluency and problem solving. All grades are expected to master both content and mathematical processes appropriate for their age and grade.

The Bronx Charter School for Excellence science curriculum is based on three major strands—the physical environment, earth and space, and the living environment integrated with mathematics and technology. Our science program has an inquiry-based approach to learning.

Our social studies program is Common Core State standards-based, rigorous and teacher developed. Moreover, BCSE upholds its belief for the social studies program to have minimal use of standardized textbooks and more of an instructional program that builds core knowledge.

BCSE believes that through the study of the arts, visual and performing, that all of our students have an opportunity to express themselves differently than what they would in their core classes. The visual arts, music and dance classes allow students to learn skills of cooperation, perspective, appreciation and interpretation.

Finally, BCSE's physical education and health program was created to combat the poor eating habits and incidents of obesity that are prevalent in the Bronx. Our program includes a balanced physical education program for all students while exposing our students to lessons on proper hygiene and healthy food choices.

Our 5th through 8th grade students are enrolled in a Spanish course that is relevant to their developmental level. We have differentiated our curriculum to address the needs of our students who are native speakers. Our students are also exposed to Spanish culture from different countries.

From the earliest grades we expose our entire student body to college and careers through fairs, speakers and presentations. At the middle school level, we have a high school placement team that has created a course and program to expose our students to college and career experiences, through presentations and campus visits.

2. Reading/English:

Bronx Charter School for Excellence implements a high quality comprehensive English Language Arts curriculum that is aligned to the Common Core State standards for K through 7th 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. Our reading 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. To prepare our students for our rigorous middle school English program, we have included novel study units and guided reading groups that push students to read books that are above their instructional reading level.

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. BCSE makes every effort to teach and reach all scholars through our reading intervention program. Our classes get support from our Learning Specialist to help identify students who need early intervention/prevention in the areas of phonemic awareness, phonics and fluency. Supplemental instructional materials are provided to support an intervention program to meet the needs of identified students. An extra block of reading intervention utilizing the *Wilson Foundations* program will be given to these students. Students who receive early intervention will be monitored on a weekly basis for short term goal improvement. We have also created enrichment activities for students who are above grade level, that include literature circles at or above their reading levels. We have also included activities that integrate other subjects with reading instruction, such as social studies and science.

The middle school English curriculum consists of a combination of anthology and novel reading combined with Writers Workshop. Ninety minutes are allocated for ELA each day, with a minimum of 50 minutes devoted to reading. For reading, a published program is used in concert with award winning novels. The anthology of literature that we use is directly aligned with Common Core State standards to help ensure accurate content delivery and support for the NYS ELA assessment given in each grade. A wide variety of genres, word study/vocabulary enrichment, differentiated material and connections to the Writers Workshop allow for balanced instruction. In addition, each unit begins with essential questions that usher students from knowledge and understanding to synthesis and evaluation. The award winning novels are directly tied to broader concepts and themes taught in other disciplines. Therefore, not only are reading engagement and stamina increased, but so are the connections that allow scholars to make better meaning and sense of the world around them. A minimum of four novels are taught each year.

The Writers Workshop builds upon the writing that scholars produced in the elementary years. Narrative, informational and poetic writing are developed through the writing process to create substantive, craft rich pieces. However, there is an added emphasis on functional writings due to their prevalence in the

academic world. To meet this need, Writers Workshop is taught for a minimum of 30 minutes each day, of which at least one period per week will focus on explicit grammar, usage, or mechanics instruction.

Our middle school classes get support from the Leadership team and Learning Specialist to identify students who need intervention and support in the areas of vocabulary development, reading comprehension, higher-order thinking. Supplemental instructional materials are given to support an intervention program. The few upper grade students who still need support with phonics and fluency receive an extra reading block to support their improvement in these areas. Students who are performing above grade level in English also have opportunities to participate in self-guided, self-selected independent performance-based projects that are facilitated by members of the English staff.

3. Mathematics:

Bronx Charter School for Excellence implements a high quality comprehensive Mathematics curriculum that is aligned to the Common Core State Standards. The balanced mathematics program, Everyday Mathematics, includes a curriculum that enables students to learn more mathematical content and become lifelong mathematical thinkers. The curriculum is grounded in conceptual understanding, procedural fluency and problem solving. The expectation for a student at Bronx Charter School for Excellence is that they become mathematicians. All grades are expected to not only know content, but all the processes of mathematics. Our enriched curriculum includes linking past experiences to new concepts; sharing ideas through discussion; solving problems that relate to everyday situations; cooperative learning through partner and small group activities; developing concept readiness through hands-on activities and explorations; increasing “fact power” through games; solving problems using multiple strategies; using mathematics in daily classroom routines; providing a variety of assessment opportunities. Our assessment program in mathematics includes unit-based tests that check progress for concept mastery and review of past content. We also include constructed responses, games and activities that are project-based (group or individual) that are included in a portfolio assessment.

Middle school students continue to work with a coherent, focused, and demanding Common Core State standards aligned mathematics curriculum that reflects the logical and sequential nature of mathematics. The curriculum simultaneously develops conceptual understanding, computational fluency, and problem-solving skills. BCSE also recognizes that the study of advanced math involves a high level of procedural fluency that supports conceptual understanding. Concepts are presented in a logical fashion, and more complicated concepts are not introduced until the fundamentals are mastered.

Our intention is that many students will be able to complete Algebra by the end of eighth grade. In order to achieve this, students will be required to master the core building blocks of algebra by sixth grade. These core building blocks include: 1) fluency with whole numbers; 2) fluency with fractions; 3) fluency with certain aspects of geometry and measurement. This formula will ultimately allow for increased access to meaningful high school and college math courses.

Differentiated classroom instruction, flexible grouping, and immediate intervention for students who are not mastering math standards give students the individual instruction they need to succeed in math as well as advanced sections and groups are created to enrich the math experience of students who are above grade level.

4. Additional Curriculum Area:

The Bronx Charter School for Excellence (BCSE) science curriculum is based on the New York State standards and common core curriculum. The program emphasizes three major strands in kindergarten through the eighth grade—the physical environment, earth and space, and the living environment. Science content specialists offer a challenging academic curriculum and enrichment using an array of strategies to facilitate multiple learning styles. Teacher collaboration and professional development support effective

teaching and student learning. Hence, science instruction is geared to provide students with opportunities to interact with and to understand the natural world. Through inquiry-based explorations, such as laboratory and digital experiments, students build skills they need to investigate the unknown while generating questions to be solved. Our approach allows students to practice solving problems creatively, think critically, work cooperatively in teams, use technology effectively, and develop positive science attitudes. In turn, they build core science knowledge, increase scientific literacy and value life-long scientific learning.

The elementary science program has an inquiry-based approach to learning. BCSE teachers know that lifelong scientific literacy begins with building attitudes and interest in the earliest years. When young learners are actively engaged in the discovery process, their natural curiosity leads them to explore, discover and learn about the natural world. K-4 students become familiar with understanding basic theories that guide them through multiple investigations. Thus, interactive activities with common materials and living things in their environments engage students to have direct experiences to learn about diversity, make connections and unify concepts and processes.

The middle school science program prepares our students to further develop and cultivate science abilities and understanding. The goal is for students to be able to explain, both accurately and with appropriate depth, the big ideas. Moreover, they learn to communicate thoughts about science knowledge. With trial and error, practice and inquiry, students will begin to recognize the relationship between explanation and evidence. Thus, students in grades 5-8 demonstrate their understanding of science process, skills and procedures. At least four, award-winning high interest trade books a year are included in the curriculum to inspire and captivate our students and serve as a “stimulus” to new science content. High-interest books help transform scientific concepts into fluid text that is real. In all, varied opportunities allow BCSE students to use appropriate scientific language, acquire essential skills and demonstrate proficiency toward the eighth-grade science exit project, other competitive examinations and overall mission attainment.

5. Instructional Methods:

The Bronx Charter School for Excellence has been effective in supporting all students by including sufficient resources, providing differentiated instruction and appropriate academic interventions. Our Learning Specialist provides Academic Intervention Services (A.I.S) through pull-out sessions for all students, especially special education and English language learners, who are struggling in reading and mathematics. Our daily reading block for Kindergarten through Grade 7 is modified and leveled for instruction based on student needs. At the elementary school, all instructional staff members provide reading instruction during this time to maintain small, effective instructional groups. During reading instruction and English class there are at least 4 instructional staff members who work with a grade level cohort or specific class. This allows for a ratio of 13 students per adult.

All regular education teachers utilize effective strategies to support students who are struggling in their classroom. Many lessons are modified to meet the needs of all learning types and can be supplemented to enhance understanding. Regular education teachers consult regularly with the Special Education Coordinator to discuss best practices in differentiating instruction for students with I.E.P.’s and “at-risk” students in the general education classroom. The Special Education Coordinator models effective strategies for regular education teachers by providing resources and assisting in creating academic intervention plans for students.

BCSE utilizes technology to support instruction in several different modalities. Our whole-class instructional capabilities were increased by the use of projectors and interactive whiteboards. The interactive whiteboards will aid in instruction by introducing internet-based videos, software programs such as early childhood phonics reinforcement, reading comprehension and mathematics. We also have two computer labs where classroom teachers can utilize computers to enhance students’ research and publishing skills.

The leadership team supports all instructional staff with differentiating instruction for all students. Lesson plans are monitored on a weekly basis. Lesson planning takes place during common planning periods to assist teachers with modifying their lessons. Members of the leadership team also model lessons utilizing varied instructional techniques.

6. Professional Development:

The Kindergarten through 8th grade professional development program at Bronx Charter School for Excellence supports the entire instructional and non-instructional staff in meeting student academic needs and school-wide goals. Our professional development program focuses on high student achievement by supporting and developing staff in the areas of content knowledge, instructional delivery and reflective growth.

Our entire staff is expected to be the masters of their content area through studying and learning new information, whether it is academic, operations or supervision. Classroom teachers are supported in creating standards-based curriculum and by participating in these exercises they gain content knowledge which directly impact student learning because they are able to navigate the content with ease and create lessons that are engaging, meaningful and often differentiated. When our teachers have mastered the content, they understand how to modify their instruction by utilizing different techniques to reach all learners. Through content knowledge coupled with effective instructional delivery, our instructional staff is well-equipped to impact learning and overcome unique learning challenges of our student population.

Our non-instructional staff must stay current with the content in their areas of responsibility too. They accomplish this by constantly researching best practices to support their respective teams. The academic leadership team supports all instructional staff with curriculum development and instructional delivery through modeling, planning sessions, constant feedback with monitoring of instruction and assessments. In addition, our operations and facilities teams are supported with the same vigor to be masters of content because their role is vital in maintaining a fully functional and operational environment conducive for high student achievement.

We also require all staff to nurture their growth through professional growth activities that allow them to be reflective, creative and analytical while meeting the needs of our school community. Through our professional growth plans, we encourage and expect all staff to become reflective practitioners in their area of expertise. The structure of the program allows for differentiated development and an individual plan for each faculty member. Teachers and non-instructional staff annually accumulate 200 hours of professional growth through graduate study, coursework, leadership activities, conferences, institutes, mentorship, study groups, special school projects of their interest and certification programs for operations and facilities maintenance. As an institution of life-long learners, we know that to seriously impact learning and address learning challenges of our scholars that every staff member must be reflective in their practice by continuing to grow.

7. School Leadership:

Bronx Charter School for Excellence's leadership team functions as a unit for high academic standards. Each member plays an integral part in ensuring all policies and programs are implemented with fidelity and efficiency. The role of principal is that of instructional leader with the support of the director of finance and operations as the person in charge of non-instructional responsibilities, such as operations, facilities and budget. The principal is in charge of making all instructional decisions with the Deans, supervises and develops the teachers, coaches members of the leadership team and fosters relationships with students and families.

The instructional leadership team includes a principal/head of school, two academic deans, two deans' of students, a director of finance of operations and a director of development. The Bronx Charter School for Excellence's leadership team consists of educators who have over 15 years of successful teaching and

leadership experience in various settings, such as elementary and secondary, including general and special education. Our non-instructional leaders have over 15 years experience in working in non-profit organizations. Each member of the team brings a level of expertise that is complemented by the other members. The team's pedagogical underpinnings are characterized by a strong commitment to be an effective group with a solid working relationship, that reflects and problem solves collaboratively.

Each member has had individual success with school improvement initiatives including promoting positive school culture, increasing student performance scores, reforming special education and promoting teacher professional development. Over the past 5 years, the leadership team has built a foundation of regular communication and working closely together to analyze data, develop teachers, build trust amongst staff members and build an excellent rapport with all stakeholders. Our efforts have resulted in increased student achievement on all grade levels.

Although the instructional and non-instructional team members have clearly defined job descriptions and administrative roles, we offer support in any area as needed to improve student achievement and support instructional priorities for the school. Our leadership styles are clear and distinct and at the same time complementary to meet the needs for all individual staff members.

In addition, the leadership team created a comprehensive and on-going system for teacher evaluations. The professional growth plan was created to align with the SUNY Charter Renewal Benchmarks and BCSE's academic Accountability Plan goals. These measures are included within the four domains of professional practice for teachers. Teachers are given feedback formally and informally on a daily or weekly basis and the data from the observations often result in modeling, coaching, instructional or curricular modifications.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: NYSTP Mathematics

Edition/Publication Year: Annual Publication Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	99	88	98	96	79
Level 4	45	25	29	37	26
Number of students tested	56	52	52	51	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	100	88	98	97	83
Level 4	49	27	27	43	34
Number of students tested	39	41	41	35	29
2. African American Students					
Level 3 & Level 4	100	93	96	96	83
Level 4	43	23	24	39	23
Number of students tested	30	30	25	28	30
3. Hispanic or Latino Students					
Level 3 & Level 4	96	78	100	0	0
Level 4	41	61	31	0	0
Number of students tested	22	18	26	20	11
4. Special Education Students					
Level 3 & Level 4				82	
Level 4				0	
Number of students tested	5	7	7	11	3
5. English Language Learner Students					
Level 3 & Level 4				96	
Level 4				37	
Number of students tested	1	1	2	51	2
6. Female					
Level 3 & Level 4	98	87	100	97	76
Level 4	49	23	27	22	29
Number of students tested	35	30	26	32	21
NOTES:					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: NYSTP English Language Arts

Edition/Publication Year: Annual Publication Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and Level 4	80	79	98	82	47
Level 4	5	27	6	6	2
Number of students tested	56	52	52	51	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	87	80	98	86	47
Level 4	5	20	7	3	3
Number of students tested	39	41	41	35	30
2. African American Students					
Level 3 and Level 4	90	77	96	86	48
Level 4	7	20	12	7	3
Number of students tested	30	30	25	28	31
3. Hispanic or Latino Students					
Level 3 and Level 4	78	83	100	0	0
Level 4	5	39	0	0	0
Number of students tested	22	18	26	20	11
4. Special Education Students					
Level 3 and Level 4				73	
Level 4				9	
Number of students tested	5	7	5	11	3
5. English Language Learner Students					
Level 3 and Level 4					
Level 4					
Number of students tested	1	1	2	0	2
6. Female					
Level 3 and Level 4	86	73	100	84	41
Level 4	9	13	12	9	5
Number of students tested	35	30	26	32	22
NOTES:					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: NYSTP Math

Edition/Publication Year: Annual Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	
SCHOOL SCORES					
Level 3 & Level 4	95	85	96	100	
Level 4	40	37	45	57	
Number of students tested	55	52	49	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	100	85	94	100	
Level 4	45	34	53	52	
Number of students tested	38	41	34	31	
2. African American Students					
Level 3 & Level 4	91	75	96	100	
Level 4	39	42	46	55	
Number of students tested	31	24	28	29	
3. Hispanic or Latino Students					
Level 3 & Level 4	100	92	95	0	
Level 4	32	31	40	0	
Number of students tested	19	26	20	14	
4. Special Education Students					
Level 3 & Level 4					
Level 4					
Number of students tested	9	7	9	4	
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	1	3	0	1	
6. Female					
Level 3 & Level 4	94	77	97	100	
Level 4	36	23	40	47	
Number of students tested	33	26	30	19	
NOTES:					
No 4th grade mathematics exam administered in 2006-2007.					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: NYSYP English Language Learners
Edition/Publication Year: Annual Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Jan	Jan	
SCHOOL SCORES					
Level 3 & Level 4	95	67	78	91	
Level 4	0	2	2	11	
Number of students tested	55	52	49	46	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	95	63	85	94	
Level 4	0	2	3	6	
Number of students tested	38	41	34	31	
2. African American Students					
Level 3 & Level 4	94	58	75	97	
Level 4	0	4	4	14	
Number of students tested	31	24	28	29	
3. Hispanic or Latino Students					
Level 3 & Level 4	100	77	80	0	
Level 4	0	0	0	0	
Number of students tested	19	26	20	14	
4. Special Education Students					
Level 3 & Level 4					
Level 4					
Number of students tested	9	7	9	4	
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	1	3	0	1	
6. Female					
Level 3 & Level 4	91	65	83	95	
Level 4	0	0	3	16	
Number of students tested	33	26	30	19	
NOTES:					
No exam administered in 2006-2007. There were no 4th grade classes.					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: NYSTP Math

Edition/Publication Year: Annual Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan		
SCHOOL SCORES					
Level 3 & Level 4	92	96	100		
Level 4	38	37	59		
Number of students tested	52	51	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	91	97	100		
Level 4	33	41	64		
Number of students tested	45	34	28		
2. African American Students					
Level 3 & Level 4	81	94	100		
Level 4	24	29	59		
Number of students tested	21	31	29		
3. Hispanic or Latino Students					
Level 3 & Level 4	100	100	100		
Level 4	48	0	60		
Number of students tested	27	18	15		
4. Special Education Students					
Level 3 & Level 4					
Level 4					
Number of students tested	7	7	4		
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	2		1		
6. Female					
Level 3 & Level 4	88	97	100		
Level 4	17	29	72		
Number of students tested	24	31	18		
NOTES:					
No mathematic exams in 2006-2007 and 2007-2008 were administered. There were no classes in the grade during these years.					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: NYSYP English Language Arts

Edition/Publication Year: Annual Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	May	Jan		
SCHOOL SCORES					
Level 3 & Level 4	92	89	98		
Level 4	0	18	16		
Number of students tested	52	51	44		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	91	85	100		
Level 4	0	21	18		
Number of students tested	45	34	28		
2. African American Students					
Level 3 & Level 4	86	84	97		
Level 4	0	13	14		
Number of students tested	21	31	29		
3. Hispanic or Latino Students					
Level 3 & Level 4	96	94	100		
Level 4	0	22	20		
Number of students tested	27	18	15		
4. Special Education Students					
Level 3 & Level 4					
Level 4					
Number of students tested	7	8	4		
5. English Language Learner Students					
Level 3 & Level 4					
Level 4					
Number of students tested	2	0	1		
6. Female					
Level 3 & Level 4	88	87	94		
Level 4	0	16	17		
Number of students tested	24	31	18		
NOTES:					
No exams administered for years 2006-2007 and 2007-2008. There were no 5th grade classes during those years.					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: NYSTP Mathematics

Edition/Publication Year: Annual Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May				
SCHOOL SCORES					
Level 3 & Level 4	98				
Level 4	65				
Number of students tested	52				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	98				
Level 4	62				
Number of students tested	39				
2. African American Students					
Level 3 & Level 4	97				
Level 4	69				
Number of students tested	29				
3. Hispanic or Latino Students					
Level 3 & Level 4	100				
Level 4	61				
Number of students tested	18				
4. Special Education Students					
Level 3 & Level 4					
Level 4					
Number of students tested	8				
5. English Language Learner Students					
Level 3 & Level 4	0				
Level 4	0				
Number of students tested	0				
6. Female					
Level 3 & Level 4	97				
Level 4	64				
Number of students tested	33				
NOTES:					
No exams were administered in years 2006-2007, 2007-2008, 2008-2009 and 2009-2010. There was no 6 grade classes during those years.					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: NYSYP English Language Arts

Edition/Publication Year: Annual Publisher: McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr				
SCHOOL SCORES					
Level 3 & Level 4	92				
Level 4	4				
Number of students tested	52				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	95				
Level 4	3				
Number of students tested	39				
2. African American Students					
Level 3 & Level 4	97				
Level 4	0				
Number of students tested	29				
3. Hispanic or Latino Students					
Level 3 & Level 4	89				
Level 4	11				
Number of students tested	18				
4. Special Education Students					
Level 3 & Level 4					
Level 4					
Number of students tested	8				
5. English Language Learner Students					
Level 3 & Level 4	0				
Level 4	0				
Number of students tested	0				
6. Female					
Level 3 & Level 4	94				
Level 4	3				
Number of students tested	33				
NOTES:					
No exam administered for years 2006-2007, 2007-2008, 2008-2009 and 2009-2010. There were no 6th grade classes during those years.					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 & Level 4	96	89	97	97	79
Level 4	46	32	43	46	26
Number of students tested	215	155	145	97	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 & Level 4	97	89	97	98	83
Level 4	46	33	45	47	34
Number of students tested	161	116	103	66	29
2. African American Students					
Level 3 & Level 4	93	88	97	98	83
Level 4	45	30	43	47	23
Number of students tested	111	85	82	57	30
3. Hispanic or Latino Students					
Level 3 & Level 4	98	90	98	0	0
Level 4	45	30	41	0	0
Number of students tested	86	62	61	34	11
4. Special Education Students					
Level 3 & Level 4	89	85	95	60	
Level 4	48	18	10	0	
Number of students tested	29	21	20	15	3
5. English Language Learner Students					
Level 3 & Level 4				94	
Level 4				36	
Number of students tested	4	4	3	52	2
6. Female					
Level 3 & Level 4	94	87	98	98	76
Level 4	43	25	43	31	29
Number of students tested	125	87	74	51	21
NOTES:					

12NY10

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	Apr	Jan	Jan	Jan
SCHOOL SCORES					
Level 3 and Level 4	89	78	91	86	47
Level 4	2	15	7	8	2
Number of students tested	215	155	145	97	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3 and Level 4	91	75	94	89	47
Level 4	1	13	8	4	3
Number of students tested	161	116	103	66	30
2. African American Students					
Level 3 and Level 4	92	74	89	91	48
Level 4	1	12	9	10	3
Number of students tested	111	85	82	57	31
3. Hispanic or Latino Students					
Level 3 and Level 4	90	83	93	0	0
Level 4	3	17	4	0	0
Number of students tested	86	62	61	34	11
4. Special Education Students					
Level 3 and Level 4	82	68	66	53	
Level 4	0	9	11	6	
Number of students tested	29	22	18	15	3
5. English Language Learner Students					
Level 3 and Level 4					
Level 4					
Number of students tested	4	4	3	1	2
6. Female					
Level 3 and Level 4	89	75	91	88	41
Level 4	3	10	9	11	5
Number of students tested	125	87	74	51	22
NOTES:					

12NY10