



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Bronx Charter School for Better Learning

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Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
518/427-6510 (fax)
www.newyorkcharters.org

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The school should broadly share the final version of the SUNY Charter Schools Institute’s renewal recommendation report with the entire school community. The Institute will post the final report on its website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of The State University of New York* (the “SUNY Renewal Policies”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York State Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION

Recommendation

Subsequent Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Bronx Charter School for Better Learning and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 5th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 395 students.

Background and Required Findings

According to the SUNY Renewal Policies (p. 11):

In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period.² This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

Bronx Charter School for Better Learning (“Bronx Better Learning”) has applied for Subsequent Renewal. In its 10th year of operation, and at the end of its second charter term, Bronx Better Learning must demonstrate that it has met the criteria for a Full-Term Renewal of five years. The

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (revised June 25, 2012) are available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Policies as the time the Accountability Plan was in effect. In the case of a Subsequent Renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

SUNY Renewal Policies provide a Short-Term Renewal outcome only for schools in an initial charter term.

The SUNY Trustees voted to grant Bronx Better Learning a first charter in February 2003 and voted to renew the school for a full charter term of five years in January 2008. Based on the Institute's review of the evidence of success posted by the school in the current charter term and that Bronx Better Learning has provided including, but not limited to, the school's Application for Charter Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the fifth year of the current charter term, and, most importantly, the school's record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal.

As part of the renewal process, the Institute reviewed evidence submitted during the Accountability Period, the Application for Charter Renewal and supplemental information requested or provided. Based on the foregoing, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations (with one exception noted below);
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law subdivision 2851(4)(e), Bronx Better Learning included in its application information regarding the means by which it would meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the Board of Regents have finalized the methodology for setting targets, but the Institute has not yet set final targets for individual schools. Therefore, the Institute, for this purpose, used district enrollment averages, and will assign final targets by the end of February 2013. The school will agree to substitute the final targets for the district average targets as part of its renewal charter agreement. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

Therefore, in accordance with the standard for Subsequent Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve Bronx Better Learning's Application for Charter Renewal and renew the school's charter for a full term of five years.

³ New York Education Law § 2850(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no comments from the district in response.

SUMMARY DISCUSSION

Academic Success

Academic Accountability Plan Goals

In the final year of Bronx Better Learning's five-year Accountability Period, the school is now meeting both its English language arts ("ELA") and math goals. In 2011-12, Bronx Better Learning met its targets for all five measures in both key goals. The school has shown consistent improvement in overall goal attainment in the last two years. In 2010-11, it did not meet its ELA goal, but showed improvement in all measures compared to 2009-10; in 2011-12, the school improved substantially in all of the ELA measures. In 2010-11, Bronx Better Learning met its math goal after coming close to meeting it in the previous year; in 2011-12, it again met the goal, showing improvement in all measures. The school has also met its science and No Child Left Behind (NCLB) goals during the Accountability Period.

The Institute presents Bronx Better Learning's attainment of its academic goals under Academic Attainment and Improvement (below). Specific results for the key academic Accountability Plan goals in ELA and math appear on pages 17 and 18.

Based on results of the five measures in its Accountability Plan, Bronx Better Learning is now meeting its ELA goal. In addition to consistently exceeding the state's Annual Measurable Objective ("AMO") during the current charter term, the school has shown marked improvement in the last two years. In 2009-10, Bronx Better Learning met only its AMO target; in 2010-11, it met the AMO and also outperformed its local community school district. In 2011-12, the school met all five measures and outperformed the district by more than ten percentage points. The school's absolute performance among students in at least their second year increased substantially from 2009-10.⁵ Bronx Better Learning performed better than predicted in comparison to demographically similar schools and exceeded the target in 2011-12 to a medium degree. Also, for the first time since the second year of the Accountability Period, the school met its grade-level cohort growth target.

Based on results of the five measures in its Accountability Plan, Bronx Better Learning continues to meet its math goal. The school far exceeded its absolute target of 75 percent proficiency in all five years of the Accountability Period, with 99 percent of students scoring at or above grade level in the

⁵ For the purpose of evaluating the goal's absolute measure, the Institute has again adapted the State Education Department's (SED's) "time-adjusted" ELA cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised ELA cut scores. As such, the cut scores for the AMO and cohort growth are different from 2009-10 when the "time-adjusted cut score" was used instead.

most recent year.⁶ The school scored above the state’s AMO in each year of the Accountability Period. It also outperformed its local community school district throughout the Accountability Period with more than a 20 percentage point difference in the most recent year. Compared to demographically similar schools statewide, the school far exceeded its target, showing successive improvement in the last two years and performing better than expected to a large degree most recently. With regard to grade-level cohort growth, the 5th grade cohort met its growth target in each of the last three years and the school showed overall cohort growth in the last two years.

Qualitative Education Benchmarks⁷

Instructional Leadership. Bronx Better Learning has strengthened its instructional leadership over the last several years. The school’s executive director, who came onboard two years ago at the end of the second year of the current charter term, established high expectations for teacher performance and garnered considerable confidence amongst staff members. During the 2011-12 school year, the leadership’s attention shifted from strict implementation of the Gattegno pedagogical approach (*Subordination of Teaching to Learning*) to a more balanced focus on both following the instructional method and ensuring instructional effectiveness. The school’s Jumpstart program, in which new teachers spend several months instructing small student groups and engaging in extensive professional development, provides targeted coaching and skill development. The school’s investment in this program reflects its commitment to improving individual teachers’ instructional abilities and developing a cadre of educators skilled in implementing the school’s pedagogical approach. Additionally, the school has begun to focus more closely on supporting the work of all staff with instructional responsibilities; to that end, staff developers are more deliberate in monitoring teaching assistants’ work with students than earlier in the charter term. Instructional leaders have aligned program and professional development activities to the executive director’s four priorities: rigor; data-driven instruction; meeting individual student needs; and student empowerment. In the final years of the charter term, instructional leaders have become more consistent in providing feedback to teachers by using the same professional development tool, a teacher growth rubric, when conducting classroom observations. In contrast to previous years of the charter term, staff developers now have formal schedules for their work in classrooms. Through this uniform practice, teachers understand the criteria by which they are held accountable for quality instruction and student achievement.

Use of Assessment Data. In the last two years, the school has implemented a robust and thorough assessment system to improve instructional effectiveness and student learning. An experienced teacher acts as the assessment coordinator, managing the administration of tests, as well as gathering and organizing data for teachers. At the time of renewal, teachers systematically used data to adjust instruction. The school has invested significant professional development efforts in training teachers to analyze data, and the school now has monthly “Data Days” during which instructional leaders provide additional support for data analysis. With the assistance of the school’s professional developers, teachers regularly make changes to the structure and content of

⁶ For the purpose of evaluating the goal’s absolute measure, the Institute has again adapted SED’s “time-adjusted” math cut score for 2011-12 as it had in 2010-11. The other four measures utilize the current, revised math cut scores. As such, the cut scores for the AMO and cohort growth are different from 2009-10 when the “time-adjusted cut score” was used instead.

⁷ The Qualitative Education Benchmarks are a subset of the SUNY Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) available at: <http://www.newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf> (p. 2).

small group lessons based on assessment results, allowing students to practice specific skills that they have not yet mastered. As has been his practice since he arrived at the school, the current executive director uses assessment data to monitor the academic program and make necessary changes. For example, he works with teachers to adjust curriculum pacing and directs staff developers to provide additional classroom coaching to individual teachers. The results of these efforts manifest in the school's grade-by-grade improvement in student performance in ELA and the school's continued strong performance in math.

Curriculum. The school's curriculum supports teachers in their instructional planning to a much greater degree than early in the charter term. In response to disappointing student performance in ELA, Bronx Better Learning revised its curriculum which is now aligned to Common Core standards⁸ as well as the school's pedagogical approach. Teachers now have access to pacing guides, a detailed scope and sequence and lesson plans from previous years; these supporting documents were not in place at the start of the charter term. The school also began implementing Performance Plus, an easily accessible online system that improves consistency and efficiency in lesson planning by integrating all components of the curriculum in a single platform. Teachers now upload new lesson plans that the school's professional development staff regularly reviews and comments on. Teachers in turn review the quality of lessons they have already implemented, as the school places a high value on teachers' contemplation of their lesson delivery. Teachers submit weekly written self-evaluations, which the professional developers discuss with them at regular meetings. Teachers also meet weekly with their co-teachers, support teachers, teaching assistants and professional developers to plan focused and purposeful lessons for the week.

Pedagogy. Elements of high quality instruction are evident throughout the school. With up to four adults in each classroom and class sizes under 20 students, teachers instruct small groups of students using differentiated texts and learning materials. In ELA, the school had historically attempted with limited success to deliver lessons with clear objectives while implementing the Gattegno method. Recently, teachers have added structure to lessons by incorporating elements of the workshop model into their pedagogical approach; most lessons are now formatted to include a mini-lesson, independent practice and small group instruction. Teachers have also begun to plan questions in advance and now regularly ask students for evidence supporting their answers. In math, teachers lead students to master complex concepts with inquiry-based lessons and Socratic questioning. Most teachers leverage the small student-to-teacher ratio and effective classroom management techniques to maximize learning time; students spend nearly every minute of class time engaged in learning activities. In some classrooms, poor pacing detracts from the effectiveness of planned lessons; however, students tend to be quite engaged in classroom activities, and behavioral issues do not take away from the focus on academic achievement.

At-Risk Students. Bronx Better Learning has improved its supports for at-risk students, most notably by hiring special education teachers and introducing a clear process for identifying students with disabilities, ELLs and those struggling academically. In staff orientation materials, school

⁸ The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). They developed in collaboration with teachers, school administrators, and experts, a clear and consistent framework to prepare students for college training and the workforce. New York State adopted the Common Core State Standards in 2011 and began assessing student achievement toward meeting the standards in 2012.

leaders include detailed descriptions of the organization’s procedures for identifying at-risk students. Teachers understand well the multiple methods of referring students for intervention services. The school has taken multiple steps during the current charter term to increase the capacity of its intervention programs, most recently adding an intervention coordinator position to the Pupil Assistance Team (“PAT”) overseen by the school psychologist. The principal, special education teachers, support teachers, professional developers, parent/student coordinator and guidance counselor comprise the PAT. Professional developers assist general education teachers in making curriculum modifications, differentiating materials and implementing appropriate instructional strategies to support at-risk students. Special Education Teacher Support Services (“SETSS”) teachers provide push-in and pull-out services for students receiving mandated academic services. They record daily progress notes in the school’s new online at-risk tracking system which general education teachers can access. Classroom support teachers also record progress notes for students receiving other PAT services. General education teachers and specialists have regularly scheduled co-planning time when they review student achievement data. Although the school monitors the progress of individual students with IEPs and those with PAT referrals, it has not yet developed a robust system to evaluate the overall effectiveness of its intervention programs. An English-as-a-second language certified teacher serves as the designated ELL coordinator. The school served three ELL students last year but has no students currently identified as needing language acquisition support.

Organizational Effectiveness and Viability

Mission. Throughout the charter term, Bronx Better Learning has made changes to its educational program in order to fulfill its mission to “adjust to the needs of students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute to academic achievement.” Notably, the school has adjusted its program to improve academic achievement, while maintaining fidelity to the Gattegno method’s *Subordination of Teaching to Learning*, which emphasizes the mission’s promotion of independence, autonomy, responsibility and a sustained love of learning. In addition, changes in instructional leadership, assessment and instructional practices have supported implementation of the school’s key design elements.

Parent Satisfaction. Parents and students remain satisfied with Bronx Better Learning as evidenced by survey results. The school scores high marks on the New York City Department of Education’s (“NYCDOE’s”) school environment section of its annual Progress Report, by indicating that parents rate academic expectations, safety and respect, communication and engagement as above average. Moreover, the school’s parents have shown increasingly high survey response rates during the current charter term. The school also reports that its self-administered school parent survey shows that the majority of respondents believe the school is meeting their needs and would recommend Bronx Better Learning to other parents. The school has maintained adequate enrollment throughout the charter term and continues to have a substantial waitlist.

Organizational Capacity. Bronx Better Learning has developed clear systems and procedures to effectively support the delivery of the educational program. In previous years, a fractured reporting structure limited the degree of classroom coordination. As part of an effort to more clearly define roles and increase communication, the executive director introduced grade team leader roles to

increase in-classroom coordination and improve communication with the school leadership. The school has also reallocated resources to support the achievement of its goals, most notably with its investment into an expanded Jumpstart program enabling the school to rigorously develop new staff, as well as to provide students with extensive small-group and one-to-one support.

Bronx Better Learning has a clear and consistently applied student discipline system in place. School leaders continue to manage the school competently and maintain a safe and orderly environment; at no time during the renewal visit did student behavior detract from learning. The executive director attributes the recent decline in teacher attrition largely to changes in the school's hiring process implemented to ensure philosophical alignment. For example, the school now requires applicants to submit a response to an academic writing piece about the Gattegno method. Many staff members also attribute the school's recent decrease in teacher turnover to the improved environment created by the executive director's attentive leadership. The school has allocated ample resources to support the achievement of its goals, most notably staffing all classrooms with three or more teachers. Throughout the charter term, Bronx Better Learning has maintained full enrollment with a sizable waitlist of students seeking entry each year.

Board Oversight. Bronx Better Learning's board of trustees has taken strong action to provide more effective oversight of the educational program to achieve the school's mission. While the board remains committed to the school implementing the Gattegno approach to instruction, it has also recognized its responsibility to ensure the achievement of goals in the school's Accountability Plan. To that end, the board searched for a new executive director with clear criteria and expectations for the role. The board was definitive in considering only candidates they believed would create a positive school climate while simultaneously raising expectations for instructional quality and professional development.

The current board has sufficient skills and expertise to oversee the educational program; it has expressed its intention to bolster its skill set by recruiting new members with deep educational experience. The board meets monthly; committees make preliminary recommendations for action by the full board. The board reports being reflective about lessons learned from previous leadership deficits. The board regularly receives sufficient information from school leaders related to the school's academic performance and fiscal status, as well as matters related to student discipline and legal compliance.

Board Governance. During the current charter term, the Bronx Better Learning board has generally abided by its by-laws and has held its regular meetings in compliance with the Open Meetings Law. However, as noted above, the board has delegated its subcommittees a more substantial role in school governance, particularly with respect to the ongoing development and refinement of the academic program. Board subcommittees have not appropriately noticed or met in accordance with the Open Meetings Law. The board has implemented a formal complaint policy, but it lacks clarity with respect to who in particular should receive complaints.

The board has effectively delegated the development and revision of school policies to the executive director and principal, though the board retains the right to approve policy recommendations. Throughout the charter term, the Bronx Better Learning board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the

education corporation board has managed those conflicts in a clear and transparent manner through recusal. In material respect, the education corporation board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The Bronx Better Learning board demonstrated a thorough understanding of its role in holding school leadership accountable for academic results, fiscal soundness and legal compliance.

Legal Requirements. Based on the evidence available at the time of the renewal visit and throughout the current charter term, in material respect, Bronx Better Learning has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations. Minor exceptions were noted in the areas of Open Meetings Law compliance (see above) and Freedom of Information Law compliance (lack of subject matter and staff lists). The education corporation board had not yet adopted a formal supervision policy for staff members pending fingerprint-supported background check clearance. The Bronx Better Learning board has generally maintained a relationship with outside counsel for advice on legal, compliance and real estate matters. The education corporation has also substantially followed the terms of its monitoring plan.

Fiscal Soundness

Budgeting and Long Range Planning. Throughout the charter period, Bronx Better Learning has maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses, and making appropriate adjustments when necessary. The school develops annual budgets as a collaborative effort among the executive director, the principal, the external finance consultant and the school board. The board's finance committee reviews and examines the proposed budget prior to its presentation by the executive director to the full board. The school's leadership has implemented a strategic approach when considering spending trends, staffing and instructional needs in the development of its budgets. The finance consultant routinely analyzes the budget and discusses variances with the executive director. Operating expenses have been consistently less than operating revenues over the years with only one exception, fiscal year 2012. The school invested additional resources in 2012 to support the school improvement effort resulting in slightly higher expenses compared to revenues.

Internal Controls. The school has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions and the preparation of financial statements. The school has accurately recorded and appropriately documented transactions in accordance with established policies. The finance consultant, who provides accounting support to the school, ensures that the school's administrative staff follows the established fiscal policies and procedures and works with the executive director on budget development, financial reporting and financial analyses. The school's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that Bronx Better Learning has maintained adequate internal controls and procedures.

Financial Reporting. The school has complied with financial reporting requirements during the charter period. The school filed its budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. Each of the school's annual financial audits indicate that school staff followed and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that in the auditor's opinion, the school's financial statements and notes represent fairly, in all material respects, the school's financial position, changes in net assets, and cash flows. The education corporation board has reviewed and approved various quarterly reports along with the annual financial audit report.

Financial Condition. Bronx Better Learning is fiscally sound. The school has successfully managed cash flow and has adequate financial resources to ensure stable operations. The school ended fiscal year 2012 in stable financial condition with approximately \$1.0 million in cash and \$1.1 million in investments; the school's total net assets were approximately \$2.0 million.

The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools, is an appendix to this report. As illustrated in the Fiscal Dashboard, the school has averaged a "fiscally strong" financial responsibility composite score rating over the current charter term that includes fiscal year 2012, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score offsets the school's financial strengths against areas where there are financial weaknesses. Over the years, Bronx Better Learning has averaged a "low risk/excellent" rating in its working capital ratio and quick ratio, indicating that the school has had sufficient short term assets to cover liabilities due in the near to medium term. The school has averaged a "low risk/excellent" rating debt-to-asset ratio, indicating the proportion of debt the school has relative to its assets. The school has no short or long-term debt; it operates in a shared space school building owned by the NYC DOE and the school pays a fee of \$1 a year pursuant to an agreement. Bronx Better Learning's months-of-cash ratio averaged 3.6 months, meaning, the school has cash that can cover more than three months of expenses in the event that revenues were delayed. This compares to the Institute's minimum three months of cash guideline. The school also has a \$250,000 line of credit with a bank that can be drawn upon for operating purposes, if necessary. The school averaged 83 percent of all expenses being allocated to program services over the current charter term. The school also showed revenues exceeding expenses per student on an average of six percent.

Based on all of the foregoing, Bronx Better Learning has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Term

Renewal Charter Exhibits. Bronx Better Learning has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable. Proposed changes to the school's mission are consistent with the core features of the educational program in place during the current charter term.

Bronx Better Learning proposes the following mission for its next charter term:

The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State Standards and national norms in all curriculum areas tested, especially in mathematics and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to high academic achievement.

Plans for the Educational Program. Bronx Better Learning proposes to continue providing instruction to students in Kindergarten through 5th grade in its current location. Enrollment would remain fixed at current levels with 395 students projected during each year of the proposed charter term. The school would maintain its current key design elements, staffing plan and academic calendar.

Plans for Board Oversight and Governance. Members of the current education corporation board of trustees expressed their interest in continuing their service to the school. Late in the previous charter term, all trustees also employed by the school resigned from the board, in order to comply with the school's revised Code of Ethics; the board subsequently recruited several new board members to replace those who stepped down. During the next charter term, the board would maintain its existing committee structure to carry out its responsibilities.

Fiscal and Facility Plans. Bronx Better Learning has presented a reasonable and appropriate fiscal plan for the next charter term including budgets that are reasonable and achievable. The school has taken a conservative approach to budgeting and planning for the next charter term. The school has developed an operating plan that would use the current funding level for the first four years of the next charter term and a 2.0 percent increase on year 5 (FY 2018) while expenses were increased at reasonable rates including a 2.0 percent annual increases in salaries. The Institute notes that the assumed annual increase in per pupil funding is conservative. The school plans to supplement its revenues by increasing fund development efforts. The school also plans to reduce personnel costs as benefits from prior years' investments in school improvement would be realized. The school leaders believe the school will remain in its current site and assumed no change in facility costs. The operating plan shows projected surpluses with positive cash flows each year contingent upon the school continuing to meet enrollment goals that it has met in the past. Operating surpluses, if realized, will further improve the school's fiscal soundness.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. Bronx Better Learning would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness, the Institute finds that Bronx Better Learning has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

Bronx Better Learning plans to remain in its current location in public school space and would continue its shared use agreement with the NYCDOE at its current location, paying an annual fee of \$1, as it has during the current charter term.

The school's enrollment and facility plans are likely to meet the needs of the educational program in a future charter term.

The school's renewal application contained all necessary elements as required by the Charter Schools Act of 1998, as amended. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed accountability plan goals. Other key aspects of the renewal application, to include the proposed bylaws and code of ethics, have been amended to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	February 25, 2003
Date Initial Charter Approved by Board of Regents	March 25, 2003
School Opening Date	September 20, 2003

Location

School Year(s)	Location(s)	Grades	District
2003-04	971 East 227 th Street, Bronx, NY	1	NYC CSD 11
2004-05 to Present	3740 Baychester Avenue, Bronx, NY	K-5	NYC CSD 11

Renewal

Type of Renewal	Date approved by SUNY Trustees
Initial Full-Term Renewal	January 15, 2008

Current Mission Statement

The Bronx Charter School for Better Learning provides its students with a solid foundation for academic success, through achievement that exceeds citywide averages and meets or exceeds New York State standards and national norms in all curriculum areas tested, especially in math and language arts. Our teaching constantly adjusts to the needs of our students, leading to independence, autonomy, responsibility and a sustained love of learning, all of which contribute directly to academic achievement.

The school's educational focus is an approach called *The Subordination of Teaching to Learning*, created by Dr. Caleb Gattegno (1911-1988), an Egyptian-both mathematician who developed materials and techniques for teaching languages, literacy, math and other subjects. Dr. Gattegno's basic principle is that is teachers encourage children's innate curiosity through multi-sensory learning activities, the teachers can step out of the way and students will learn far more than they would in traditional classrooms.

Current Key Design Elements

• Educational focus on <i>The Subordination of Teaching to Learning</i> ;
• A scientifically-based, proven approach to instruction with heavy reliance on "Words in Color" for literacy instruction and Gattegno math;
• Serving at-risk students with the attitude that all children possess the powers of learning described by the Gattegno approach;
• Creating a unique learning environment, including passing deliberate Gattegno-focused instructional skills from veteran teachers to novice faculty members;
• The tools to make it work: extensive opportunities for intensive staff development; and
• Measurable student achievement results through performance-based accountability, including an evaluation of student performance that is woven into the fabric of every lesson.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁹	Chartered Grades	Actual Grades	Days of Instruction
2003-04	50	50	50	1	1	181
2004-05	100	100	101	1-2	1-2	180
2005-06	150	162	162	1-3	1-3	182
2006-07	250	216	229	K-4	1-4	186
2007-08	250	270	285	K-4	1-5	185
2008-09	342	N/A	345	K-5	K-5	182
2009-10	342	N/A	355	K-5	K-5	184
2010-11	342	N/A	371	K-5	K-5	184
2011-12	342	N/A	384	K-5	K-5	183
2012-13	342	N/A	396 ¹⁰	K-5	K-5	184

Student Demographics

	2008-09 ¹¹		2009-10		2010-11	
	Percent of School Enrollment	Percent of NYC CSD 11 Enrollment	Percent of School Enrollment	Percent of NYC CSD 11 Enrollment	Percent of School Enrollment ¹²	Percent of NYC CSD 11 Enrollment ¹³
American Indian or Alaska Native	0	1	0	1	0	1
Black or African American	94	45	94	45	94	44
Hispanic	6	41	5	41	5	42
Asian, Native Hawaiian, or Pacific Islander	1	6	1	6	1	6
White	0	7	0	7	0	7
Multiracial	0	0	0	0	1	0
Students with Disabilities	N/A	N/A	N/A	N/A	10	N/A
English Language Learners	1	11	1	11	1	10
Eligible for Free Lunch	48	68	54	68	59	71
Eligible for Reduced - Price Lunch	19	10	19	9	53	8

⁹ Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹⁰ Source: Renewal Visit Data Collection Form.

¹¹ Source: 2008-09, 2009-10 and 2010-11 School Report Cards, SED.

¹² The 2010-11 Students with Disabilities statistic is derived from the school's October 2010 student enrollment report to SED (2010-11 BEDS Report).

¹³ District-level Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012. Based on the state's Empirical Analysis of Enrollment Targets, the CSD's 2011-12 Students with Disabilities enrollment is 17 percent compared to nine percent for the school.

Current Board of Trustees¹⁴

Board Member Name	Position/Committees
Kimberly Kelly	Chair
Marvin Waldman	Vice-Chair
William Bernhardt	Secretary
Marilyn Maye	Treasurer
Jefferyson Barnes	Trustee
Everett Wallace	Trustee
Roberta Bata	Trustee
Royce Hauw	Trustee
Andrew Waldman	Trustee
Sheryl Jackson	Parent Representative

School Leader(s)

School Year(s)	School Leader(s) Name and Title
2003-04 to 2004-05	Shubert Jacobs
2005-06 to 2007-08	Dr. Ted Swartz
2008-09 to October 2009	Richard Burke
November 2009 to May 2010	Dr. Ted Swartz, Interim
June 2010 to Present	Dr. Kevin Brennan

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2003-04	First-Year Visit	Institute	May 6, 2004
2004-05	Routine Visit	Institute	May 26, 2005
2005-06	Routine Visit	External	April 4-6, 2006
2007-08	Initial Renewal Visit	Institute	September 18-20, 2007
2009-10	Subsequent Visit	Institute	May 11-12, 2010
2011-12	Subsequent Visit	Institute	January 24-26, 2012
2012-13	Subsequent Renewal Visit	Institute	October 1-2, 2012

¹⁴ Source: Institute Board Records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. The Accountability Plan also includes science and NCLB goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The required subject-area outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. The schools may have also elected to include optional goals and measures in the Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute¹⁵		Comparative		Growth
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	◆	◆	◆	◆	◆
Mathematics	◆	◆	◆	◆	◆
Science	◆		◆		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting the goals in its Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan Goals in the summary of the school's academic success. The ensuing format divides the data into two sections: 1) the key goals of ELA and math; and 2) the additional goals of science and NCLB. The analysis consists of the

¹⁵ Note: In 2009-10, the SED raised its achievement standard, by increasing the scaled score cutoff for proficiency or Level 3 performance on the ELA and math exams. In order to maintain a consistent standard for determining the absolute measure, the Institute has adapted SED's "time-adjusted" cutoffs. In the presentation below of ELA and math results, the Institute uses the "time-adjusted" Level 3 cutoffs for 2009-10, 2010-11 and 2011-12.

five years of the Accountability Period; however, to simplify the display of data and in recognizing that recent results are more important, the charts on key goals only display the last three years.

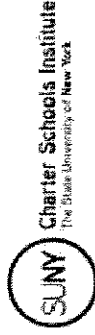
Aside from required Accountability Plan measures, the additional goals section following also presents the results of optional academic measures included in the school's plan. Based on the Institute's analysis, numbers of students at times differ from those the school reported; these differences do not affect the interpretation of results.

**SCHOOL PERFORMANCE SUMMARY: English Language Arts
Bronx Charter School For Better Learning**



	2009-10 Grades Served: K-5			2010-11 Grades Served: K-5			2011-12 Grades Served: K-5			MET
	All Students % (N)			All Students % (N)			All Students % (N)			
	Grades	2+ Years Students % (N)	Students % (N)	Grades	2+ Years Students % (N)	Students % (N)	Grades	2+ Years Students % (N)	Students % (N)	
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam.	3	46.7 (60)	45.5 (55)	3	69.8 (63)	73.9 (66)	3	72.7 (66)	72.6 (62)	YES
	4	67.8 (59)	67.2 (58)	4	77.6 (58)	77.2 (52)	4	86.7 (60)	87.9 (58)	
	5	67.4 (49)	67.4 (49)	5	74.1 (54)	73.1 (51)	5	94.2 (52)	94.2 (52)	
	6	(0)	(0)	6	(0)	(0)	6	(0)	(0)	
	7	(0)	(0)	7	(0)	(0)	7	(0)	(0)	
	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)	
	All	60.1 (166)	59.9 (162)	All	73.7 (175)	73.9 (165)	All	83.7 (178)	84.3 (172)	YES
2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	Grades	PI	AMO	Grades	PI	AMO	
	3-5	160	155	3-5	135	122	3-5	162	148	YES
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at or above Level 3 will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 11			Comparison: Bronx District 11			Comparison: Bronx District 11			
	Grades	School	District	Grades	School	District	Grades	School	District	
	3-5	34.6	36.7	3-5	43.6	42.9	3-5	57.6	44.0	YES
4. Each year the school will exceed its predicted percent of students at or above Level 3 on the state exam by at least a small Effect Size (at least 0.3) based on its Free Lunch (FL) rate.	Effect Size			Effect Size			Effect Size			
	% FL	Actual	Predicted	% FL	Actual	Predicted	% FL	Actual	Predicted	
	53.7	35.1	49.4	59.2	42.9	46.5	64.0	57.9	48.7	YES
GROWTH MEASURE 5. The year-to-year school-wide cohort of students will meet the target of reducing by one-sixth the difference between the previous year's baseline and 75 percent performing at or above Level 3 on the New York State exam. An asterisk indicates grade-level cohort met target.	Gr N	Base	Target	Gr N	Base	Target	Gr N	Base	Target	
	3			3			3			YES
	4	57	78.9	79.0	4	58	44.8	49.9	34.5	
	5	49	77.6	77.7	5	52	28.6	36.5	38.5 *	
	6				6					
	7			7			7			
	8			8			8			
	All	106	78.3	76.4	All	110	37.3	43.6	36.4	
<p>TACS The Institute uses SED's "time adjusted cut scores", or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data, school data, school data workbooks, the Institute's student test database.</p>										

SCHOOL PERFORMANCE SUMMARY: Mathematics
Bronx Charter School for Better Learning



	2009-10 Grades Served: K-5				2010-11 Grades Served: K-5				2011-12 Grades Served: K-5					
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)			
	Grades		Grades		Grades		Grades		Grades		Grades			
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above a Level 3 on the New York State exam. 2. Each year the school's aggregate Performance Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	3	100.0 (60)	100.0 (55)	3	100.0 (63)	100.0 (56)	3	100.0 (66)	100.0 (62)	3	100.0 (66)	100.0 (62)		
	4	84.7 (59)	86.2 (56)	4	98.3 (56)	98.2 (57)	4	96.7 (60)	96.6 (58)	4	96.7 (60)	96.6 (58)		
	5	93.9 (49)	93.9 (49)	5	94.4 (54)	94.2 (52)	5	100.0 (52)	100.0 (52)	5	100.0 (52)	100.0 (52)		
	6	(0)	(0)	6	(0)	(0)	6	(0)	(0)	6	(0)	(0)		
	7	(0)	(0)	7	(0)	(0)	7	(0)	(0)	7	(0)	(0)		
	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)	8	(0)	(0)		
	All	92.9 (166)	93.2 (162)	All	97.7 (175)	97.6 (165)	All	98.9 (178)	98.8 (172)	All	98.9 (178)	98.8 (172)		
	Grades	PI	AMO	Grades	PI	AMO	Grades	PI	AMO	Grades	PI	AMO		
3-5	192	135	3-5	173	137	3-5	179	158	3-5	179	158			
	Comparison: Bronx District 11				Comparison: Bronx District 11				Comparison: Bronx District 11					
	Grades	School	District	Grades	School	District	Grades	School	District	Grades	School	District		
	3-5	63.0	61.6	3-5	73.9	53.0	3-5	79.1	58.7	3-5	79.1	58.7		
	Effect Size				Effect Size				Effect Size					
	% FL	Actual	Predicted	% FL	Actual	Predicted	% FL	Actual	Predicted	% FL	Actual	Predicted		
	53.7	61.8	57.5	0.26	59.2	73.7	57.7	0.92	64.0	78.7	58.2	1.15		
	Growth Measure				Growth Measure				Growth Measure					
	Gr N	Base	Target	Result	Gr N	Base	Target	Result	Gr N	Base	Target	Result		
	3	57	98.3	98.4	86.0	3	1	0.0	100.0	3	1	0.0	100.0	
4	57	98.3	98.4	86.0	4	58	63.8	66.7	70.7 *	4	58	74.1	74.3	72.4
5	49	91.8	91.9	93.9 *	5	52	53.8	57.4	75.0 *	5	52	71.2	71.8	88.5 *
6					6					6				
7					7					7				
8					8					8				
All	106	95.3	95.4	89.6	All	110	59.1	61.7	72.7	All	111	72.1	72.6	80.2

TACS The Institute uses SED's "time adjusted cut scores" or "TACS", for evaluating the designated measures in the respective years. Although a lower standard than that used before 2009-10, TACS provide continuity with the standard used in previous years. Data Sources: SED data; school data; workbooks; the Institute's student test database.

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

Accountability Plan Goal: *Students will demonstrate competency in the understanding and application of scientific reasoning.*

Outcome: *Bronx Better Learning has met its Science Accountability Goal.*

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75 percent of fourth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.</i>				
Results (in percents)				
School Year				
Grade	2008-09	2009-10	2010-11	2011-12
	(Tested:)	(Tested:)	(Tested: 37)	(Tested: 36)
4	83.0	75.0	93.0	95.0
8	-	-	-	-

Bronx Better Learning has posted strong performance on the state's 4th grade science exam and has met or exceeded its absolute target during the Accountability Period.

Comparative Measure: <i>Each year, the percent of 4th grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of the fourth grade students in the local school district.</i>				
Results (in percents)				
School Year				
Comparison	2008-09	2009-10	2010-11	2011-12
	(Grade 4)	(Grade 4)	(Grade 4)	(Grade 4)
School	83.0	75.0	93.0	95.0
District	81.0	83.0	82.0	83.9

Bronx Better Learning has generally outperformed its local district on the state's 4th grade science exam during the Accountability Period.

NCLB

In addition to meeting its specific subject area goals, the Accountability Plan requires schools under NCLB to make adequate yearly progress (AYP) towards enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

Accountability Plan Goal: *The school will make adequate yearly progress.*

Outcome: The school has met the goal. The state deemed Bronx Better Learning to be in good standing each year during the Accountability Period.

Absolute Measure: <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
Results				
Status	School Year			
	2008-09	2009-10	2010-11	2011-12
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

Bronx Better Learning received a letter grade of “B” on its 2011-12 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2011-12 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent E. For high schools, the distribution is: 33 percent A, 32 percent B, 24 percent C, eight percent D, and four percent E.

Bronx Better Learning received the “B” based on the composite score of the three categories. The school received an “A” in School Environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the Student Performance category, the school received an “A”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Bronx Better Learning’s moderate year-to-year growth in math in comparison to its peer schools, it received a “B” in Student Growth.

These results are consistent with the Institute’s analysis above.

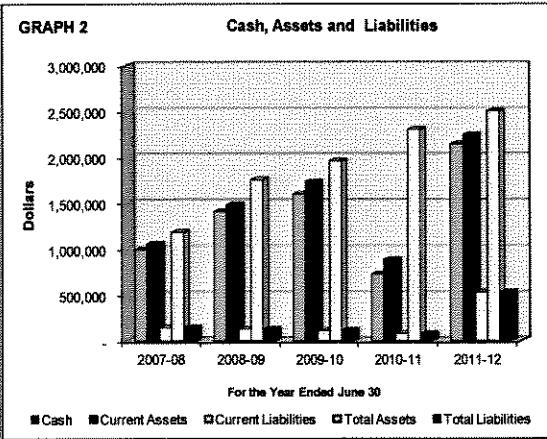
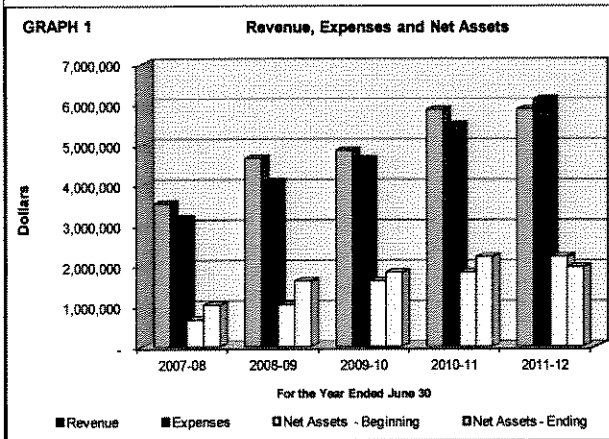
APPENDIX: FISCAL DASHBOARD



Bronx Charter School for Better Learning

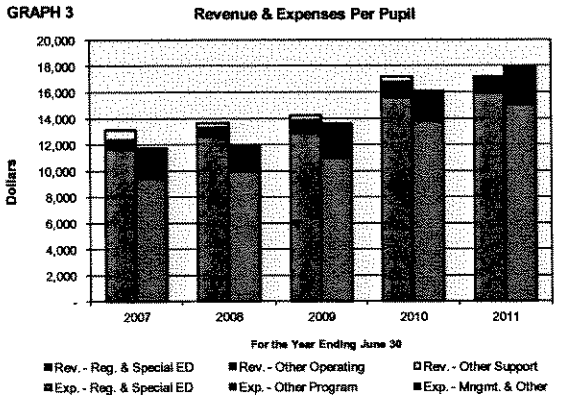
FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 2	995,190	1,410,345	1,597,957	730,387	2,147,175
Grants and Contracts Receivable	24,329	60,805	112,424	142,401	55,971
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	40,089	13,461	22,062	13,983	39,358
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 2	1,059,608	1,484,611	1,732,443	886,771	2,242,504
Property, Building and Equipment, net	124,997	271,292	226,540	241,628	232,345
Other Assets	-	-	-	1,173,623	27,287
Total Assets - GRAPH 2	1,184,605	1,755,903	1,958,983	2,302,022	2,502,136
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	146,077	131,672	118,254	81,117	113,013
Accrued Payroll and Benefits	-	-	-	-	416,655
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 2	146,077	131,672	118,254	81,117	629,668
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 2	146,077	131,672	118,254	81,117	629,668
Net Assets					
Unrestricted	1,022,674	1,606,083	1,798,011	2,210,806	1,951,161
Temporarily restricted	15,850	18,148	53,711	10,299	21,307
Total Net Assets	1,038,524	1,624,231	1,851,722	2,220,805	1,972,468
Total Liabilities and Net Assets	1,184,605	1,755,903	1,958,983	2,302,022	2,502,136
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	3,148,249	4,296,841	4,390,330	5,091,050	5,222,041
Students with Disabilities	-	-	-	240,269	219,541
Grants and Contracts	-	-	-	-	-
State and local	-	-	79,404	-	29,707
Federal - Title and IDEA	189,556	241,615	234,117	347,182	254,584
Federal - Other	-	-	-	22,511	20,272
Other	-	-	28,829	29,595	129,015
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	3,337,805	4,538,656	4,741,690	5,730,806	5,875,160
Expenses					
Regular Education	2,531,177	3,393,538	3,753,910	4,269,051	4,685,793
SPED	-	-	-	439,844	449,004
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	2,531,177	3,393,538	3,753,910	4,708,895	5,134,797
Management and General	481,841	483,771	660,990	541,452	813,054
Fundraising	152,848	199,925	227,885	241,237	175,748
Total Expenses - GRAPH 1 / GRAPH 4	3,165,866	4,077,234	4,642,785	5,491,584	6,123,597
Surplus / (Deficit) From School Operations	171,939	461,422	98,895	239,224	(248,437)
Support and Other Revenue					
Contributions	93,384	57,530	78,558	77,918	-
Fundraising	82,614	28,003	19,348	52,521	-
Miscellaneous Income	40,916	38,852	21,697	8,514	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	116,914	124,385	119,603	138,953	-
Total Unrestricted Revenue	3,546,143	4,660,643	4,825,720	5,912,972	5,864,152
Total Temporarily Restricted Revenue	(11,424)	2,298	35,563	(43,412)	11,008
Total Revenue - GRAPH 1	3,534,719	4,662,941	4,861,283	5,869,560	5,875,160
Change in Net Assets	366,195	385,707	216,466	318,178	(248,437)
Net Assets - Beginning of Year - GRAPH 1	898,524	1,038,524	1,624,231	1,842,729	2,220,805
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	1,038,524	1,624,231	1,842,729	2,220,805	1,972,468
Functional Expense Breakdown					
Personnel Service					
Administrative Staff Personnel	-	-	581,408	223,090	202,352
Instructional Personnel	-	-	1,522,418	3,155,351	3,170,322
Non-Instructional Personnel	-	-	1,094,564	276,304	583,628
Personnel Services (Combined)	2,037,808	2,705,272	-	-	-
Total Salaries and Staff	2,037,808	2,705,272	3,188,390	3,654,745	3,956,302
Fringe Benefits & Payroll Taxes	452,785	607,010	602,824	846,081	977,399
Retirement	-	-	100,420	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	16,621	2,750
Staff Development	148,802	75,639	66,366	209,398	317,289
Professional Fees, Consultant & Purchased Services	119,383	175,850	134,863	152,737	228,877
Marketing / Recruitment	-	-	27,270	23,527	40,284
Student Supplies, Materials & Services	140,137	180,639	186,377	187,971	236,322
Depreciation	56,024	79,531	97,337	116,315	144,062
Other	210,927	253,493	228,938	283,689	220,312
Total Expenses	3,165,866	4,077,234	4,642,785	5,491,584	6,123,597
ENROLLMENT					
Chartered Enroll	250	342	342	342	342
Revised Enroll	270	-	-	-	-
Actual Enroll - GRAPH 4	270	342	342	342	342
Chartered Grades	K-4	K-5	K-5	K-5	K-5
Revised Grades	1-5	-	-	-	-
Actual Grades	-	-	K-5	-	-

	2007-08	2008-09	2009-10	2010-11	2011-12	
Primary School District	NYC					
Per Pupil Funding	10,196	11,023	12,443	12,443	13,527	
Increase over prior year	#DIV/0!	8.1%	12.9%	0.0%	8.7%	
PER STUDENT BREAKDOWN						Average - 5 Yrs. OR Charter Term
Revenue						
Operating	12,362	13,271	13,865	16,756	17,179	14,688
Other Revenue and Support	729	364	350	406	-	370
TOTAL - GRAPH 3	13,092	13,634	14,214	17,162	17,179	15,058
Expenses						
Program Services	9,375	9,923	10,978	13,768	15,014	11,811
Management and General, Fundraising	2,351	1,999	2,599	2,289	2,891	2,428
TOTAL - GRAPH 3	11,726	11,922	13,575	16,057	17,905	14,237
% of Program Services	80.0%	83.2%	80.9%	85.7%	83.9%	82.7%
% of Management and Other	20.0%	16.8%	19.1%	14.3%	16.1%	17.3%
% of Revenue Exceeding Expenses - GRAPH 5	11.7%	14.4%	4.7%	6.9%	4.1%	6.6%
Student to Faculty Ratio					12.7	9.8
Faculty to Admin Ratio					3.4	5.8
Financial Responsibility Composite Scores - GRAPH 6						
Score	2.8	3.0	3.0	3.0	3.0	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong
Working Capital - GRAPH 7						
Net Working Capital	913,527	1,352,939	1,614,189	805,654	1,712,836	1,279,829
As % of Unrestricted Revenue	25.8%	29.0%	33.4%	13.6%	29.2%	26.2%
Working Capital (Current) Ratio Score	7.3	11.3	14.7	10.9	4.2	9.7
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Quick (Acid Test) Ratio						
Score	7.0	11.2	14.5	10.8	4.2	9.5
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Debt to Asset Ratio - GRAPH 7						
Score	0.1	0.1	0.1	0.0	0.2	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
Months of Cash - GRAPH 8						
Score	3.8	4.2	4.1	1.6	4.2	3.6
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)				HIGH		
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)				Poor		

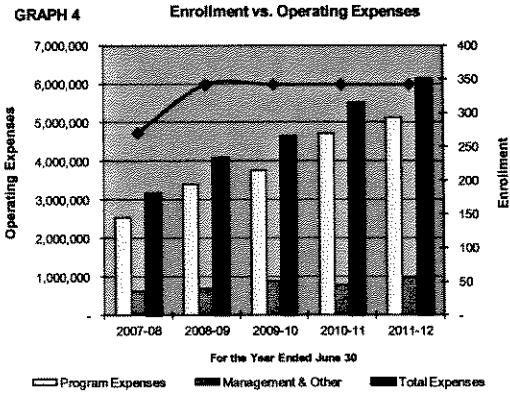


This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year to year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



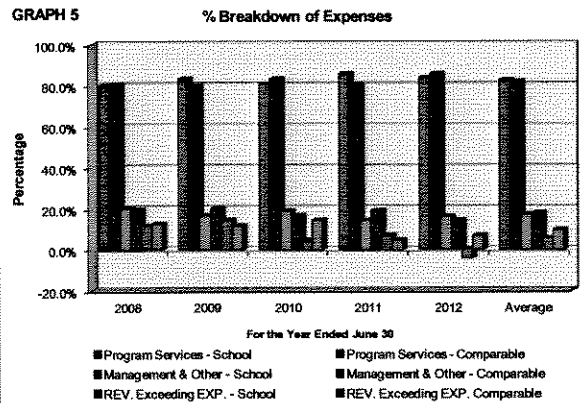
This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



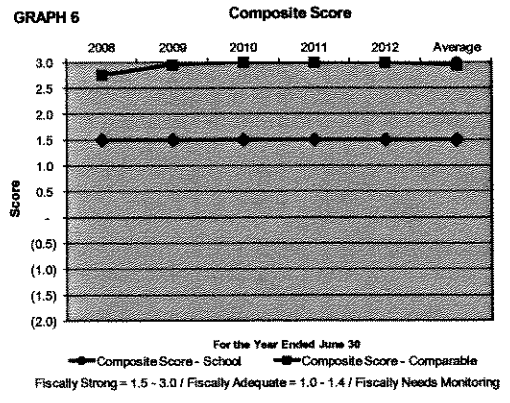
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

Comparable School, Region or Network
Average = Average - 5 Yrs. OR Charter Term

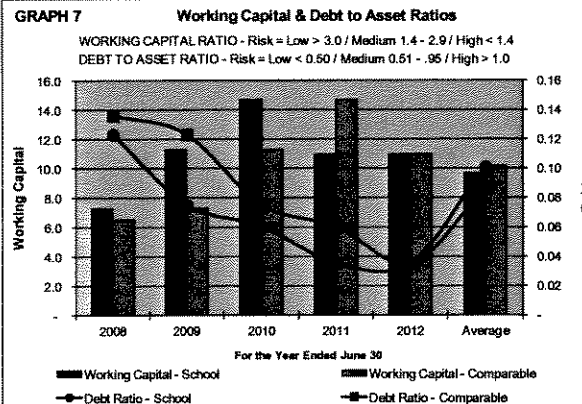
Bronx for Better Learning



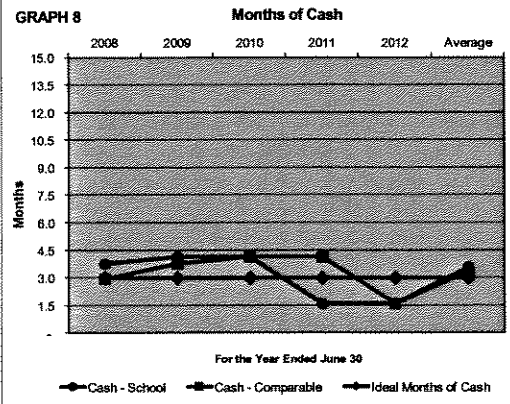
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.