

The State Education Department

The University of the State of New York

Office of School Improvement (Regional)

Public School Choice Programs

462 EBA

Albany, New York 12234

518-474-1762

Charter School Annual Report

2006- 2007

Charter School Information and Cover Page

Name of Charter School Bronx Lighthouse Charter School

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BEDS # 320800860870

District/CSD of Location New York City Department of Education District 84 (Charter Schools) The school is physically located in NYC DOE Region 2, District 12

Charter Entity NYC Department of Education

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*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report*

Name of Charter School: Bronx Lighthouse Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2006-07	6	17	19	1	11	22	10	1																
2005-06	11	19	13	0																				

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2006-07	3	8	32	2	4	17	20	3																
2005-06	7	11	24	2																				

**Student Assessment Data
2006-07**

Name of Charter School: Bronx Lighthouse Charter School

Name of Test: TerraNova, Second Edition

Subtest: Reading Composite

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
1***	9/11/06	63	1	0	0	62	Mean NCE: 44		
2	9/11/06	44	0	0	0	44	Mean NCE: 49.9		
3	9/11/06	44	0	0	0	44	Mean NCE: 37.4		
4	9/11/06	44	0	0	0	44	Mean NCE: 38.8		
1	4/30/07	63	0	0	0	63	Mean NCE: 48.8		
2	4/30/07	44	0	0	0	44	Mean NCE: 50.2		
3	4/30/07	43	0	0	0	43	Mean NCE: 39.4		
4	4/30/07	44	1	0	0	43	Mean NCE: 43.2		

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

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

*** For First grade, TerraNova does not report a Reading Composite score. Reading Scores are reported.

Student Assessment Data
2006-07

Name of Charter School: Bronx Lighthouse Charter School

Name of Test: Terra Nova, Second Edition

Subtest: Language Composite

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
1***	9/11/06	63	1	0	0	62	Mean NCE: 53.9		
2	9/11/06	44	0	0	0	44	Mean NCE: 51.5		
3	9/11/06	44	0	0	0	44	Mean NCE: 40.1		
4	9/11/06	44	0	0	0	44	Mean NCE: 38.7		
1	4/30/07	63	0	0	0	63	Mean NCE: 49.4		
2	4/30/07	44	0	0	0	44	Mean NCE: 57.5		
3	4/30/07	43	0	0	0	43	Mean NCE: 45.2		
4	4/30/07	44	1	0	0	43	Mean NCE: 44.7		

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

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

*** For First grade, TerraNova does not report a Language Composite score. Language Scores are reported.

**Student Assessment Data
2006-07**

Name of Charter School: Bronx Lighthouse Charter School

Name of Test: Terra Nova, Second Edition

Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
1***	9/11/06	63	1	0	0	62	Mean NCE: 38.3		
2	9/11/06	44	0	0	0	44	Mean NCE: 46		
3	9/11/06	44	0	0	0	44	Mean NCE: 34.1		
4	9/11/06	44	0	0	0	44	Mean NCE: 42.9		
1	4/30/07	63	0	0	0	63	Mean NCE: 46.5		
2	4/30/07	44	0	0	0	44	Mean NCE: 55		
3	4/30/07	43	0	0	0	43	Mean NCE: 46.1		
4	4/30/07	44	0	0	0	44	Mean NCE: 54.3		

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

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

*** For First grade, TerraNova does not report a math Composite score. Math Scores are reported.

**Student Assessment Data
2006-07**

Name of Charter School: Bronx Lighthouse Charter School

Name of Test: Northwest Evaluation Association

Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
K	Week of 10/15/06	80	4	0	0	76	Mean RIT: 141.2		
1	Week of 10/8/06	66	3	0	0	63	Mean RIT: 155.2		
2	Week of 10/8/06	44	3	0	0	41	Mean RIT: 174.3		
3	Week of 10/8/06	44	3	0	0	41	Mean RIT: 178.1		
4	Week of 10/1/06	44	1	0	0	43	Mean RIT: 186.9		
K	Week of 5/4/06	79	3	0	0	74	Mean RIT: 155.6		
1	Week of 5/16/07	64	1	0	0	63	Mean RIT: 173.8		
2	Week of 5/21/07	44	4	0	0	40	Mean RIT: 190		
3	Week of 5/21/07	44	5	0	0	39	Mean RIT: 189.6		
4	Week of 5/28/07	44	3	0	0	41	Mean RIT: 193.3		

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

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

Student Assessment Data
2006-07

Name of Charter School: Bronx Lighthouse Charter School

Name of Test: Northwest Evaluation Association

Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score <i>(Indicate Type of Score, e.g., NCE)</i>	Qualitative Level and Percent Attaining*	Other **
K	Week of 10/15/06	80	3	0	0	80	Mean RIT: 136.7		
1	Week of 10/8/06	66	2	0	0	66	Mean RIT: 153		
2	Week of 10/8/06	44	3	0	0	41	Mean RIT: 175.6		
3	Week of 10/8/06	44	2	0	0	42	Mean RIT: 185.9		
4	Week of 10/1/06	44	1	0	0	43	Mean RIT: 195.6		
K	Week of 5/4/06	79	3	0	0	76	Mean RIT: 152.7		
1	Week of 5/16/07	64	1	0	0	63	Mean RIT: 170.3		
2	Week of 5/21/07	44	1	0	0	43	Mean RIT: 189.6		
3	Week of 5/21/07	44	2	0	0	42	Mean RIT: 194.7		
4	Week of 5/28/07	44	1	0	0	43	Mean RIT: 205		

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

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

Progress Toward Goal Attainment
Section I

Goal	Summary	Action Plan
<p>1. All students will successfully complete schoolwork corresponding to the New York State and New York City performance and learning standards.</p> <p>A. Measure: Rubrics, tests and quizzes, portfolios, adherence to pacing guides; This goal is met if 90% of teacher adhere to the pacing guide.</p> <p>B. Method: Quarterly Review</p> <p>C. Results: Met Goal</p> <p>D. Analysis/Evaluation: BLCS uses four core curricula, each aligned to the New York State and City performance and learning standards - Saxon Mathematics, Open Court Reading, Full Option Science Systems (FOSS), and Pearson History & Geography. Teachers were provided with pacing charts for each curriculum which delineated the classwork, homework, tests and quizzes to be given throughout the year (in accordance with our standards-aligned curricula). If teachers were able to stay on pace with the guide, then students were completing schoolwork (classwork, tests, quizzes, homework) which was standards aligned. This year, 100% of teachers were on pace in reading/language arts, and 92% of teachers were on pace in math, so the vast majority of students were completing the corresponding standards-aligned schoolwork. The one teacher who was not was only off pace by one assessment.</p> <p>E. Additional Evidence:</p>	<p>While teachers value the support provided by weekly curricular pacing guides, the school's leadership team continually reinforces staff members understanding of the New York State standards and how they are addressed by our core curricula.</p>	<p>We will continue to monitor pace through grade-level meetings. Further, we will review the scope and sequence of all core curricula to be certain that tested standards are taught by the point in the year at which New York State assessments are administered.</p>

Goal	Summary	Action Plan
<p>2. All students will meet or exceed the Lighthouse Academies Exit Standards.</p> <p>A, Measures: Rubrics, test and quizzes, portfolios</p> <p>B. Method: BLCS used a quarterly standards-based report card to indicate each student's progress toward achieving each of the Lighthouse Academies Exit Standards.</p> <p>C. Results: Did not meet goal</p> <p>D: Analysis/Evaluation: While ALL students did not meet or exceed the Lighthouse Academies Exit Standards, the majority of the students did. Students who were in danger of not meeting the standard were given academic support services. As shown by Terra Nova NCE gains, many of the students who did not meet the exit standards still made over a year's worth of academic gains.</p> <p>E. Additional Evidence:</p>	<p>Students who did not meet the Lighthouse Exit Standards were given promotion in doubt status and are currently attending a mandatory summer school. Our summer school is designed to help catch up those scholars by providing intense data-driven instruction. In each class there are 15 students and two teachers.</p>	<p>We will continue to identify those students most in need of remedial intervention and provide them with intensive Academic Intervention Services, such as SETSS (Special Education Teacher Support Services), ELL classes and tutoring throughout the academic year.</p>

Goal	Summary	Action Plan
<p>3. All third and fourth graders who entered BLCS in kindergarten will demonstrate proficiency on the City and State ELA and Mathematics Tests.</p> <p>A. Measure: State and City Exams</p> <p>B. Method:</p> <p>C. Results: It is not appropriate to judge progress at this point; Our 3rd and 4th graders did not enter in Kindergarten.</p> <p>D. Analysis/Evaluation:</p> <p>E. Additional Evidence:</p>	N/A	N/A

Goal	Summary	Action Plan
<p>4. All students will contribute to at least one public art demonstration or performance each year.</p> <p>A. Measure: Observations</p> <p>B. Method: Quarterly Review</p> <p>C. Results: Met Goal</p> <p>D. Analysis/Evaluation: The table titled “Public Art Demonstration” presents the public art demonstrations and performances held this year by grade level.</p> <p>E. Additional Evidence:</p>	<p>We met and exceeded this goal by allowing scholars more than one opportunity to contribute to a public art demonstration or performance.</p>	<p>We will continue to provide our students with opportunities to show their art products and performances.</p>

Public Art Demonstration or Performance

4th Grade	3rd Grade	2nd Grade	1st Grade	Kinder
Farm Trip Photo Exhibit (atrium display)	Farm Trip Photo Exhibit (atrium display)	Story Quilts (atrium display and reading)	Our Neighborhood at Work Collages (atrium display)	Self Portraits (atrium display)
Autobiographical “Living for the City” Lyrics (atrium display)	Stages of Learning Tableau Performance (performances in classrooms)	Fantasy Story Diorama (display and reading)	Alphabet Book (Art Display)	Winter Performance
Living for the City - dramatic performance set to music (performed at Ribbon Cutting Ceremony)	Bache Inspired Artwork (Town Hall)	Winter Performance	Winter Performance	Hispanic Heritage Celebration
Exhibition of Work Inspired by a Famous Artist (Atrium)	Personal Narratives Reading (Town Hall)	Hispanic Heritage Celebration (Maraca Display)	Hispanic Heritage Celebration (Piñata Display)	Sequential Illustrated Story Retelling (atrium display)
Women’s History Play (Town Hall)			Performance of Chants Written in Class (Town Hall)	Spanish Dance (Town Hall)
Performance of “We the People” Song (Town Hall)				
Talent Show				

Goal	Summary	Action Plan
<p>5. Students will demonstrate hard work, personal responsibility, and respect according to school-developed standards.</p> <p>A, Measures: Observations, rubrics and suspension (in-school and out-school) rates</p> <p>B. Method: Observations were made by teachers according to the core value rubrics which evaluate student conduct. Suspensions were made in compliance with our discipline policy.</p> <p>C. Results: MET GOAL</p> <p>D: Analysis/Evaluation: The students at Bronx Lighthouse Charter School have a well-developed sense of appropriate behavior and are generally willing to take responsibility for their behavior. The vast majority of behavioral issues are minor. Over the course of the year, the instances of discipline issues were dramatically reduced. From September - January 44 incidents occurred. During the last half of the school year, that number was reduced to 21 incidents.</p> <p>E. Additional Evidence: We had two visits from Cambridge Education Associates, our external evaluator. In both the Fall and Spring visits, the evaluations noted the positive change in student behavior from the previous academic year.</p>	<p>This year BLCS hired a Director of School Culture with extensive experience in elementary education in the South Bronx. One of his primary charges was to build a character education program based on core values such as citizenship and enthusiasm. Over the year, important character values were introduced, taught, modeled and assessed. This changed the culture of the school in positive ways. Student behavioral issues were cut by 50%. In addition, he was charged with implementing Responsive Classroom.</p>	<p>We will continue to refine our character education program.</p> <p>This summer we sent one administrator and two teachers to Responsive Classroom's Level 2 week long training.</p>

Goal	Summary	Action Plan
<p>6. After two consecutive years of administration of state and city assessments, BLCS will meet or exceed the performance level defined by the DOE for high-performing schools.</p> <p>A. Measure: State and City Exams</p> <p>B. Method: New York State administers annual ELA and Math exams to grades 3 through 8. These exams are cumulative assessments measuring student mastery of skills at each grade level as determined by NYS standards. The goal is for students to demonstrate proficiency by achieving in Levels 3 or 4 of the exams.</p> <p>C. Results: Did not meet goal</p> <p>D. Analysis/Evaluation: The table below presents our NYS Math and ELA scores for 2005-2006 and 2006-2007. While we have not yet met our goal, this year's 3rd graders came closer to meeting the goal than last year's 3rd graders. Based on other assessment data, we would expect next year's 3rd graders to perform even better.</p> <p>E. Additional Evidence:</p>	<p>While we did not see the growth we wanted to see on the NYS tests, we believe next year many more of our scholars will be proficient. Our 3rd and 4th grade scholars entered far below grade level in September and the gains they made were not enough to push them past proficiency. Taking into account their growth on the Terra Nova test, our scholars made significant gains (over a year's worth of academic progress). If we continue that rate of learning, we will see more scholars who are level 3 and 4 next year.</p>	<p>We will continue to reduce class size for our rising fourth and fifth grade students by creating an additional ELA and Math class for those grades.</p> <p>We will expand our Saturday Academy from an 8-day program to a 16-day program.</p> <p>During the second semester we offered our most struggling 3rd and 4th grade students after school tutoring, we will continue that support starting in September.</p> <p>In an effort to provide our most struggling scholars with the best teachers, we have hired veteran teachers with standards-based instruction experience to teach our rising 3rd and 4th grade students.</p> <p>We will spend the majority of our professional development focusing on literacy.</p>

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report*

Name of Charter School: Bronx Lighthouse Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4			
	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	6	17	19	1	11	22	10	1
2005-06	11	19	13	0				

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4			
	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	3	8	32	2	4	17	20	3
2005-06	7	11	24	2				

Goal	Summary	Action Plan
<p>7. All students who have spent two full years at the BLCS will demonstrate proficiency on the Terra Nova Tests.</p> <p>A. Measures: Terra Nova Test</p> <p>B. Method: Terra Nova tests were administered in September and in April for an “overarching,” yet detailed perspective on how BLCS students perform compared to a nationally-normed group. These tests are administered in 2-5 sessions of 30-45 minute testing. The Terra Novas are administered in the beginning and the end of the school year and they provide a baseline at the beginning of the year and track progress achieved during the school year in detail.</p> <p>C. Results: Did not meet Overall we are slightly behind the national norm in proficiency.</p> <p>D: Analysis/Evaluation: The table below shows the percent of grade level proficiency in reading, language and math, and how we compare to the national norm group. Proficiency is defined by the publisher of the Terra Nova assessment. While our students do not meet the proficiency standards set by the TerraNova, they are not far from the average proficiency of the national norm group (and, in several cases, the percent proficient at BLCS exceeds the percent proficient of the national norm group).</p> <p>E. Additional Evidence:</p>	<p>In many cases our students are still behind the national norm group and are not demonstrating proficiency. However, the goal below (#8) shows that our students grew more than one year’s worth over the course of 2006-2007. If we continue on this trajectory, our students’ achievement gap will continue to close such that they will demonstrate proficiency.</p>	<p>We will continue to identify those students most in need of remedial intervention and provide them with intensive Academic Intervention Services, such as SETSS, ELL classes and tutoring throughout the academic year.</p> <p>We will continue to reduce class size for our rising fourth and fifth grade students by creating an additional ELA and Math class for those grades.</p> <p>We will expand our Saturday Academy from an 8-day program to a 16-day program offered to our 3rd to 5th grade students.</p> <p>In an effort to provide our most struggling scholars with the best teachers, we have hired veteran teachers with standards-based instruction experience to teach our rising 3rd and 4th grade students.</p>

Comparison of Percent Proficient on the TerraNova 2006-2007 - BLCS and National Norm Group

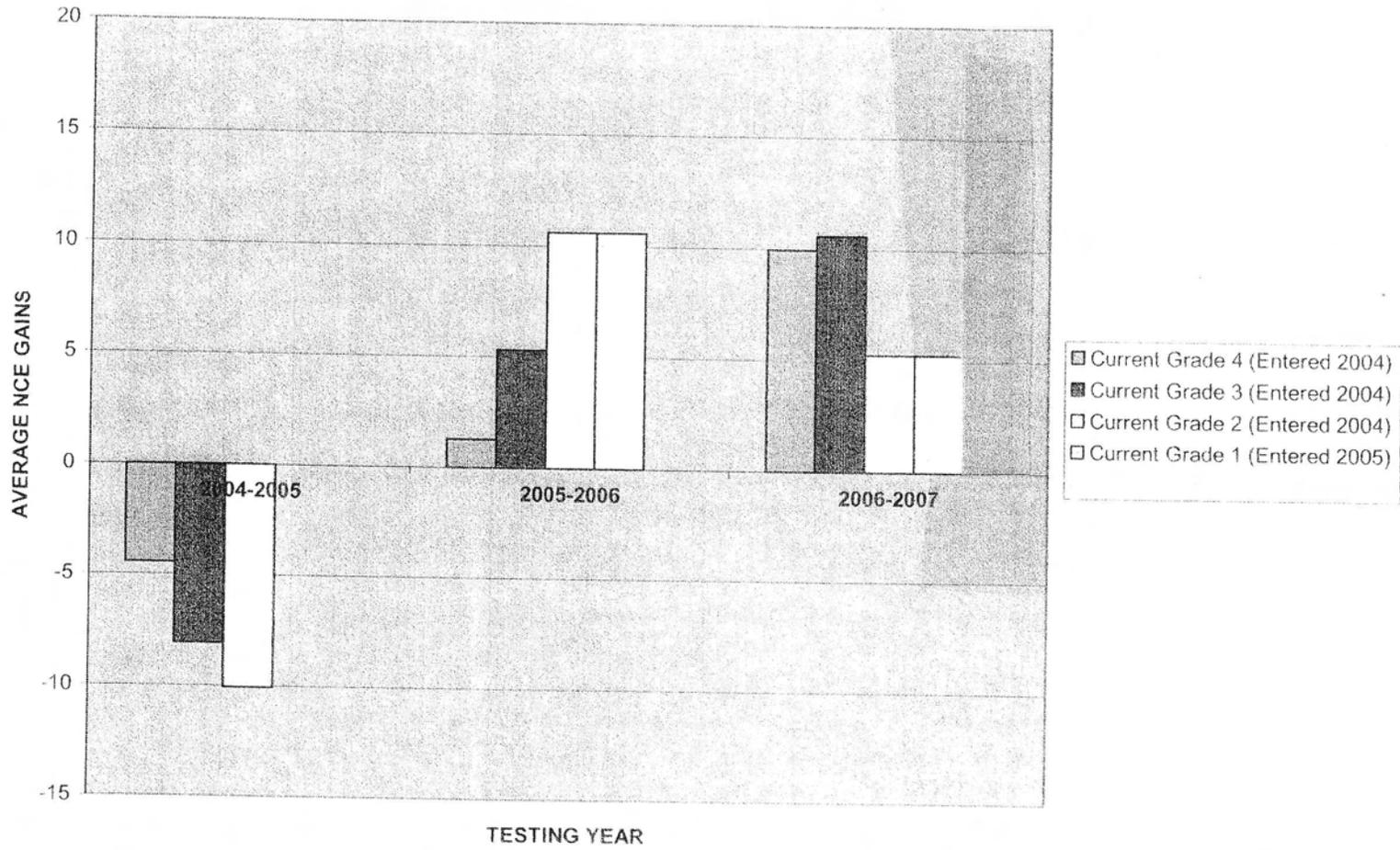
Grade	Reading		Language		Math	
	BLCS % Proficient	National Norm Group % Proficient	BLCS % Proficient	National Norm Group % Proficient	BLCS % Proficient	National Norm Group % Proficient
1	14%	17%	11%	17%	6%	12%
2	37%	45%	45%	37%	32%	34%
3	2%	14%	0%	10%	0%	6%
4	12%	23%	7%	18%	14%	15%

Goal	Summary	Action Plan
<p>8. All students taking the Terra Nova will improve one grade level per year.</p> <p>A. Measures: Terra Nova Test</p> <p>B. Method: Terra Nova tests were administered in September and in April for an “overarching,” yet detailed perspective on how BLCS students perform compared to a nationally-normed group. These tests are administered in 2-5 sessions of 30-45 minute testing. The Terra Novas are administered in the beginning and the end of the school year and they provide a baseline at the beginning of the year and tracks progress achieved during the school year in detail.</p> <p>C. Results: Did not meet</p> <p>D: Analysis/Evaluation: While not ALL students improved one grade level this year, on average our students made <u>over</u> a year’s worth of growth. The tables below titled “TerraNova READING Average NCE Gains with CONSISTENT Cohort” and “TerraNova MATH Average NCE Gains with CONSISTENT Cohort” present Bronx Lighthouse Charter School’s NCE growth. 0 NCE represents one year’s growth. While our students are still not up to grade level, this year they made great strides in closing their achievement gap. Cohorts are labeled “A” (4th graders in 2006-2007) to “E” (Kindergarteners in 2006-2007). Cohort C, our 2nd graders for 2006-2007, showed negative growth in reading for the past two years. However, as a whole they were closer to the national norm group for proficiency and, in April 2007, the 7th month of school, the average reading grade mean equivalent on the Terra Nova for this group was 2nd grade, 8th month.</p> <p>E. Additional Evidence:</p>	<p>While not all students improved one grade level, as a whole BLCS made tremendous NCE growth and, on the average, students across the school made over one year’s worth of gains. Students made bigger gains in math than in reading.</p>	<p>We will continue to prioritize literacy in our school.</p> <p>We will continue to identify those students most in need of remedial intervention and provide them with intensive Academic Intervention Services, such as SETSS (Special Education Teacher Support Services), ELL classes, and tutoring throughout the academic year.</p> <p>We will expand our Saturday Academy from an 8-day program to a 16-day program offered to our 3rd to 5th grade students.</p>

TerraNova Cohort Growth (NCE)

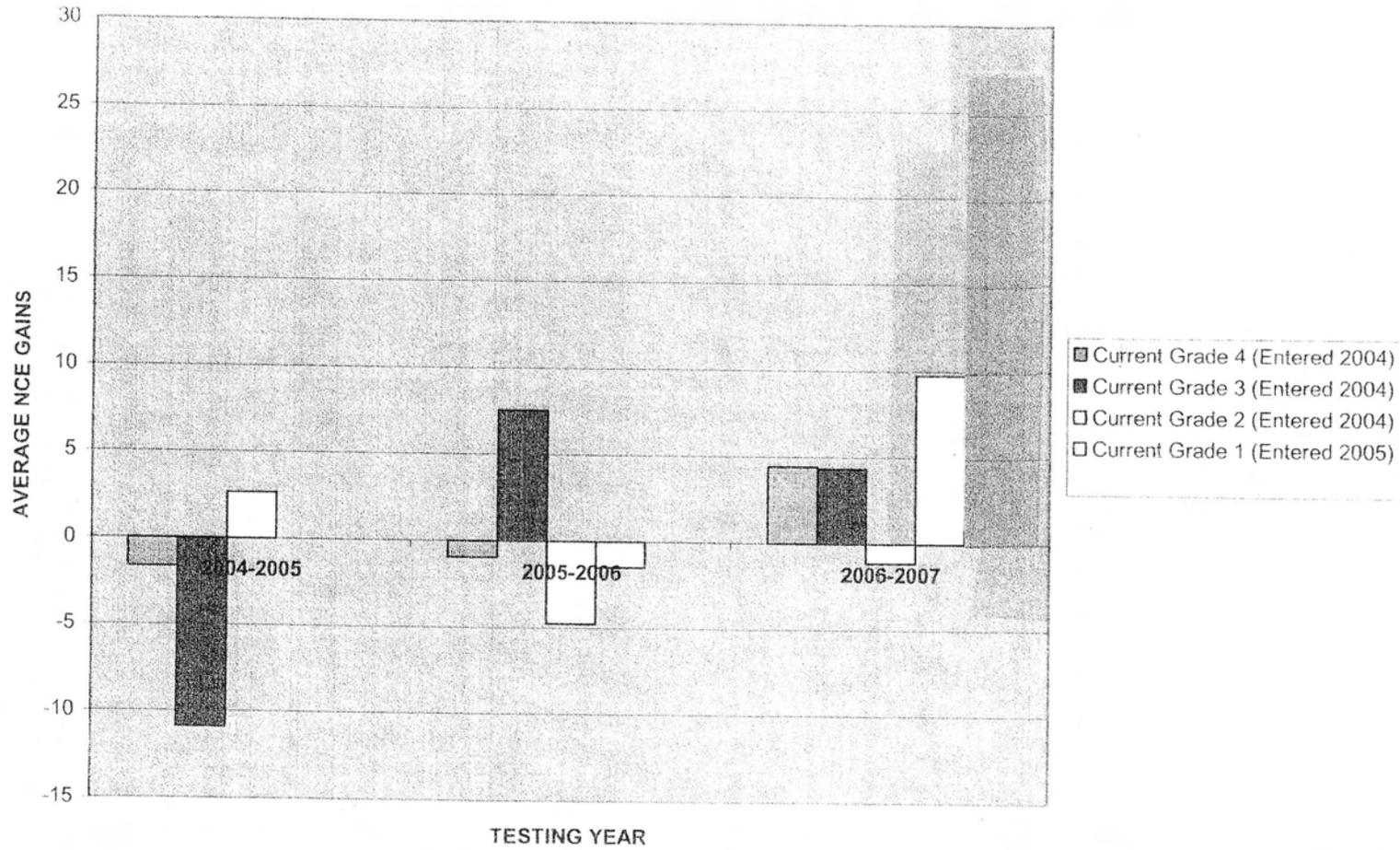
COHORT	2004-2005		2005-2006		2006-2007	
	Reading	Math	Reading	Math	Reading	Math
A	-1.68	-4.44	-0.95	1.27	4.43	9.95
B	-10.90	-8.09	7.52	5.28	4.33	10.59
C	2.63	-10.08	-4.77	10.58	-1.10	5.26
D			-1.50	17.22	9.71	8.11
E					24.00	14.22

TerraNova MATH Average NCE Gains with CONSISTENT Cohorts



Note: Only those students who have valid NCE scores for ALL assessment dates shown are included in this table. This analysis accounts for student turnover.

TerraNova READING Average NCE Gains with CONSISTENT Cohort



Note: Only those students who have valid NCE scores for ALL assessment dates shown are included in this table. This analysis accounts for student turnover.

Goal	Summary	Action Plan
<p>9. Students from all demographic groups within the BLCS will perform at comparably high achievement levels on New York State and City exams as well as the Terra Nova</p> <p>A, Measures: New York State and City exams, Terra Nova Test</p> <p>B. Method:</p> <p>C. Results:</p> <p>D: Analysis/Evaluation:</p> <p>E. Additional Evidence:</p>	<p>Disaggregation of student data (by ethnicity, gender, IEP status, and LEP status) is currently underway.</p>	

Goal	Summary	Action Plan
<p>10. Parents will rate the school, on average, at least 3.0 out of a 4.0 point scale on a parent satisfaction survey. A, Measures: Parent satisfaction survey B. Method: Met Goal C. Results: Average score on spring Parent Satisfaction Survey was 3.7. D: Analysis/Evaluation: The table titled, "Parent Satisfaction Survey Results" presents how parents are very satisfied with the schools performance across many measures. E. Additional Evidence:</p>	<p>This year there was a new leadership team at BLCS. There was a focus on building relationships with the parents while at the same time increasing parent and student expectations. In August the leadership team held 16 small group parent orientations to build those relationships. Once a month BLCS offered parent workshops, such as "How to help your child succeed in school" and "Tips for teaching math at home." In the end, parents were very pleased with BLCS.</p>	<p>This summer we will continue to hold mandatory parent orientations.</p> <p>We will continue to build our parent program. We will offer more volunteer opportunities as well as workshops for parents.</p>

Parent Satisfaction Survey Results
June 27, 2007

Total Number of Students	Number of Surveys returned	Return Rate	
275	198	72%	
Grade	Total Number of Students per Grade	Number of Surveys Returned per Grade	Return Rate per Grade
K	80	62	77.5
1	63	48	76.2
2	44	29	65.9
3	44	22	50.0
4	44	33	75.0

Note: Four (4) parents did not indicate a grade on their survey accounting for 2.0% of total parents respondents.

Number of Responses by Grade								Total by Grade (198)
1) Overall, my child understands what she or he is expected to learn.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	
JUNE 2007 Total	4	44	40	21	9	19	3	136
School Mean = 3.7	3	18	7	7	13	14	0	59
	2	0	1	0	0	0	1	2
JANUARY 2007	1	0	0	1	0	0	0	1
Total School Mean = 3.6	No Response	0	0	0	0	0	0	0
2) My child is learning well at Lighthouse.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)
JUNE 2007 Total	4	53	39	24	15	22	3	156

School Mean = 3.8 JANUARY 2007 Total School Mean = 3.7	3	9	8	4	5	10	1	37	
	2	0	1	0	2	0	0	3	
	1	0	0	1	0	0	0	1	
	No Response	0	0	0	0	1	0	1	
3) The teachers encourage my child to learn.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)	
	JUNE 2007 Total	4	54	45	24	17	28	4	172
	School Mean = 3.9	3	8	3	4	5	5	0	25
	JANUARY 2007	2	0	0	0	0	0	0	0
	Total School Mean = 3.8	1	0	0	1	0	0	0	1
	No Response	0	0	0	0	0	0	0	0
4) My child receives regular and timely feedback from the teachers about how well she or he is doing in school.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)	
	JUNE 2007 Total	4	45	41	21	14	18	0	
	School Mean = 3.7	3	17	6	7	6	15	4	
	JANUARY 2007	2	0	1	1	2	0	0	4
	Total School Mean = 3.6	1	0	0	0	0	0	0	0
	No Response	0	0	0	0	0	0	0	0
5) My child's teachers are accessible to me.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)	
	JUNE 2007 Total	4	47	42	20	17	30	3	159
	School Mean = 3.8	3	14	6	9	5	3	1	38
		2	1	0	0	0	0	0	1

JANUARY 2007 Total School Mean = 3.7	1	0	0	0	0	0	0	0
	No Response	0	0	0	0	0	0	0
6) The school teaches values and character to my child.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)
	JUNE 2007 Total School Mean = 3.8	4	48	41	21	16	26	3
JANUARY 2007 Total School Mean = 3.7	3	13	7	7	6	7	1	41
	2	0	0	0	0	0	0	0
	1	0	0	1	0	0	0	1
	No Response	1	0	0	0	0	0	1
7) The Principal is accessible to parents.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)
	JUNE 2007 Total School Mean = 3.6	4	43	34	17	15	24	2
JANUARY 2007 Total School Mean = 3.6	3	17	12	7	6	9	2	53
	2	1	1	4	0	0	0	6
	1	1	0	1	0	0	0	2
	No Response	0	1	0	1	0	0	2
8) The Principal and staff resolve student behavior issues effectively.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)
	JUNE 2007 Total School Mean = 3.5	4	36	36	16	13	18	1
JANUARY 2007 Total School Mean = 3.5	3	22	9	8	7	11	0	57
	2	3	2	2	2	1	0	10
	1	0	1	2	0	0	0	3
	No Response	1	0	1	0	3	3	8
9) The school does a	Rating	K	1	2	3	4	Grade	Total by

good job communicating the educational goals of the school to parents.		(62)	(48)	(29)	(22)	(33)	Not Known (4)	Grade (198)
JUNE 2007 Total	4	47	38	17	15	22	1	140
	3	15	9	9	6	10	0	49
School Mean = 3.7	2	0	1	1	1	0	0	3
	1	0	0	1	0	0	0	1
	No Response	0	0	1	0	1	3	5
JANUARY 2007 Total School Mean = 3.7								
10) The school offers activities to encourage parental involvement.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)
JUNE 2007 Total	4	44	39	17	15	22	1	138
	3	16	7	9	5	9	0	46
School Mean = 3.7	2	2	1	2	1	1	0	7
	1	0	1	1	0	0	0	2
	No Response	0	0	0	1	1	3	5
JANUARY 2007 Total School Mean = 3.6								
11) Staff other than teachers are in regular communication with parents.	Rating	K (62)	1 (48)	2 (29)	3 (22)	4 (33)	Grade Not Known (4)	Total by Grade (198)
JUNE 2007 Total	4	38	34	14	15	20	1	122
	3	21	12	12	5	10	0	60
School Mean = 3.6	2	2	2	2	2	2	0	10
	1	0	0	1	0	0	0	1
	No Response	1	0	0	0	1	3	5
JANUARY 2007 Total School Mean = 3.5								

RATING SCALE: 4 = Strongly Agree 3 = Agree 2 = Disagree 1 = Strongly Disagree

12) How important was the availability of transportation in your decision to enroll your son or daughter at Lighthouse?	Response	Total (198)
	Very Important	120
	Somewhat Important	33
	Not Important	34
	No Response	11
13) If a new Lighthouse Academy opened in the area, would you recommend that a friend consider that school for his or her children?	Response	Total (198)
	YES	187
	NO	4
	No Response	7
14) Would you be willing to help recruit students for a second Lighthouse Academy in the area?	Response	Total (198)
	YES	184
	NO	6
	No Response	8

Progress Toward Goal Attainment
 Section II
 Summary of Goals

Measure	Type	Description	Outcome
1	Absolute	All students will successfully complete schoolwork corresponding to the New York State and New York City performance and learning standards.	Met
2	Absolute	All students will meet or exceed the Lighthouse Academies Exit Standards.	Did not meet
3	Absolute	All third and fourth graders who entered BLCS in kindergarten will demonstrate proficiency on the City and State ELA and Mathematics Tests.	Not Applicable
4	Absolute	All students will contribute to at least one public art demonstration or performance each year.	Met
5	Absolute	Students will demonstrate hard work, personal responsibility, and respect according to school-developed standards.	Met
6	Absolute	After two consecutive years of administration of state and city assessments, BLCS will meet or exceed the performance level defined by the DOE for high-performing schools.	Did not meet
7	Value-Added	All students who have spent two full years at the BLCS will demonstrate proficiency on the Terra Nova Tests.	Did not meet
8	Value-Added	All students taking the Terra Nova will improve one grade level per year.	Did not meet
9	Comparative	Students from all demographic groups within the BLCS will perform at comparably high achievement levels on New York State and City exams as well as the Terra Nova	Disaggregation of student data is currently underway.
10	Qualitative	Parents will rate the school, on average, at least 3.0 out of a 4.0 point scale on a parent satisfaction survey.	Met

Progress Toward Goal Attainment
 Section III
 Value-Added Cohort Analysis

NYS Assessment

		Percent at Levels 3 and 4		
Grade (in 2006-07)	Number of Students in Cohort*	2005 (cohort's results from previous year)	2006 (cohort results from current year)	Change
4 (ELA)	37	24.30%	18.90%	-5.40%
4 (MATH)	38	57.90%	55.30%	-2.60%

TerraNova Cohort Growth (NCE)

COHORT	2004-2005		2005-2006		2006-2007	
	Reading	Math	Reading	Math	Reading	Math
A	-1.68	-4.44	-0.95	1.27	4.43	9.95
B	-10.90	-8.09	7.52	5.28	4.33	10.59
C	2.63	-10.08	-4.77	10.58	-1.10	5.26
D			-1.50	17.22	9.71	8.11
E					24.00	14.22

Statement of Assurances

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

Jeffrey V. Tsang
Print Name, Head of Charter School

Jeffrey V. Tsang
Signature and Date

Chantal S. Grant
Notary Public Signature and Seal

CHANTAL S. GRANT
Notary Public, State of New York
No. 01GR6012216
Qualified in Queens County
Commission Expires August 24, 2010

Reed Talada
Print Name, President, Board of Trustees

Reed Talada 7/26/07
Signature and Date

Chantal S. Grant
Notary Public, Signature and Seal

CHANTAL S. GRANT
Notary Public, State of New York
No. 01GR6012216
Qualified in Queens County
Commission Expires August 24, 2010

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, including all State exams. For the State Assessment results, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics, for grades 3 – 8 (as applicable). For those years in which assessments were not administered in grades 3 and 5 – 7, please leave those cells blank. Longitudinal data are being requested back through the 2005-06 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank.

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided. Complete a separate chart for each subtest. This should also be used to report portfolio assessment data.

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment(s) was/were given;
5. the number of students enrolled in the grade on the date the assessment(s) was/were given;
6. the number of students who were absent on the date that the assessment(s) were administered;
7. the number of students who were exempted from such assessment(s) per their IEP;
8. the number of students who were exempted from such assessment(s) as a result of their ELL/LEP status;
9. the number of students who were actually assessed;
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Progress Toward Goal Attainment

State each goal in your charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it. Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

*Student Assessment Data
New York State Assessment Results
Grade 4 Science Exam
2006-07 Annual Report Addendum*

Name of Charter School: Bronx Lighthouse Charter School

Grades 4 State Science Assessments Results

<i>Year of Test</i>	Grade 4			
	L1	L2	L3	L4
2006-07	16%	32%	50%	2%
2005-06				