

The State Education Department
The University of the State of New York

Office of Innovative School Models

Charter Schools Office
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School Bronx Lighthouse Charter School

Primary Address 1001 Intervale Avenue
Bronx, NY 10459

Telephone 646-915-0025 **Fax** 646-915-0037

BEDS # 321200860870

District/CSD of Location CSD 12

Charter Entity NYC Department of Education

Date School First Opened for Instruction September 8, 2004

School Leader Meghan Kimpton (K-4); Mathias Guishard (5-8)
(print name)

E-mail Address of School Leader mkimpton@lighthouse-academies.org;
mguishard@lighthouse-academies.org

President, Board of Trustees Angela Fernandez
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E-mail Address and Phone Number of Board President blcsboardchair@lighthouse-
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Section I

Student Assessment Data

*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report*

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	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2009-10 – All Students	8	51	35	6	8	62	30		12	40	37	12	7	63	30		7	57	36					
General Education Students	4	52	38	6	7	58	35		5	38	43	14	5	61	34		3	58	39					
Special Education Students	57	43			9	82	9		50	50			20	80			50	50						
2008-09 – All Students	0	31	63	6	2	38	60	0	0	32	66	2	0	26	70	5								
General Education Students		23	70	7	3	35	63			30	68	3		21	74	5								
Special Education Students		78	22			60	40			50	50			75	25									
2007-08 – All Students	0	39	52	9	11	34	52	2	0	35	63	2												
General Education Students		37	53	9	12	31	55	2		33	64	2												
Special Education Students		100				100				100														
2006-07 – All Students	13	38	40	2	25	52	20	2																
General Education Students	11	39	47	2	21	51	25	3																
Special Education Students	40	40	20		60	40																		

New York State Assessment Results

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																				
2009-10 – All Students	2	41	36	21		26	58	17	2	49	33	16	2	44	33	21	2	37	39	22				
General Education Students	1	38	39	23		18	63	20	3	46	32	19		42	37	21		32	43	24				
Special Education Students	14	86				70	30			67	33		20	60		20	25	75						
2008-09 – All Students	0	6	79	15	2	4	69	24	0	9	70	20	0	9	73	18								
General Education Students			84	16		5	68	27		5	73	22		5	70	20								
Special Education Students		40	50	10	25		75			67	33			50	50									
2007-08 – All Students	0	0	73	27	2	16	70	11	0	7	82	11												
General Education Students			76	24	2	12	73	12		5	84	12												
Special Education Students			33	67		67	33			10														
2006-07 – All Students	7	16	75	2	9	41	45	5																
General Education Students	1	13	81	5	8	35	49	8																
Special Education Students	40	40	20		20	60	20																	

The following exams do not apply to BLCS for the 2009-2010 school year:

- 1) New York State Regents exams
- 2) Second Language Proficiency Exams

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>					<i>General Education Students</i>					<i>Students with Disabilities</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i><54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. K-1)	2009-2010	14			22	78	13			23	77	1				100
	2008-09	14	0	14	36	50	14	0	0	14	50	0	0	0	0	0
	2007-08	12	0	8	25	67	8	0	0	38	63	4	0	25	0	75
	2006-07	11	9	9	55	27	7	0	0	57	43	4	25	25	50	0
	2005-06	9	0	0	33	66	8	0	0	25	75	1	0	0	0	100
Reading & Writing (Gr. K-1)	2009-2010	14	14	36		50	13	8	38		54		100			
	2008-09	14	7	14	36	43	14	7	14	36	43	1	0	0	0	0
	2007-08	12	17	33	33	17	8	13	38	38	13	4	25	25	25	25
	2006-07	11	27	36	0	36	7	0	43	0	57	4	75	25	0	0
	2005-06	9	22	78	0	0	8	25	75	0	0	1	0	100	0	0
Listening & Speaking (Gr. 2-4)	2009-2010	16				100	11				100	5				100
	2008-09	12	0	0	25	75	8	0	0	25	75	4	0	0	25	75
	2007-08	11	0	0	18	82	10	0	0	20	80	1	0	0	0	100
	2006-07	12	0	0	58	42	2	0	0	50	50	10	0	0	60	40
	2005-06	11	0	0	0	100	1	0	0	0	100	10	0	0	0	100
Reading & Writing (Gr. 2-4)	2009-2010	16		19	44	37	11		18	55	27	5		20	20	60
	2008-09	12	0	33	67	0	8	0	0	25	0	4	0	0	50	0
	2007-08	11	0	36	36	27	10	0	40	40	20	1	0	0	0	100
	2006-07	12	8	42	42	8	10	10	30	50	10	2	0	100	0	0
	2005-06	11	0	63	36	0	10	0	60	40	0	1	0	100	100	0
Listening & Speaking (Gr. 5-6)	2009-2010	5				100	4				100	1				100
	2008-09	7	0	0	57	43	6	0	0	67	33	1	0	0	0	100
	2007-08	4	0	0	25	75	3	0	0	0	100	1	0	0	100	0
	2006-07															
	2005-06															
Reading & Writing (Gr. 5-6)	2009-2010	5			40	60	4			50	50	1			100	
	2008-09	7	0	0	43	57	6	0	0	33	67	1	0	0	100	0
	2007-08	4	25	25	50	0	3	0	33	67	0	1	100	0	0	0
	2006-07															
	2005-06															



New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i><54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. 7-8)	2009-10	1				100	1				100					
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 7-8)	2009-10	1				100	1				100					
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2009-10	40	16	9	68	7
	2008-09	43	12	17	63	7
	2007-08	43	28	8	47	7
	2006-07					
Middle Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Secondary Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Elementary Science	2009-10	67	0	16	37	14
	2008-09	45	7	31	44	18
	2007-08	44	14	23	51	12
	2006-07					

High School Completion Rates

High School completion rates do not apply to Bronx Lighthouse Charter School in 2009-2010.

Other Student Assessment Data
2009-10

Test Northwest Evaluation Association (NWEA) - Measures of Academic Progress (grades 2-5) and Primary Grades Assessment (grades K and 1)
Subject: Reading (Fall 2009)

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>	Average % of Growth needed to meet Target*
K	October 2009	44	0	0	0	42	Mean RIT 133.1	260%
1	October 2009	44	0	0	0	44	Mean RIT 162.9	114%
2	October 2009	46	0	0	0	44	Mean RIT 179.7	69%
3	October 2009	88	0	0	0	86	Mean RIT 189.7	118%
4	October 2009	67	0	0	0	68	Mean RIT 196.3	154%
5	October 2009	44	0	0	0	44	Mean RIT 204.6	158%
6	October 2009	43	0	0	0	43	Mean RIT 209.9	159%
7	October 2009	43	0	0	0	43	Mean RIT 232.2	189%

*This column indicates the amount of growth needed to reach the Spring target score. 100% growth is equivalent to one year's growth. This target indicates the RIT score needed for a student be at the 50% percentile nationally.

Name of Test Northwest Evaluation Association (NWEA) - Measures of Academic Progress (grades 2-5) and Primary Grades Assessment (grades K and 1)
Subtest: Reading (Spring 2010)

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>	Percent of Target Growth Achieved*
K	June 2010	43	0	0	0	40	Mean RIT 160.2	230%
1	June 2010	43	0	0	0	40	Mean RIT 186.4	176%
2	June 2010	45	0	0	0	43	Mean RIT 190.6	84%
3	June 2010	88	0	0	0	80	Mean RIT 201.0	122%
4	June 2010	66	0	0	0	64	Mean RIT 205.8	132%
5	June 2010	43	0	0	0	39	Mean RIT 210.8	119%
6	June 2010	43	0	0	0	37	Mean RIT 212	46%
7	June 2010	40	0	0	0	38	Mean RIT 217	100%

*This column indicates the actual growth made to reach the Spring target score. 100% growth is equivalent to one year's growth. The target is the RIT score needed for a student to be at the 50% percentile nationally.

Test Northwest Evaluation Association (NWEA) - Measures of Academic Progress (grades 2-5) and Primary Grades Assessment (grades K and 1) Subtest: Math (Fall 2009)

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)	Average % of Growth need to meet the Target*
K	October 2009	44	0	0	0	41	Mean RIT 134.1	186%
1	October 2009	44	0	0	0	43	Mean RIT 164.4	99
2	October 2009	46	0	0	0	45	Mean RIT 180	82%
3	October 2009	88	0	0	0	86	Mean RIT 188.1	131%
4	October 2009	67	0	0	0	68	Mean RIT 198.7	142%
5	October 2009	44	0	0	0	44	Mean RIT 212.3	99%
6	October 2009	43	0	0	0	41	Mean RIT 217.1	112%
7	October 2009	43	0	0	0	44	Mean RIT 225.4	68%

*This column indicates the amount of growth needed to reach the Spring target score. 100% growth is equivalent to one year's growth. This target indicates the RIT score needed for a student be at the 50% percentile nationally.

Name of Test Northwest Evaluation Association (NWEA) - Measures of Academic Progress (grades 2-5) and Primary Grades Assessment (grades K and 1) **Subtest:** Math (Spring 2010)

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>	Percent of Target Growth Achieved*
K	June 2010	43	0	0	0	40	Mean RIT 159.5	189%
1	June 2010	43	0	0	0	39	Mean RIT 179.9	101%
2	June 2010	45	0	0	0	43	Mean RIT 194	100%
3	June 2010	88	0	0	0	79	Mean RIT 201.9	127%
4	June 2010	66	0	0	0	60	Mean RIT 211.2	137%
5	June 2010	43	0	0	0	40	Mean RIT 222	128%
6	June 2010	43	0	0	0	39	Mean RIT 226.5	140%
7	June 2010	40	0	0	0	39	Mean RIT 232.2	117%

*This column indicates the actual growth made to reach the Spring target score. 100% growth is equivalent to one year's growth. The target is the RIT score needed for a student be at the 50% percentile nationally.

Progress Toward Goal Attainment

**Progress Toward Goals
2009-10**

Charter School Name: Bronx Lighthouse Charter School

School Year: 2009-2010

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken												
Each year, 75 percent of 3 rd – 8 th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	<table border="1"> <thead> <tr> <th>Grade</th> <th>% Proficient</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>39.3</td> </tr> <tr> <td>4</td> <td>32.6</td> </tr> <tr> <td>5</td> <td>52.9</td> </tr> <tr> <td>6</td> <td>34.4</td> </tr> <tr> <td>7</td> <td>34.8</td> </tr> </tbody> </table>	Grade	% Proficient	3	39.3	4	32.6	5	52.9	6	34.4	7	34.8	NY State Testing School Testing Data	N	<i>See Additional Evidence/Reflection on Progress Toward Goals</i>
Grade	% Proficient															
3	39.3															
4	32.6															
5	52.9															
6	34.4															
7	34.8															
Each year, 75 percent of 3 rd – 8 th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	<table border="1"> <thead> <tr> <th>Grade</th> <th>% Proficient</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>60.7</td> </tr> <tr> <td>4</td> <td>78.3</td> </tr> <tr> <td>5</td> <td>41.5</td> </tr> <tr> <td>6</td> <td>48.2</td> </tr> <tr> <td>7</td> <td>60.9</td> </tr> </tbody> </table>	Grade	% Proficient	3	60.7	4	78.3	5	41.5	6	48.2	7	60.9	NY State School Testing Data	N	<i>See Additional Evidence/Reflection on Progress Toward Goals</i>
Grade	% Proficient															
3	60.7															
4	78.3															
5	41.5															
6	48.2															
7	60.9															

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
Each year, 75 percent of 4 th and 8 th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Science examination.	78.3 % of the 4th grade 2-year cohort scored proficient on the New York State Science Examination The school did not have an 8 th grade class during the 2009-2010 school year	NY State School Testing Data	Y	
Each year, 75 percent of 5 th and 8 th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Social Studies examination.	76.5% of the 5th grade 2-year cohort scored proficient on the New York State Social Studies Examination The school did not have an 8 th grade class during the 2009-2010 school year	NY State School Testing Data	Y	
For each year of the new charter term, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or	No growth measure in Year 1 of new charter term; absolute performance to establish baseline for comparison in subsequent years. Absolute Performance on	NY State School Testing Data	N/A	In order to demonstrate the desired amount of growth as described in the goal, the school must increase the ELA score 19% in Year 2 (2010-2011).

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate growth (above 75 percent) in the current year.	State ELA Exam – 37%			
For each year of the new charter term, each grade-level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam	No growth measure in Year 1 of new charter term; absolute performance to establish baseline for comparison in subsequent years of the charter.	NY State School Testing Data	N/A	In order to demonstrate the desired amount of growth as described in the goal, the school must increase the Mathematics score 8% in Year 2 (2010-2011).

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p>(baseline) and 75 percent at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.</p>	<p>Absolute Performance on State Mathematics Exam – 59%</p>			
<p>Each year, 75% of students enrolled in grades 9-12 will accumulate 10 or more credits towards graduation. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYCDOE Progress Report.</p>	<p>The BLCS High School will be in its first year of operation in 2011-2012.</p>	<p>N/A</p>	<p>N/A</p>	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
By the end of year 4 in the second term of the charter, 75 percent of the first cohort* will have scored at least 75 on a New York State Regents examinations in Math (Integrated Algebra I, Geometry, or Trigonometry).	The BLCS High School will be in its first year of operation in 2011-2012.	N/A	N/A	
By the end of year 4 in the second term of the charter, 65 percent of the initial cohort* will have scored at least 65 on the New York State Regents examinations in Science (Earth Science, Biology: Living Environment or Chemistry).	The BLCS High School will be in its first year of operation in 2011-2012.	N/A	N/A	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken																		
Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	<table border="1"> <thead> <tr> <th>Grade</th> <th>School</th> <th>CSD 12</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>56.3</td> <td>40.2</td> </tr> <tr> <td>4</td> <td>74.3</td> <td>40.8</td> </tr> <tr> <td>5</td> <td>48.9</td> <td>38.4</td> </tr> <tr> <td>6</td> <td>53.5</td> <td>37.4</td> </tr> <tr> <td>7</td> <td>59.5</td> <td>35.1</td> </tr> </tbody> </table>	Grade	School	CSD 12	3	56.3	40.2	4	74.3	40.8	5	48.9	38.4	6	53.5	37.4	7	59.5	35.1	New York State Education Department School and District Performance Data	Y	
Grade	School	CSD 12																				
3	56.3	40.2																				
4	74.3	40.8																				
5	48.9	38.4																				
6	53.5	37.4																				
7	59.5	35.1																				
Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	<table border="1"> <thead> <tr> <th>Grade</th> <th>School</th> <th>CSD 12</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>40.9</td> <td>34.7</td> </tr> <tr> <td>4</td> <td>30.3</td> <td>27.1</td> </tr> <tr> <td>5</td> <td>48.8</td> <td>30.7</td> </tr> <tr> <td>6</td> <td>30.2</td> <td>27.8</td> </tr> <tr> <td>7</td> <td>35.7</td> <td>20.5</td> </tr> </tbody> </table>	Grade	School	CSD 12	3	40.9	34.7	4	30.3	27.1	5	48.8	30.7	6	30.2	27.8	7	35.7	20.5	New York State Education Department School and District Performance Data	Y	
Grade	School	CSD 12																				
3	40.9	34.7																				
4	30.3	27.1																				
5	48.8	30.7																				
6	30.2	27.8																				
7	35.7	20.5																				

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
For each year of the charter renewal term, the school will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report.	Scored a letter of "B"	NYC Department of Education Progress Report 2009-2010	Y	
Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	Rating of " Good Standing : A school that has not been designated as Improvement, Corrective Action, or Restructuring"	The New York State School Report Card Accountability and Overview Report 2009-2010	Y	
Each year, for a grade level cohort that has been at the school for three full years (through 8 th grade), the percent of students at or beyond the national median in reading and math as measured by the	<i>See Additional Evidence/Reflection on Progress Toward Goals</i>	Spring 2009 and Spring 2010 NWEA Test Data	N	<i>See Additional Evidence/Reflection on Progress Toward Goals</i>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
NWEA MAP assessments will increase by 10% of the cohort.				
Each year, the school will have an average daily student attendance rate of at least 95%.	2009-2010 Final Attendance Rate = 95.8%	Yearly attendance summary reports from PowerSchool and ATS	Y	
Each year, 95 percent of all students enrolled on the last day of the school year will return the following September.	96.1% of students who were enrolled on the last day of the school year returned to the school in September of 2010	Student enrollment data on last day of attendance for 2009-2010 year, student enrollment data for first day of attendance 2010-2011, student withdrawals in July and August 2010	Y	
Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of	Open Meetings Act – 11 meetings, advertised in local media outlets and at the school site. FOIL – all requests acted upon within given time frame	Board Meeting notifications FOIL information posted at the school Weekly Special Education attendance logs FERPA notices on file for all	Y	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	<p>IDEA – school is in full compliance on all IEP’s; testing accommodations are provided to all mandated students; a full time special education staff monitors compliance, administers test accommodations, and meets IEP goals and objectives.</p> <p>FERPA – signed notices for every child in the school collected in September of 2009</p>	students		
Each year, the average rate of attendance at parent conferences measured quarters 1, 2, and 3 will be 80% or more.	<p>Quarter 1 - 93%</p> <p>Quarter 2 – 88%</p> <p>Quarter 3 – 98%</p>	Quarterly Parent Teacher Conference Sign-In Sheets	Y	
The school will be rated “meets” or “exceeds” (or	Instructional Leadership Data Analysis – Exceeds	Lighthouse Academies/Cambridge		

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
3 out of 4 on a 4-point scale) based on an annual Lighthouse Academies school evaluation in the categories relating to instructional and school leadership.	<p>Standard</p> <p>Instructional Leadership Professional Development – Exceeds Standard</p> <p>Instruction and Assessment Culture of Achievement and Respect – Exceeds Standard</p> <p>Instruction and Assessment – Meets Standard</p> <p>Learning Environment – Exceeds Standards</p>	Education School Review, Spring 2010	Y	
Each year, student enrollment will be within 5% of full enrollment as defined in the school’s contract. This will be measured each year by an analysis of student	98.3% enrolled on the last day of 2009-2010 school year, June 25 th 2010.	<p>Analysis of student enrollment figures in ATS</p> <p>PowerSchool attendance summaries</p>	Y	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
enrollment figures in ATS.				
Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Budget surplus of \$864,197	Increase in Net Assets		
For each year of the charter renewal term, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Bronx Lighthouse Charter School Financial Audit performed by Tempesta & Farrell, P.C. indicated an unqualified opinion with no major findings.	Bronx Lighthouse Charter School Financial Audit performed by Tempesta and Farrell, P.C. dated June 30 th , 2010.	Y	
Each year, parents will express satisfaction with the school's program, based on the NYCDOE	Academic Expectations – 7.9 Communication – 7.1	Results given in NYC DOE NYC School Survey 2009- 2010 Report	N	<i>See Additional Evidence/Reflection on</i>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
<p>Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	<p>Engagement - 7.4 Safety and Respect – 7.6</p>			<p><i>Progress Toward Goals</i></p>
<p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations,</p>	<p>Academic Expectations – 7.9 Communication – 7.1 Engagement - 7.4 Safety and Respect – 7.6</p>	<p>Results given in NYC DOE NYC School Survey 2009-2010 Report</p>	<p>N</p>	<p><i>See Additional Evidence/Reflection on Progress Toward Goals</i></p>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.				
Each year, students in grade 5 or higher will express satisfaction with the school as determined by the student section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this	Academic Expectations – 7.9 Communication – 7.1 Engagement - 7.4 Safety and Respect – 7.6	Results given in NYC DOE NYC School Survey 2009-2010 Report	N	<i>See Additional Evidence/Reflection on Progress Toward Goals</i>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/Efforts to be Undertaken
goal if 50% or more of students enrolled and eligible participate in the survey.				

**Additional Evidence/Reflection on Progress Toward Goals
2009-10**

Goal	Goal Met (Yes/No)?
Each year, 75 percent of 3 rd – 8 th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination.	Due to changes in the cut scores, the goal was not met. The school made AYP.

Goal	Goal Met (Yes/No)?
Each year, 75 percent of 3 rd – 8 th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Mathematics examination.	Due to changes in the cut scores, the goal was not met. The school made AYP.

After looking at the data, the school decided that planning, assessment and feedback would be key levers in raising test scores. Over the course of the 2010-2011 school year, professional development at the school will occur on a rotating cycle focusing on planning, assessment, and feedback to students in order to tailor instruction to meet the needs of individual students. Staff members will receive Professional Development on how to plan effectively using the standards to drive instruction, how to assess the objectives in a lesson and how to help students to track their progress by giving constant feedback.

In addition, the school restructured our After-School and Saturday programs in order to provide more intensive instruction to our scholars who need the most support in achieving proficiency. Further, we now have an Academic Intervention Specialist dedicated to literacy intervention and RTI implementation, as well as a Math Intervention Coordinator to provide similar support in Mathematics.

Goal	Goal Met (Yes/No)?
Each year, for a grade level cohort that has been at the school for three full years (through 8 th grade), the percent of students at or beyond the national median in reading and math as measured by the NWEA MAP assessments will increase by 10% of the cohort.	N

NWEA Reading Cohort Data

Gr 2-3	Gr 3-4	Gr 4-5	Gr 5-6	Gr 6-7	Total	
34	19	17	15	12	97	2009 Number of Cohort Meeting or Exceeding the National Median
68	44	39	32	29	212	2009 Total Number of Students in Cohort
50.0%	43.2%	43.6%	46.9%	41.4%	45.8%	Percentage of Cohort Meeting or Exceeding the National Median

39	21	17	12	9	98	2010 Number of Cohort Meeting or Exceeding the National Median
56	41	34	27	21	179	2010 Total Number of Students in Cohort
69.6%	51.2%	50.0%	44.4%	42.9%	54.7%	Percentage of Cohort Meeting or Exceeding the National Median
40	23	20	18	14	115	2010 TARGET Number to Reach Goal
70.7%	56.3%	60.0%	65.6%	67.1%	64.2%	2010 TARGET Percentage to Reach Goal
NO	NO	NO	NO	NO	NO	Goal Met

NWEA Math Cohort Data

Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Total	
25	16	23	16	13	93	2009 Number of Cohort Meeting or Exceeding the National Median
69	44	39	32	28	212	2009 Total Number of Students in Cohort
36.2%	36.4%	59.0%	50.0%	46.4%	43.9%	Percentage of Cohort Meeting or Exceeding the National Median
29	24	18	17	11	99	2010 Number of Cohort Scoring Proficient
58	41	33	28	22	182	2010 Total Number of Students in Cohort
50.0%	58.5%	54.5%	60.7%	50.0%	54.4%	Percentage of Cohort Scoring Proficient
31	20	26	19	15	111	2010 TARGET Number to Reach Goal
53.1%	49.0%	79.7%	67.1%	69.1%	61.1%	2010 TARGET Percentage to Reach Goal
NO	YES	NO	NO	NO	NO	Goal Met

Action Plan

Although the percent of students scoring proficiency in the cohort has increased, the goal has not been met. The school will place an increased focus on individual targeted instruction, tracking and monitoring of student progress. The leadership team will meet to discuss the data and plan next steps to increase student performance. A school wide data day will be used, to focus teachers on analyzing, and aggregating the data. Teachers will identify the weak areas of the class as well as individual students. Teachers will assess and track growth of all students.

The school will increase our focus on individualized instruction by providing professional development on such topics as guided reading and holding reading and writing conferences with students. There will also be an increased focus on instructional planning and assessment. The school leadership will monitor teacher performance in these areas and provide coaching to teachers by the Director of Instruction. For individual students, we are working to provide intervention support through after-school programs, Saturday Academy, and the RtI process. Further supports will be instituted for specific grade levels demonstrating the greatest gaps between actual targets and necessary goals. These supports will be overseen by the Directors of Instruction.

Goal	Goal Met (Yes/No)?
Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.	N

According to the survey, teachers felt that their professional development did not provide instructional strategies that helped meet the needs of their students. Additionally, it was reported that teachers were interested in outside professional development. The school leadership has designed several opportunities for teachers to receive professional development outside of the school. The school has also sought to bring expert professional developers in to the school in order to specifically address professional development needs of the teachers, and provide the strategies that will meet the needs of students. Teachers expressed overall satisfaction with school leadership. To maintain positive communication between school leadership and teachers, committees have been formed on important school initiatives. The committee chairs will meet with school leadership on a monthly basis to present findings and express opinions.

Goal	Goal Met (Yes/No)?
Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.	N

Learning Environment Survey Domain	Score
Academic Expectations	7.9
Communication	7.1
Engagement	7.4
Safety and Respect	7.6

With regards to the score of 7.1 in the Communication Domain on the survey, students expressed that they did not feel comfortable speaking to adults about their problems. An additional counselor has been added for Upper Academy. This is intended to help facilitate student communication and adequately address adolescent issues. The 7.4 score in Engagement was due to the fact that students and parents felt that the school was not providing enough variety in class content as well as little opportunity for group work. The leadership team will be providing professional development on differentiation. Further, Upper Academy students are now participating in elective classes on a quarterly basis.

Parent participation in the survey was only 44%. For the 2011 survey, the Family Coordinator will provide opportunities for parents to complete the survey confidentially at the school at the end of monthly Parent Nights and during parent teacher conferences. Further, the computer lab will be opened during these events so that parents have access to the online survey.

Of the 44% of parents who did respond to the survey, the school received scores above 7.5 on all but one question throughout all four survey domains.

Section II

Charter School Student and Teacher Attrition Rates

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	1	3	4	1
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	4	3	8	5
Number of students leaving for more restrictive special education setting	6	5	1	4
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	19	3	15	16
Number leaving for other reasons (undetermined)	0	22	0	0
Total number of students leaving.	30	40	28	26
Highest Number Enrolled (July 1 – June 30)	420	374	330	276
Total Percent Attrition	7.1%	10.7%	8.5%	9.4%

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	19	17	15	13
Number of Special Area Teachers	13	5	4	4
Total Number of Teachers	32	22	19	17
Total Number of Teachers Leaving	13	4	5	4
Total Percent Attrition	41%	18%	26%	24%

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	1	1	0	1
Number of teachers leaving to take a position in a school district	1	0	0	1
Number of teachers leaving to take a position in another charter school	2	1	1	0
Number of teachers not retained	3	2	0	1
Number of teachers leaving for other reasons (or undetermined)	6	0	4	1

Section III

The Financial Audit for Bronx Lighthouse Charter School was submitted separately per the NYSED instructions.

Section IV

Please see attached for the signed Disclosures of Financial Interest by Charter School Trustees

Statement of Assurances

The signed Statement of Assurances was sent hard copy to the NYSED. An electronic version is attached separately.