



Charter Schools Institute  
*The State University of New York*

# Subsequent Renewal Report

## Bronx Preparatory Charter School

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**January 4, 2010**

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. The reports will be posted on the Institute’s website at: [www.newyorkcharters.org/pubsReportsRenewals.htm](http://www.newyorkcharters.org/pubsReportsRenewals.htm).

## **REPORT INTRODUCTION**

This report is the primary means by which the 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 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 State University Board of Trustees* (the “SUNY Renewal Practices”).<sup>1</sup>

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

## **RECOMMENDATION AND EXECUTIVE SUMMARY**

### **Recommendation**

### **Full-Term Renewal**

The Charter Schools Institute recommends that the State University Trustees approve the Application for Subsequent Renewal of the Bronx Preparatory Charter School and renew its charter for a period of five years with authority to provide instruction to students in 5<sup>th</sup> through 12<sup>th</sup> grade with a maximum enrollment of 700 students, and consistent with the other terms set forth in its Application for Subsequent Renewal. In addition, the SUNY Trustees should continue to allow the school a waiver allowing more than 40 percent of the school board to be associated with Friends of Bronx Preparatory Charter School, Inc.

### **Background and Required Findings**

According to the SUNY Renewal Practices:

*In subsequent renewal reviews, and in contrast to initial renewal reviews, the State University 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. 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.*

The Bronx Preparatory Charter School (“Bronx Prep”) has applied for a Subsequent, Full-Term Renewal of five years. In its tenth year of operation, and having previously been awarded a Full-Term Renewal, the SUNY Renewal Practices provide only two possible renewal outcomes for Bronx

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<sup>1</sup> The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

Prep: Full-Term Renewal or Non-Renewal. In order to earn a Full-Term Renewal, Bronx Prep must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school must demonstrate that it “has met or come close to meeting its academic Accountability Plan goals during the Accountability Period,” or it must face non-renewal. Based on the Institute’s review of the evidence that it gathered and that Bronx Prep has provided including, but not limited to, the school’s Application for Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted during the final year of the charter period, and the school’s record of academic performance as determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has “met or come close to meeting its academic Accountability Plan goals during the Accountability Period.”<sup>2</sup>

Based on all the evidence submitted, the Institute makes the following findings required by the Act. The Bronx Preparatory Charter School as described in the Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, 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 set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for subsequent renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Bronx Preparatory Charter School’s Application for Charter Renewal and renew the charter for a full term of five years.

### **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 renewal. As of the date of this report, no comments were received in response.

### **Summary Discussion**

#### *Academic Success*

Bronx Preparatory Charter School is close to meeting its Accountability Plan goal in English language arts and has met its goal in mathematics. The two goals are based on both middle school and high school measures. While Bronx Prep has had limited success in achieving several of its middle school English language arts measures, the school has demonstrated strong fourth-year Accountability Cohort results for its corresponding high school English language arts measures, including enabling virtually all students to graduate and begin attending college in the prescribed time period. As such, the school is deemed to be close to meeting its English language arts goal. Throughout the Accountability Period, the school has improved its performance on middle school mathematics measures and has posted consistently strong results on the related high school measures, such that it has met its mathematics goal in the last two years. The school has been close to meeting its science and social studies goals during the Accountability Period. According to the state’s No Child Left Behind (NCLB) accountability system, the school is deemed to be in good standing.

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<sup>2</sup> SUNY Renewal Practices, Full-Term Renewal standard (9).

Throughout its Accountability Period, Bronx Prep has improved its performance on the state's middle school English language arts exam<sup>3</sup> and has posted strong fourth-year cohort proficiency rates on Regents English exams each year. The school has outperformed its local community school district at both the middle and high school levels and has consistently exceeded the performance target set by the state's NCLB accountability system. In relation to demographically similar schools, Bronx prep has performed about the same as expected. With respect to cohort growth, Bronx Prep has demonstrated improvement, and overall, performance has improved steadily.

During the current Accountability Period, Bronx Prep has improved its performance on the state's middle school mathematics exam<sup>4</sup>. Its fourth-year high school Accountability Cohorts have achieved their absolute targets on Regents exams each year. In addition, the school has consistently outperformed its local community school district and demographically similar schools state-wide by large margins on the middle school mathematics exams while high school cohorts have exceeded local school district fourth-year Accountability Cohort proficiency rates. In terms of growth, since 2006-07, when two years of middle-school state test data became available, the school has consistently improved its overall cohort performance. The school surpassed the performance target set by the state for all public schools under its NCLB accountability system in all years as well.

In addition, Bronx Prep has achieved its high school graduation and college preparation goal with nearly 100 percent of graduates having been accepted in at least one college or university.

Over the course of the charter period, Bronx Prep has put in place a comprehensive leadership structure, which has established an environment of high expectations for student achievement, evidenced in part by the school's intensive focus on college preparation and success. The school's instructional leaders, consisting of the head of school, principals, and content-specific coaches provide direct ongoing support to teachers in their classrooms. The school's leadership team provides structured opportunities and resources for teachers to plan the delivery of the instructional program within and across grade levels as well as within subject areas. School leaders adequately monitor and evaluate the academic program and have made necessary changes to ensure that the school is effectively working to achieve the academic standards contained in its Accountability Plan.

The school has a system to gather assessment and evaluation data and has used it to improve instruction and student learning. The school regularly administers standardized and other assessments that are aligned to the school's curriculum framework. Resulting student assessment data is used by school leaders and the school board to predict whether its academic Accountability Plan goals are being achieved and to monitor, change and improve the academic program. In recent years, teachers have used student assessment results to inform and improve their classroom instruction. The school also has in place a system to collect information from graduates/alumni currently attending colleges and universities and uses the information to evaluate and make changes to the overall educational program. In addition, the school regularly communicates each student's

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<sup>3</sup> In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the state-wide proficiency rate on the English language arts exam increased by five percent from 2006-07 to 2007-08 and by nine percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 68.7 percent, 72.8 percent, and 80.9 percent during the three years respectively. These year-to-year changes suggest the importance of the comparative measures included in the goal.

<sup>4</sup> In interpreting a school's year-to-year changes in the absolute measure, the Institute puts the results in the context of overall state-wide changes. In general, the statewide proficiency rate on the mathematics exam increased by nearly six percent from 2006-07 to 2007-08 and by eight percent from 2007-08 to 2008-09. From a related perspective, the median school had a proficiency rate of 79.5 percent, 86.2 percent, and 90.8 percent during the three years respectively. These year-to-year changes in absolute results suggest the importance of the comparative measures included in the goal.

progress and growth to his or her parents/guardians and the broader school community is kept informed about overall school performance.

The school has defined procedures for the ongoing review and revision of the written curriculum. At the time of the renewal visit the school had in place a curriculum that was linked to state standards; teachers were sufficiently supported with guiding curricular documents, and developed lesson plans that were in alignment with the school's curriculum. Moreover, as a result of structured processes that have been refined during the charter period, the school's curriculum is organized, cohesive, and aligned from grade to grade.

As the school has grown significantly during the charter period, so too has its population of students at risk of academic failure, including students with disabilities and English Language Learners. At the time of the renewal visit, the school had clear procedures for identifying students with disabilities, English language learners, and those at-risk of academic failure. The school has implemented a number of programs designed to help meet the range of student needs over the course of the charter period.

Bronx Prep has maintained a safe and orderly school environment. Students in the school's upper grades have set a positive pro-academic tone for the rest of the student body, suggesting that the school has promoted a culture of learning and scholarship over the course of the charter period.

The school has provided sufficient time, personnel, materials, and funding to support a comprehensive and sustained professional development program. At the time of the renewal visit, the school had in place structures to address identified shortcomings in teachers' pedagogical skills and content knowledge. The content of the school's professional development program dovetails with the school's mission, curriculum, and instructional programs. As a result, the school's professional development program assists teachers in meeting student academic needs and school goals.

### *Organizational Effectiveness and Viability*

Bronx Prep has been faithful to its mission during the charter period, and has implemented the key design elements included in its charter. School stakeholders are keenly aware of the portion of the school's mission that focuses on college preparation and the school has consistently improved its programs to prepare students for further academic study. Specifically, all graduates of Bronx Prep's first three graduating classes (2006-07, 2007-08, and 2008-09) were accepted into a college or university. In keeping with its mission, the school board allocated the necessary funding to implement a college preparation program, including two full-time college counselors and an alumni coordinator. The college preparation and support team monitors and supports the performance of graduates after they enroll in college, organizes college visitations for current students, conducts college preparation seminars, provides individual college counseling, and facilitates outreach to parents and families. The school has also implemented the key design elements of a longer school day and year, as well as "student performance in the arts," which has been accomplished by continuing to provide an artistic block of programming in the school's daily schedule.

Parents and guardians are highly satisfied with the work of the school. The school uses the New York City Department of Education Progress Report School Survey to evaluate parent satisfaction. Parents most often reported appreciation and gratitude for the school's efforts in preparing their sons and daughters for college entrance and success.

Bronx Prep has established a well-functioning organization with staff, systems, and procedures that allow the school to carry out its academic program. The school demonstrates effective management of day-to-day operations. Notably, the school's priorities are fully aligned with the school's college-preparatory mission. The school has allocated sufficient resources in support of achieving its goals. The roles and responsibilities of the school's leadership team and staff members are clearly defined, resulting in an organizational structure that provides distinct lines of accountability. Finally, the school has maintained adequate enrollment to support its operations. One exception to the foregoing was the school's handling of teacher certification. The State Education Department ("SED") had identified a compliance problem related to certification early in the renewal charter term; the Institute concurred and placed the school on a corrective plan to help bring it into compliance. While the school board was aware of the problem and despite the Institute's further notice, the situation was not remedied. The school was ultimately placed on probation by the State University Trustees' Charter Schools Committee in March of 2009. Subsequent thereto, the school board put in place better systems for monitoring the school leadership's progress on the issue. The school was taken off probation in November 2009.

The school board has worked effectively to oversee the total educational program and achieve the school's mission. The school board has adequate and diverse skills, as well as sufficient meeting time to provide rigorous oversight of the school. Its members understand the core business of the school – student achievement – in sufficient depth to permit the board to provide effective oversight. The school board has made a deliberate effort to put in place a school leadership team focused on improving student learning in order to focus on fulfilling the school's mission and meeting the goals contained in their Accountability Plan

During the term of the previous charter, the school board had as many as 18 trustees. The school board consciously reduced the number to a more manageable 15 and operates through an appropriate number of committees which monitor significant issues such as: high school attrition (and the causes therefore); discipline and complaint issues (which improved over the charter term); and, fundraising, all of which appeared to observers to function well.

During the charter term and at the time of the renewal inspection the school appeared to be in general and substantial compliance with the Act and applicable state and federal laws, rules and regulations. Exceptions were noted in the areas of policy development, Open Meetings Law and student discipline processes. In general parent complaints have lessened over the charter term. The school has had a temporary certificate of occupancy ("C of O") for its building, however the school board hired an expediter to secure a permanent C of O, which was obtained in May of 2009. On the advice of its counsel, the school had to close for one day during the charter term when its temporary C of O expired. The foregoing is an example of the school using its *pro bono* counsel appropriately. In terms of other legal support, the school has one lawyer on its board and has reduced its use of paid outside counsel during the course of the current charter term.

More than 40 percent of the Bronx Prep board also sits on the board of directors of Friends of Bronx Preparatory Charter School, Inc., which leases the school facility to Bronx Prep. The Bronx Prep board does not perceive the overlap as a conflict of interest because there is unified decision making and purpose for the two entities. In addition, Friends of Bronx Prep engages in no activities outside of the school's real estate. Moreover, the school board stated that large donors wanted such a unity of interest as a prerequisite to gifts.

### *Fiscal Soundness*

Bronx Prep has operated pursuant to a long-range financial plan and has created realistic budgets that are monitored and adjusted appropriately. Annual budgets are developed by the school's chief financial officer ("CFO") with appropriate input from the head of school, principals, key staff, and school board. Budget variances are routinely analyzed by the CFO and finance staff, and material variances are discussed with the head of school and the board. The school has developed an appropriate budget for the term of the next charter using conservative assumptions when budgeting revenue. Actual expenses have been equal to or less than actual revenue over the course of the charter period with no material exceptions.

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 CFO works with the school's head of school and management team, along with the school board to ensure that the policies and procedures are documented and followed by school staff. The school's Fiscal Year ("FY") 2008-09 audit report 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 other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

The school has complied with financial reporting requirements during the charter period. Budget, quarterly and annual financial statement audit reports were filed in a timely, accurate and complete manner. Each of the school's annual financial statement audit reports followed generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The reports indicate the audits were conducted in accordance with generally accepted government auditing standards as required. The school board reviews and approves the annual financial statement audit report.

The school has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2009 school year in stable financial condition and continues to have a healthy cash balance. The school has maintained significant net assets, most of which are attributed to the facility the school owns, which also accounts for the school's short- and long-term debt. The school has maintained adequate financial resources to ensure stable operations over the course of the charter period. The school has a positive working capital ratio, indicating the school has enough short-term assets to cover immediate liabilities/short-term debt. The school has no major investments and all cash is left in savings and money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

### *Plans for the Next Charter Period*

Bronx Prep has provided all of the key structural elements for a renewal charter and they are deemed to be reasonable, feasible and achievable. With the exception of modifying one word ("civic" being changed to "community"), Bronx Prep would maintain its current mission statement:

*The mission of the Bronx Preparatory Charter School is to prepare under-served middle and high school students for higher education, community involvement, and lifelong success through a structured environment of high expectations.*

Bronx Prep has reached its planned maximum grade range of 5<sup>th</sup> through 12<sup>th</sup> grades and would continue providing instruction in those grades. The school proposes to continue using academic data on existing graduates and adhering to its guiding principles: all students to college; active teaching and learning; an academically demanding curriculum with effective assessment; full humanity of every child and adult valued; and, organizational sustainability. The school would maintain similar enrollment levels with projections of total enrollment ranging from 660 to 731 students, depending on student attrition. The school day and year would continue to be longer than the traditional school calendar. Bronx Prep proposes no significant or material changes to its academic program. Rather, the school intends to focus its efforts on strengthening the program that has been implemented during the first ten years. The school would continue to embrace student performance in the arts.

The school proposes several slight changes to its organizational structure. There would be an increase of special education teachers to provide the range of services to meet individual students' needs, as well as additional English as a Second Language (ESL) teachers. Bronx Prep has presented a plan for continuing to deliver an educational program that would likely allow it to continue meeting its Accountability Plan goals.

Members of the current board of trustees expressed their intent to continue their service to the school. Citing the successful implementation of the board's strategic plan that led to the completion of the school facility, the implementation of the full 5<sup>th</sup> through 12<sup>th</sup> grade instructional program, and the establishment of a school leadership structure that is centrally focused on student achievement, the school proposes to make no significant changes to its governance structure. The board will continue to operate using a committee structure. The board has the requisite skills sets and understanding of its roles and responsibilities in order to adequately govern the Bronx Preparatory Charter School for the term of the next charter.

Bronx Prep has presented a reasonable and appropriate fiscal plan for the term of the next charter that is likely achievable. The plan shows the school with an operating deficit each year before fundraising and contributions are equated into the plan. The school has historically proven that it has the ability to raise annually over \$1 million which has eliminated those deficits. If funding from fundraising and contributions were to decrease, the school would need to use reserves. The school's plans continue to support the educational program, staffing and facility needs. 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.

To the extent that Bronx Preparatory Charter School has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as proposed during the next charter period are reasonable, feasible and achievable.

## SCHOOL OVERVIEW

### Opening Information

Date Initial Charter Approved by SUNY Trustees	January 25, 2000
Date Initial Charter Approved by Board of Regents	April 4, 2000
School Opening Date	September, 2000

### Location

School Year(s)	Location(s)	Grades	District
2000-01 through 2003-04	1508 Webster Ave. Bronx, NY	All	New York City Community School District 9
2004-05 through present	3872 3 <sup>rd</sup> Ave Bronx, NY	All	New York City Community School District 9

### Renewal

Type of Renewal	Date
Date SUNY Trustees Award Full-Term Initial Renewal	March 1, 2005
Date Renewal Charter Approved by Regents	May 17, 2005

### Current Mission Statement

The mission of the Bronx Preparatory Charter School is to prepare under-served middle and high school students for higher education, *community* involvement and lifelong success through a structured, caring environment of high academic expectations.

### Current Key Design Elements

<ul style="list-style-type: none"> <li>• more than three hours daily of English and Math instruction in the middle grades;</li> </ul>
<ul style="list-style-type: none"> <li>• in the upper school grades, students analyze and evaluate subject matter with increasing sophistication, with importance given to historical, scientific and literature content;</li> </ul>
<ul style="list-style-type: none"> <li>• extended school day and year with increasingly independent assignments as scholars progress from grades 5-12;</li> </ul>
<ul style="list-style-type: none"> <li>• specific expectations of teachers guided by support of their instructional growth and significant professional development;</li> </ul>
<ul style="list-style-type: none"> <li>• a positive and highly structured school culture;</li> </ul>
<ul style="list-style-type: none"> <li>• a belief that student performance in the arts is critical to personal growth as well as supportive of academic learning;</li> </ul>
<ul style="list-style-type: none"> <li>• continual assessment of student growth through both quantitative and qualitative measures;</li> </ul>
<ul style="list-style-type: none"> <li>• each member of the student-parent-teacher triangle is encouraged to enter into and Achievement Agreement; and</li> </ul>
<ul style="list-style-type: none"> <li>• a voting seat on the school's board of trustees is reserved for the president of the Parent's Association.</li> </ul>

## School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment <sup>5</sup>	Original Chartered Grades	Actual Grades	Days of Instruction <sup>6</sup>
2000-01	100	100	100	5-6	5-6	Equivalent of 210
2001-02	150	150	150	5-7	5-7	Equivalent of 200
2002-03	200	200	193	5-8	5-8	Equivalent of 200
2003-04	250	250	250	5-9	5-9	Equivalent of 200
2004-05	300	350	355	5-10	5-10	Equivalent of 200 for 5 <sup>th</sup> - 8 <sup>th</sup> ; 190 for 9 <sup>th</sup> - 10 <sup>th</sup> .
2005-06	450	N/A	440	5-11	5-11	Equivalent of 200 for 5 <sup>th</sup> - 8 <sup>th</sup> ; 190 for 9 <sup>th</sup> - 11 <sup>th</sup>
2006-07	550	N/A	521	5-12	5-12	Equivalent of 200 for 5 <sup>th</sup> - 8 <sup>th</sup> ; 190 for 9 <sup>th</sup> - 12 <sup>th</sup>
2007-08	600	N/A	589	5-12	5-12	Equivalent of 200: 5 <sup>th</sup> : 190; 6 <sup>th</sup> - 8 <sup>th</sup> : 182; 9 <sup>th</sup> : 193; 10 <sup>th</sup> - 12 <sup>th</sup> : 180
2008-09	650	N/A	633	5-12	5-12	Equivalent of 200: 5 <sup>th</sup> : 185; 6 <sup>th</sup> - 7 <sup>th</sup> : 179; 8 <sup>th</sup> : 177; 9 <sup>th</sup> : 190; 10 <sup>th</sup> - 12 <sup>th</sup> : 184
2009-10	700	N/A	675	5-12	5-12	Equivalent of 200: 5 <sup>th</sup> : 188; 6 <sup>th</sup> - 8 <sup>th</sup> : 183; 9 <sup>th</sup> : 188; 10 <sup>th</sup> - 12 <sup>th</sup> : 182

## Student Demographics

	2006-07 <sup>7</sup>		2007-08 <sup>8</sup>		2008-09	
	School Enrollment	NYC CSD 9 Enrollment	School Enrollment	NYC CSD 9 Enrollment	School Enrollment <sup>9</sup>	NYC CSD 9 Enrollment
<b>Race/Ethnicity</b>						
American Indian or Alaska Native	0%	0%	0%	0%	1%	N/A
Black or African American	49%	34%	47%	34%	47%	N/A
Hispanic	50%	63%	47%	63%	49%	N/A
Asian, Native Hawaiian, or Pacific Islander	1%	2%	0%	2%	1%	N/A
White	0%	1%	0%	1%	0%	N/A
Multiracial	0%	0%	5%	0%	3%	N/A

<sup>5</sup> Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

<sup>6</sup> Instructional days are calculated to be the equivalent of 200 days including extended school day hours, mandated Saturdays at each grade level, and overnight trips including college tours and visits. Specific days listed in schools years 2007-08, 2008-09, and 2009-10 reflect the specific grade level breakdowns of actual days that students are present in school. Extended school day hours, mandated Saturdays, and overnight trips maintains equivalent of at least 200 days of instruction.

<sup>7</sup> Source: 2006-07 School Report Cards, New York State Education Department.

<sup>8</sup> Source: 2007-08 School Report Cards, New York State Education Department.

<sup>9</sup> Source: 2008-09 Demographics and Limited English Proficient Percentages calculated from BEDS reports submitted at the beginning of the school year. This information is unverified by the schools. It also does not include Free/Reduced Lunch status, but rather categorizes students as "economically disadvantaged." Free/reduced lunch status provided by school.

	2006-07 <sup>7</sup>		2007-08 <sup>8</sup>		2008-09	
	School Enrollment	NYC CSD 9 Enrollment	School Enrollment	NYC CSD 9 Enrollment	School Enrollment <sup>9</sup>	NYC CSD 9 Enrollment
<b>Special Populations</b>						
Students with Disabilities <sup>10</sup>	5%	N/A	6%	19%	8%	N/A
Limited English Proficient	2%	24%	6%	24%	7%	N/A
<b>Free/Reduced Lunch</b>						
Eligible for Free Lunch	62%	81%	62%	82%	69%	N/A
Eligible for Reduced-Price Lunch	19%	6%	17%	5%	13%	N/A

### Current Board of Trustees<sup>11</sup>

Board Member Name	Position/Committees	Term Ends
Scott Nelson	Chairman	2011
Kristin Kearns Jordan	Secretary	2011
Phil Wharton	Treasurer	2010
Lawrence Bascom	Trustee	2012
Carlton Charles	Trustee	2011
Lee Flanagan	Trustee	2012
Lilieth Ferguson	Parent Representative	2010
Nancy Garvey	Trustee	2011
Phil Gelston	Trustee	2012
Steve Guggenheimer	Trustee	2011
Andrew Paul	Trustee	2010
Richard Schubart	Trustee	2012
Sharon Simpson	Trustee	2012
Ravi Suria	Trustee	2010
Margaret Yates Thorne	Trustee	2010

### School Leader(s)

School Year	School Leader(s) Name and Title
2000-01 through 2006-07	Kristin Kearns-Jordan, Executive Director
2007-08 through 2009-10 (current)	Dr. Samona Tait, Head of School

<sup>10</sup> New York State Education Department does not report special education data. School data is school-reported from charter renewal applications. District data are not available for NYC CSD 9.

<sup>11</sup> Source: School renewal application.

## School Visit History

<b>School Year</b>	<b>Visit Type</b>	<b>Evaluator (Institute/External)</b>	<b>Date</b>
1999-00	None – Planning Year	N/A	N/A
2000-01	First-Year Visit	Institute	May 29, 2001
2001-02	Second-Year Visit	Institute	May 7, 2002
2002-03	Third-Year Visit	External	March 12-13, 2003
2003-04	None	N/A	N/A
2004-05	Initial Renewal Visit	Institute	September 13-15, 2004
2005-06	None	N/A	N/A
2006-07	Seventh-Year Evaluation Visit	Institute	April 24, 2007
2007-08	Eighth-Year Evaluation Visit	Institute	March 18, 2008
2008-09	None	N/A	N/A
2009-10	Subsequent Renewal Visit	Institute and External	September 29, 2009

## ACADEMIC ATTAINMENT AND IMPROVEMENT

### Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics, as well as science and social studies. The plan also included an NCLB goal. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. Furthermore, the Institute has established a set of required outcome measures that 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. Subsequent to the incorporation of Bronx Prep’s Accountability Plan into its charter, the Institute required that schools include additional high school measures in their Accountability Plans. While Bronx Prep is still held to the measures stated in its plan, the analysis provides additional evidence including results of the measures that are now required in all school Accountability Plans.

The following tables show the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan. After presenting the results of the measures in Bronx Prep’s Accountability Plan, the following analysis provides additional evidence, including results of the measures that are now required in all school Accountability Plans.

<b>Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans</b>					
<b>GOAL</b>	<b>Required Outcome Measures</b>				
	<b>Absolute</b>		<b>Comparative</b>		<b>Growth</b>
	75 percent proficient 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 proficient and 75 percent
<b>English Language Arts</b>	✦	✦	✦	✦	✦
<b>Mathematics</b>	✦	✦	✦	✦	✦
<b>Science</b>	✦		✦		
<b>Social Studies</b>	✦		✦		
<b>NCLB</b>	School is deemed in “Good Standing” under state’s NCLB accountability system				

<b>Summary of Required Goals and Outcome Measures in High School (9-12) Accountability Plans</b>			
<b>GOAL</b>	<b>Required Outcome Measures</b>		
	<b>Absolute</b>		<b>Comparative</b>
	75 percent proficient on Regents exams after four years	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient after four years greater than that of local school district
<b>English language arts</b>	✦	✦	✦
<b>Mathematics</b>	✦	✦	✦
<b>Science</b>	✦	✦	
<b>Social Studies</b>	✦	✦	
<b>Graduation</b>	- 75 percent of students in the high school graduation cohort will graduate after the completion of their fourth year in the cohort.		
<b>College Prep (only for college prep schools)</b>	<ul style="list-style-type: none"> <li>- The school will demonstrate preparation of its students for college through at least one optional measure of its own design.</li> <li>- The school will demonstrate college attendance or achievement through at least one measure of its own design.</li> </ul>		
<b>NCLB</b>	School is deemed in “Good Standing” under state’s NCLB accountability system		

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school’s academic Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with it.

The following presentation indicates the outcome of each of the school’s goals, as well as an analysis of the respective measures for each goal during the Accountability Period.<sup>12</sup> Italicized text indicates goals or measures as written in the school’s Accountability Plan; bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

### **English Language Arts**

**Accountability Plan Goal:** Bronx Prep students will become proficient readers and writers of the English Language.

<sup>12</sup> Because the renewal decision is made in the last year of a charter period, the Accountability Period ends in the next to last year of the charter period. For an initial renewal, the Accountability Period is the first four years of the charter period. For a Subsequent Renewal, the Accountability Period includes the last year of the previous charter period through the next to last year of the current charter period.

**Outcome:** Bronx Preparatory Charter School is close to meeting its English language arts goal.

**Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> For the 2005-2006 through 2009-2010 school years, 75% of Bronx Prep 6 <sup>th</sup> – 8 <sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) exam.				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2005-06<sup>13</sup></b> (Tested: 196)	<b>2006-07</b> (Tested: 264)	<b>2007-08</b> (Tested: 307)	<b>2008-09</b> (Tested: 330)
<b>3</b>	-	-	-	-
<b>4</b>	-	-	-	-
<b>5</b>	-	-	100.0 <sup>14</sup>	25.0 <sup>15</sup>
<b>6</b>	50.0	49.2	52.3	76.1
<b>7</b>	44.0	54.1	71.4	70.4
<b>8</b>	33.0	37.0	43.5	71.4
<b>All</b>	<b>43.4</b>	<b>48.9</b>	<b>56.4</b>	<b>72.1</b>

Since the advent of state testing in the 3<sup>rd</sup> through 8<sup>th</sup> grades in the 2005-06 school year, Bronx Prep has made steady progress towards achieving its absolute performance target in English language arts. In 2005-06, when 6<sup>th</sup> through 8<sup>th</sup> grade students were tested, 43 percent of students were proficient and the school was well below its 75 percent target. In 2006-07, the school made incremental progress towards its target and 50 percent of students were proficient. In 2007-08, the school’s performance again improved and 56 percent of students were proficient. In the most recent year, 72 percent of students scored proficient or better.

<b>Absolute Measure:</b> Each year, the school’s aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2005-06<sup>16</sup></b> (Tested: 319)	<b>2006-07</b> (Tested: 392)	<b>2007-08</b> (Tested: 430)	<b>2008-09</b> (Tested: 443)
<b>PI</b>	<b>140</b>	<b>148</b>	<b>159</b>	<b>170</b>
<b>AMO</b>	<b>122</b>	<b>122</b>	<b>133</b>	<b>144</b>

Bronx Preparatory Charter School has surpassed the middle school English Language arts Annual Measurable Objective (AMO) established by the state’s NCLB accountability system during each year of its Accountability Period.

<sup>13</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

<sup>14</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students’ results are not included in this analysis. However, in 2007-08, one student repeated the 5<sup>th</sup> grade and was enrolled for two or more years; their score is reported here.

<sup>15</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students’ results are not included in this analysis. However, in 2008-09, four students repeated the 5<sup>th</sup> grade and were enrolled for two or more years; their scores are reported here.

<sup>16</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

**Absolute Measure:** For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State English Regents exam. Bronx Prep's high school cohort is defined as a Regents cohort in the in the State's accountability system.

Results (in percents)				
Percent Levels 3 & 4	School Year			
	2005-06 2002 Cohort	2006-07 2003 Cohort (N=24)	2007-08 2004 Cohort (N=26)	2008-09 2005 Cohort (N=29)
	-	95.8	88.0	82.8

At Bronx Preparatory Charter School, fourth-year High School Accountability Cohorts have posted strong results on the state's English Regents exam and the school has exceeded its absolute performance target during each year of the Accountability Period. In 2006-07, when Bronx Prep's first high school cohort, the 2003 Cohort, completed its fourth year, 96 percent of students scored proficient on the exam. In 2007-08, when the 2004 Cohort completed its fourth year, 88 percent scored proficient. In 2008-09, when the school's 2005 Cohort completed its fourth year in high school, 83 percent of students were proficient.

**Comparative Measure:** Each year, the percentage of Bronx Prep students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in 5<sup>th</sup> – 8<sup>th</sup> grade will be greater than that of Community School District 9.

Results (in percents)				
Comparison	School Year			
	2005-06 (Grades 5-8)	2006-07 (Grades 5-8)	2007-08 (Grades 5-8)	2008-09 (Grades 5-8)
School	43.4	48.9	56.4	72.1
District	29.3	33.2	33.3	49.6

Bronx Preparatory Charter School has outperformed Community School District 9 on the state's middle school English language arts exam by a wide margin during each year of the Accountability Period. In the most recent year, the school's level of performance was over 20 percentage points higher than that of its local school district.

**Comparative Measure:** Each year, Bronx Prep high school cohort's percent of students passing the English Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.

Results (in percents)				
Comparison	School Year			
	2005-06 2002 Cohort	2006-07 2003 Cohort	2007-08 2004 Cohort	2008-09 2005 Cohort
School		95.8	88.0	82.8
District		43.0	61.0	NA

Bronx Preparatory Charter School's Accountability Cohort has outperformed Community School District 9 on the state's English Regents exam by a wide margin during each year of the Accountability period. While district comparison data for the 2008-09 year are yet unavailable, Bronx Prep's proficiency rate has exceeded that of the district in the two previous years. Assuming district performance remained at a similar level on the 2008-09 exam, the school will have surpassed its target.

<b>Comparative Measure:</b> <i>Each year Bronx Prep will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter schools and public schools in district with charter schools.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06</b> (Grades 6-8) (Tested: 319)	<b>2006-07</b> (Grades 6-8) (Tested: 392)	<b>2007-08</b> (Grades 6-8) (Tested: 430)	<b>2008-09</b> (Grades 6-8) (Tested: 443)
<b>Predicted</b>	44.9	50.3	57.0	67.9
<b>Actual</b>	45.1	50.5	59.6	70.0
<b>Effect Size</b>	<b>0.01</b>	<b>0.00</b>	<b>0.16</b>	<b>0.04</b>

In comparison to demographically similar schools state-wide, Bronx Prep’s relative performance has remained level throughout the current Accountability Period and the school has performed about the same as expected in each year. The school has yet to achieve its Effect Size target.

<b>Growth Measure:</b> <i>For the 2004-2005 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between their average NCE in the previous spring on the Stanford 9 and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Mean NCE</b>	<b>2005-06</b>	<b>2006-07</b> (Grades 5-10)	<b>2007-08</b>	<b>2008-09</b>
Baseline	-	NA	-	-
Target	-	NA	-	-
Actual	-	NA	-	-
Cohorts Made	-	<b>(0 of 6)</b>	-	-
Target				

Limited data were presented by the school on its success in achieving this measure. In 2006-07, when cohort growth data on the norm-referenced Stanford 9 reading assessment for 5<sup>th</sup> through 10<sup>th</sup> grade students were available, none of the school’s six cohorts achieved their targets; aggregate results are unavailable. The school did not report on this measure in for the 2007-08 or 2008-09 school years.

**Growth Measure:** For the 2006-2007 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Results (in percents)				
Percent Level 3 & 4	School Year			
	2005-06	2006-07 <sup>17</sup> (Grades 6-8) (N=248)	2007-08 (Grades 6-8) (N=307)	2008-09 (Grades 6-8) (N=328)
Baseline	-	50.0	52.8	63.7
Target	-	62.5	63.8	69.4
Actual	-	48.4	56.4	72.0
Cohorts Made Target	-	(0 of 3)	(1 of 3)	(2 of 3)

With respect to cohort growth, Bronx Prep's performance on the state's English language arts exam has improved during the Accountability Period. In 2006-07, none of the school's grade level cohorts achieved their targets and overall performance declined slightly. In 2007-08, one cohort exceeded its target and overall performance improved. In 2008-09, two of three cohort achieved their targets and overall performance improved substantially.

#### **Analysis of Additional Evidence:**

*Seventy-five percent of 11<sup>th</sup> graders in the 2004-2005 school year and of 10<sup>th</sup> graders in subsequent years will receive a proficient rating on a portfolio of written work, which is verbally defended and which demonstrates mastery of various forms of writing. This portfolio and defense will be graded on a 100-point scale, with 70 the lowest proficient rating.*

According to Bronx Prep's Renewal Application, all students in 10<sup>th</sup> grade English classes, presented and defended their portfolios and 97 percent of students received a proficient rating of at least 70 percent on their work.

*100% of 12<sup>th</sup> grade students will achieve a proficient or higher rating on their senior thesis or project. This project will be graded on a 100-point scale, with 70 the lowest proficient rating.*

According to Bronx Prep's Renewal Application, all students in the 12<sup>th</sup> grade *Facing History and Ourselves* course completed their senior thesis project and 100 percent of the students achieved a proficient or higher rating. The average score was 80 on a 100-point scale.

#### **Mathematics**

**Accountability Plan Goal:** Bronx Prep students will become proficient in the application of mathematical skills and concepts.

**Outcome:** Bronx Prep has met its mathematics goal.

<sup>17</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

## Analysis of Accountability Plan Measures:

<b>Absolute Measure:</b> For the 2005-2006 through 2009-2010 school years, 75% of Bronx Prep 6 <sup>th</sup> – 8 <sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics exam.				
<b>Results (in percents)</b>				
<b>Grade</b>	<b>School Year</b>			
	<b>2005-06<sup>18</sup></b> (Tested: 205)	<b>2006-07</b> (Tested: 262)	<b>2007-08</b> (Tested: 308)	<b>2008-09</b> (Tested: 326)
<b>3</b>	-	-	-	-
<b>4</b>	-	-	-	-
<b>5</b>	-	-	0.0 <sup>19</sup>	75.0 <sup>20</sup>
<b>6</b>	76.0	78.2	76.1	85.6
<b>7</b>	32.0	64.9	95.3	95.3
<b>8</b>	43.0	30.4	72.8	92.4
<b>All</b>	<b>56.6</b>	<b>64.9</b>	<b>81.5</b>	<b>90.8</b>

Since the advent of state testing in the 3<sup>rd</sup> through 8<sup>th</sup> grades in the 2005-06 school year, Bronx Preparatory Charter School has improved its performance on the state’s middle school mathematics exam. In 2005-06, when 6<sup>th</sup> through 8<sup>th</sup> grade students were tested, 57 percent of students were proficient and the school was well below its 75 percent target. In 2006-07, the school improved its performance and 65 percent of students were proficient. In 2007-08, the school first exceeded its target and 81 percent of students were proficient. In the most recent year, the school again improved its performance and 91 percent of students scored proficient or better.

<b>Absolute Measure:</b> Each year, the school’s aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.				
<b>Results (in percents)</b>				
<b>Index</b>	<b>School Year</b>			
	<b>2005-06<sup>21</sup></b> (Tested: 315)	<b>2006-07</b> (Tested: 390)	<b>2007-08</b> (Tested: 430)	<b>2008-09</b> (Tested: 442)
<b>PI</b>	<b>153</b>	<b>165</b>	<b>181</b>	<b>184</b>
<b>AMO</b>	<b>86</b>	<b>86</b>	<b>102</b>	<b>119</b>

Bronx Preparatory Charter School has surpassed the middle school mathematics Annual Measurable Objective (AMO) established by the state’s NCLB accountability system during each year of its Accountability Period.

<sup>18</sup> In 2005-06 New York State implemented English language arts and mathematics exams in grades 3-8. Prior to that, the exams in these subjects were administered only in grades 4 and 8.

<sup>19</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students’ results are not included in this analysis. However, in 2007-08, one student repeated the 5<sup>th</sup> grade and was enrolled for two or more years; their score is reported here.

<sup>20</sup> Having been enrolled in the school for fewer than two years, the majority of 5<sup>th</sup> grade students’ results are not included in this analysis. However, in 2008-09, four students repeated the 5<sup>th</sup> grade and were enrolled for two or more years; their scores are reported here.

<sup>21</sup> In 2005-06 English language arts and mathematics testing began in grades 3-8, and the Performance Index was henceforth calculated based on the aggregate of all tested students.

**Absolute Measure:** For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Math A exam. Bronx Prep's high school cohort is defined as a Regents cohort in the in the State's accountability system.\*

\*Regents exams passed in the 8<sup>th</sup> grade shall be included in this measure.

Results (in percents)				
Percent	School Year			
	2005-06	2006-07	2007-08	2008-09
Levels 3 & 4	2002 Cohort	2003 Cohort (N=24)	2004 Cohort (N= 26)	2005 Cohort (N=29)
	-	100.0	100.0	93.1

At Bronx Preparatory Charter School, fourth-year High School Accountability Cohorts have posted consistently strong results on Regents mathematics exams and the school has exceeded its absolute performance target during each year of the Accountability Period. In 2006-07, when Bronx Prep's first high school cohort, the 2003 Cohort, completed its fourth year in the high school, 100 percent of students scored proficient or better on a Regents mathematics exam. In 2007-08, when the 2004 Cohort completed its fourth year, the school maintained its high level of performance and 100 percent scored proficient or better. In 2008-09, when the school's 2005 Cohort completed its fourth year in high school, performance declined slightly and 93 percent of students were proficient.

**Comparative Measure:** Each year, the percentage of Bronx Prep students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in 5<sup>th</sup> – 8<sup>th</sup> grade will be greater than that of Community School District 9

Results (in percents)				
Comparison	School Year			
	2005-06 (Grades 5-8)	2006-07 (Grades 5-8)	2007-08 (Grades 5-8)	2008-09 (Grades 5-8)
School	56.6	64.9	81.5	90.8
District	24.6	36.2	51.8	65.5

Bronx Preparatory Charter School has consistently exceeded the performance of Community School District 9 by a wide margin on the state's middle school mathematics exam. In the most recent year, the school outperformed its local district by 25 over percentage points.

**Comparative Measure:** Each year, Bronx Prep high school cohort's percent of students passing the Mathematics A Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.<sup>22</sup>

Results (in percents)				
Comparison	School Year			
	2005-06	2006-07	2007-08	2008-09
	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
School		100.0	100.0	93.1
District		42.0	59.0	NA

Accountability Cohorts at Bronx Preparatory Charter School have consistently exceeded the performance of Community School District 9 by a wide margin on the state's high school mathematics exams. While district comparison data are not yet available, the school's proficiency

<sup>22</sup> Math A exam is no longer given, scores represent any math exam.

rate has far exceeded that of the district in the two previous years. Assuming district performance remained at a similar level for the 2008-09 school year, the school will have surpassed its target.

<b>Comparative Measure:</b> <i>Each year Bronx Prep will exceed to a specified degree (as set by CSI) its expected level of performance on the State Mathematics exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter schools and public schools in district with charter schools.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Index</b>	<b>2005-06</b> (Grades 5-8) (Tested: 315)	<b>2006-07</b> (Grades 5-8) (Tested: 390)	<b>2007-08</b> (Grades 5-8) (Tested: 430)	<b>2008-09</b> (Grades 5-8) (Tested: 442)
<b>Predicted</b>	46.5	59.4	68.7	76.7
<b>Actual</b>	59.0	70.7	82.4	86.0
<b>Effect Size</b>	<b>0.54</b>	<b>0.57</b>	<b>0.77</b>	<b>0.51</b>

In comparison to demographically similar schools state-wide, Bronx Prep has performed better than expected on the state’s middle school mathematics exam during the current Accountability Period and has exceeded its Effect Size target each year. In 2005-06 and 2006-07, the school performed better than expected to a medium degree. In 2007-08, the school improved its relative performance and performed better than expected to a large degree. In 2008-09, performance returned to the previous level and the school again performed better than expected to a medium degree.

<b>Growth Measure:</b> <i>For the 2004-2005 through 2009-2010 school years, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Stanford and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Mean NCE</b>	<b>2005-06</b>	<b>2006-07</b> (Grades 5-10)	<b>2007-08</b>	<b>2008-09</b>
Baseline	-	NA	-	-
Target	-	NA	-	-
Actual	-	NA	-	-
Cohorts Made	-	<b>(1 of 6)</b>	-	-
Target	-	<b>(1 of 6)</b>	-	-

Limited data were presented by the school on its success in achieving this measure. In 2006-07, when cohort growth data on the norm-referenced Stanford 9 mathematics assessment for 5<sup>th</sup> through 10<sup>th</sup> grade students were available, one of the school’s six cohorts achieved their targets; aggregate results are unavailable. The school did not report on this measure in for the 2007-08 or 2008-09 school years and we are unable to determine the school’s recent success in achieving this measure.

<b>Growth Measure:</b> For the 2006-2007 through 2009-2010 school years, grade-level cohorts of students will reduce by one half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75% at or above Level 3 on the current year's State Mathematics exam. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Percent Level 3 &amp; 4</b>	<b>2005-06</b>	<b>2006-07<sup>23</sup></b> (Grades 6-8) (N=244)	<b>2007-08</b> (Grades 6-8) (N=307)	<b>2008-09</b> (Grades 6-8) (N=326)
Baseline	-	63.5	76.2	85.6
Target	-	69.3	76.3	85.7
Actual	-	64.8	81.8	90.8
Cohorts Made Target	-	<b>(1 of 3)</b>	<b>(2 of 3)</b>	<b>(1 of 3)</b>

With respect to cohort growth, while Bronx Prep's performance has varied on the state's middle school mathematics exam at the cohort level, overall performance has improved during the Accountability Period. In 2006-07, when two years of stat test data first became available for analysis, one of three grade-level cohorts achieved their targets and overall performance improved slightly. In 2007-08, two out of three cohort achieved their targets and performance again improved. In the most recent year, one of three cohort achieved their targets and overall performance again improved.

### Science

**Accountability Plan Goal:** Bronx Prep students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.

**Outcome:** Based on the limited data available, the school is close to meeting its science goal.

### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Examination.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06</b> (Tested: 58)	<b>2006-07</b> (Tested: 45)	<b>2007-08</b> (Tested: 93)	<b>2008-09</b> (Tested: )
<b>4</b>	-	-	-	-
<b>8</b>	<b>45.0</b>	<b>31.0</b>	<b>51.0</b>	<b>NA</b>

Bronx Preparatory Charter School has not yet exceeded its target level for absolute performance on the state's middle school science exam during any year of the current Accountability Period. From 2005-06 through 2007-08, the school's performance fluctuated, remaining well below its target level of 75 percent. Data from the most recent year are yet unavailable.

<sup>23</sup> New York State began administering English language arts and mathematics exams in grades 3-8 in 2005-06, thus year-to-year growth could not be evaluated until 2006-07 when two years' of results were first available.

<b>Comparative Measure:</b> <i>Each year, the percentage of eighth 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 Community School District 9.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grade 8)	<b>2006-07</b> (Grade 8)	<b>2007-08</b> (Grade 8)	<b>2008-09</b> (Grade 8)
<b>School</b>	<b>45.0</b>	<b>31.0</b>	<b>51.0</b>	<b>NA</b>
<b>District</b>	<b>18.0</b>	<b>18.0</b>	<b>31.0</b>	<b>NA</b>

Bronx Prep has outperformed its local community school district by a wide margin during each year of the Accountability Period. While school and district comparison data for the 2008-09 school year are yet unavailable, Bronx Prep’s performance has exceeded that of the district during the three previous years. Assuming school and district performance remained at a similar level on the 2008-09 exam, the school will have met its target.

<b>Absolute Measure:</b> <i>For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on a New York State science Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Percent</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Levels 3 &amp; 4</b>	2002 Cohort	2003 Cohort (N=24)	2004 Cohort (N= 26)	2005 Cohort (N=29)
	-	<b>91.7</b>	<b>77.0</b>	<b>82.8</b>

At Bronx Preparatory Charter School, fourth-year High School Accountability Cohorts have strong results on Regents science exams and the school has exceeded its absolute performance target during each year of the Accountability Period. In 2006-07, when Bronx Prep’s first high school cohort, the 2003 Cohort, completed its fourth year in the high school, 92 percent of students scored proficient or better on a Regents science exam. In 2007-08, when the 2004 Cohort completed its fourth year, the school’s performance declined and 77 percent scored proficient or better. In 2008-09, when the school’s 2005 Cohort completed its fourth year in high school, performance improved and 83 percent of students were proficient.

<b>Comparative Measure:</b> <i>Each year, Bronx Prep high school cohort’s percent of students passing a science Regents exam (65 or above) will exceed that of the cohort of all Bronx public high school students.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
<b>School</b>	-	<b>91.7</b>	<b>77.0</b>	<b>82.8</b>
<b>District</b>	-	<b>37.0</b>	<b>47.0</b>	<b>NA</b>

Accountability Cohorts at Bronx Preparatory Charter School have consistently exceeded the performance of Community School District #9 by a wide margin on the state’s Regents science exams. While district comparison data are not yet available, the school’s proficiency rate has far exceeded that of the district in the two previous years. Assuming district performance remained at a similar level for the 2008-09 school year, the school will have surpassed its target.

## Social Studies

**Accountability Plan Goal:** Bronx Prep students will understand, analyze and evaluate history and geography.

**Outcome:** Based on the limited data available, the school is close to meeting its social studies goal.

### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies Examination.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Grade</b>	<b>2005-06</b> (Tested: 56)	<b>2006-07</b> (Tested: 44)	<b>2007-08</b> (Tested: 93)	<b>2008-09</b> (Tested: )
5	-	-	-	-
8	11.0	27.0	41	NA

Bronx Prep has not met its absolute performance target for the state's middle school social studies exam during the current Accountability Period. From 2005-06 through 2007-08, the school demonstrated improvement, but not to such an extent that to put the school on track to achieve its absolute target of 75 percent proficiency. Data from the most recent year are yet unavailable.

<b>Comparative Measure:</b> <i>Each year, the percentage of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of Community School District 9.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b> (Grade 8)	<b>2006-07</b> (Grade 8)	<b>2007-08</b> (Grade 8)	<b>2008-09</b> (Grade 8)
<b>School</b>	11.0	27.0	41	NA
<b>District</b>	11.0	10.0	18.0	NA

In comparison to its local community school district, Bronx Prep has improved its performance on the state's middle school social studies exam during the current Accountability Period and is currently outperforming Community School District 9. While school and district comparison data for the 2008-09 school year are yet unavailable, Bronx Prep's performance has exceeded that of the district during the three previous years. Assuming school and district performance remained at a similar level on the 2008-09 exam, the school will have met its target.

<b>Absolute Measure:</b> <i>For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State United States History Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.</i>				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Percent</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Levels 3 &amp; 4</b>	2002 Cohort	2003 Cohort (N= 24)	2004 Cohort (N= 26)	2005 Cohort (N= 29)
	-	91.7	81.0	75.9

At Bronx Preparatory Charter School, fourth-year High School Accountability Cohorts have exceeded their absolute performance target on the Regents United States history exam during each year of the Accountability Period. In 2006-07, when Bronx Prep’s first high school cohort, the 2003 Cohort, completed its fourth year in the high school, 96 percent of students scored proficient or better on the exam. In 2007-08, when the 2004 Cohort completed its fourth year, the school’s performance declined and 81 percent scored proficient or better. In 2008-09, when the school’s 2005 Cohort completed its fourth year in high school, performance again declined and 76 percent of students were proficient.

<b>Comparative Measure:</b> <i>Each year, Bronx Prep high school cohort’s percent of students passing the US History Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students</i>				
<b>Results (in percents)</b>				
<b>School Year</b>				
<b>Comparison</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
<b>School</b>	-	<b>95.8</b>	<b>81.0</b>	<b>75.9</b>
<b>District</b>	-	<b>30.0</b>	<b>43.0</b>	<b>NA</b>

Accountability Cohorts at Bronx Preparatory Charter School have consistently exceeded the performance of Community School District 9 by a wide margin on the state’s Regents United States history exam. While district comparison data are not yet available, the school’s proficiency rate has far exceeded that of the district in the two previous years. Assuming district performance remained at a similar level for the 2008-09 school year, the school will have surpassed its target.

<b>Absolute Measure:</b> <i>For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Global History Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day</i>				
<b>Results (in percents)</b>				
<b>School Year</b>				
<b>Percent</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Levels 3 &amp; 4</b>	2002 Cohort	2003 Cohort (N= 24)	2004 Cohort (N= 26)	2005 Cohort (N= 29)
	-	<b>91.7</b>	<b>88.0</b>	<b>79.3</b>

At Bronx Preparatory Charter School, fourth-year High School Accountability Cohorts have exceeded their absolute performance target on the Regents global history exam during each year of the Accountability Period. In 2006-07, when Bronx Prep’s first high school cohort, the 2003 Cohort, completed its fourth year in the high school, 96 percent of students scored proficient or better on the exam. In 2007-08, when the 2004 Cohort completed its fourth year, the school’s performance declined and 88 percent of students scored proficient or better. In 2008-09, when the school’s 2005 Cohort completed its fourth year in high school, performance declined and 79 percent of students were proficient.

<b>Comparative Measure:</b> Each year, Bronx Prep high school cohort's percent of students passing the Global History Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
<b>School</b>	-	<b>91.7</b>	<b>88.0</b>	<b>79.3</b>
<b>District</b>		<b>30.0</b>	<b>40.0</b>	<b>NA</b>

Accountability Cohorts at Bronx Preparatory Charter School have consistently exceeded the performance of Community School District 9 by a wide margin on the state's Regents global history exam. While district comparison data are not yet available, the school's proficiency rate has far exceeded that of the district in the two previous years. Assuming district performance remained at a similar level for the 2008-09 school year, the school will have surpassed its target.

### High School Graduation

**Outcome:** Bronx Preparatory Charter School has met its high school graduation goal.

#### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Graduates</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
		(N= 24)	(N=25)	(N=29 )
	-	<b>82.6</b>	<b>80.0</b>	<b>72.4</b>

In 2006-07, when Bronx Prep's first Graduation Cohort completed its 4<sup>th</sup> year in high school, 83 percent of students graduated and the school met its target. In 2007-08, the school's 4-year graduation rate declined slightly, but the school still met its target with 80 percent of students graduating in four years. In 2008-09, the school's 4-year graduation rate declined to 72 percent and the school was slightly below its target.

<b>Comparative Measure:</b> Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from the local school district.				
<b>Results (in percents)</b>				
	<b>School Year</b>			
<b>Comparison</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
	2002 Cohort	2003 Cohort	2004 Cohort	2005 Cohort
		(N=24)	(N= 25)	(N=29)
<b>School</b>	-	<b>82.6</b>	<b>80.0</b>	<b>72.4</b>
<b>District</b>	-	<b>55.0</b>	<b>60.0</b>	<b>NA</b>

In 2006-07 and 2007-08, Bronx Prep's four-year graduation rate exceeded that of its local community school district by a wide margin. While comparison data for the most recent year are not yet available, assuming the district's graduation rate remained at a similar level for the current year, Bronx Prep will have again met its target.

## College Preparation

### **Accountability Plan Goal:**

**Outcome:** Bronx Preparatory Charter School has met its college preparation goal.

### **Analysis of Accountability Plan Measures:**

<b>Absolute Measure:</b> <i>All graduating Bronx Prep students will be accepted to at least one college.</i>				
<b>Results (in percents)</b>				
<b>School Year</b>				
<b>Graduates</b>	<b>2005-06</b>	<b>2006-07</b> (N=18)	<b>2007-08</b> (N=23)	<b>2008-09</b> (N=26)
	-	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

From 2006-07 through 2008-09, 100 percent of students graduating from Bronx Prep have been accepted to at least one college and the school has met its target each year.

## NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to make adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics 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:** Under the state's NCLB accountability system, Bronx Prep's Accountability Status will be "Good Standing" each year.

**Outcome:** The school met the goal. Bronx Preparatory Charter School was deemed to be in good standing in each of the four years of the Accountability Period.

<b>Absolute Measure:</b> <i>Under the state's NCLB accountability system, Bronx Prep's Accountability Status will be "Good Standing" each year.</i>				
<b>Results</b>				
<b>School Year</b>				
<b>Status</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Good Standing</b>	Yes	Yes	Yes	Yes

## Analysis of Additional Evidence

Bronx Preparatory Charter School received a letter grade of "A" on its 2008-09 New York City Department of Education (DOE) Middle School Progress Report. According to the DOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. District schools or charter school authorized by the Department of Education that receive As and Bs are eligible for rewards while schools that get Ds and Fs, or Cs over three years in a row, face possible consequences.

Consistent with the data presented for the middle school Accountability Plan measures in English language arts and mathematics above, Bronx Prep received the highest possible grade for Student Performance and the second highest for Student Growth on its DOE Progress Report. These high marks reflect the school's strong performance on state English language arts and mathematics exams. With respect to the growth score earned by the school, while overall, the school made positive year-to-year growth in student proficiency rates from 2007-08 to 2008-09 on both exams, not all student cohorts made substantial progress relative to cohorts of students at DOE identified peer schools.

High School Progress Report data are yet unavailable.