



**Charter Schools Institute**  
**State University of New York**

**BRONX PREP CHARTER SCHOOL**  
**THIRD YEAR INSPECTION REPORT**

## **I. INTRODUCTION**

The third year inspection is part of a comprehensive accountability system for New York State charter schools sponsored by the State University of New York Charter Schools Institute. The visit during the school's third year of operation provides an independent assessment of the school's progress toward its academic and organizational goals as defined in its accountability plan.

The third year inspection complements the yearly reviews conducted by CSI staff and corroborates the school's annual reports of progress toward the targets it defined in its accountability plan. The visit provides an independent assessment of the school's progress and provides recommendations to the school as it prepares to apply for charter renewal in its fifth year of operation. The recommendations represent the experienced opinions of the inspection team and are intended to offer the school guidance for enhancing the evidence base for its renewal application.

## **II. CONDUCT OF THE VISIT**

The third year inspection of Bronx Prep Charter School was conducted on March 12-13, 2003 by an independent team of experienced educators from SchoolWorks, Beverly, MA.

- Janet Schulze, Associate and Project Manager, SchoolWorks: former middle school English Language Arts teacher, high school assistant principal, and superintendent intern; candidate for an Ed. D. in the Urban Superintendents' Program at the Harvard Graduate School of Education.
- Dr. Karen Laba, Project Manager, SchoolWorks: former middle and high school science teacher, preservice science teacher educator and supervisor, and consultant in accountability system design and implementation for SchoolWorks.
- Eleanor Bartlett, former principal/director of the New Covenant Charter School, retired educator of the Albany City School District, deputy superintendent, interim superintendent, principal and special education teacher.

The team used the school's accountability plan goals as the guide for their examination along with the set of framework questions included in the inspection protocol to assess the school's academic and organizational effectiveness. Prior to the one and a half day visit, the team reviewed the school's documents including the annual *Accountability Progress Report*, the original charter application, and reports from previous informal site visits by the Charter Schools Institute. At the school, the team interviewed school administrators, Board representatives, staff, parents, students, and visited classes to understand the efforts the school is making to achieve its academic and organizational goals. The team offered a brief oral summary of its findings and recommendations to school leaders and invited them to ask for clarification as needed.

This report is organized into two parts. *Part I: School Progress Report*, offers the team's judgments about the school's effectiveness at meeting the broad goals defined in the charter school law (Education Law §2850(2) (a-f)):

- improving student learning and achievement;
- increasing learning opportunities for all students (particularly students at risk of academic failure);
- encouraging the use of different and innovative teaching methods;
- creating new professional opportunities for teachers, school administrators and other school personnel;
- expanding parental choice in public schools; and
- moving from a rule-based to performance-based accountability system by holding schools accountable for meeting measurable student achievement results.

The judgments of the team are organized into the same three categories as the school's other documents: academic program, organizational viability, and unique programmatic areas. The framework for the progress report discussion is shown in **Appendix A**.

The second part of the report, *School Accountability Plan: Assessment and Recommendations*, reports the team's assessment of the quality of the school's own measures of its progress, and offers suggestions for enhancing the evidence base on which renewal decisions will be made at the school's fifth year of operation. A brief rationale for the inspection team's recommendations is presented in narrative form along with a summary table in **Appendix B**.

### **III. SCHOOL DESCRIPTION**

Bronx Prep Charter School opened in August, 2000 for 100 students in grades 5 and 6. Now in its third year of operation, the school serves 191 students in grades five through eight with an average class size of twenty-five. Ninety percent of the students qualify for federal lunch programs, and the ethnic distribution is almost equally divided between black and Hispanic students. The school occupies a former Catholic school in the south Bronx that offers limited expansion space, but which is adequate when supplemented with the two portable structures the school has purchased for its eighth grade students. Next year, the portables will house two grades as the school grows to include ninth grade.

The primary mission of Bronx Prep is to prepare all students for college. It employs an extended school day (7:55 AM – 5:15 PM) and an extended school year (200 days) to provide the additional reinforcement students need to compete effectively with suburban peers. The core curriculum is based on the New York State Learning Standards, with teachers defining and revising a yearly scope and sequence of topics and skills during the school's August orientation period.

The school is administered by a principal and executive director, both founders of the school. The staff consists of a full-time staff developer and sixteen classroom teachers. Of the sixteen, eight are deficient in requirements for certification, two have met the criteria for provisional certificates, four have forms not submitted and two were not reported on the form provided to the inspectors.

Bronx Prep is governed by a fifteen member Board of Directors, including several representatives of major financial, business, educational and professional organizations. The president of the Parent Advisory Board is a member, as is the Executive Director of the school. The Board chair has served since the school opened. The Board meets every six weeks to address policies and fiscal issues related to school operations, with its most active work presently on gathering the resources to complete its ambitious building project for a new facility. The new building is scheduled to be ready for the 2004-2005 academic year.

Bronx Prep has enjoyed a stable Board, administration and student population, with some mobility among its teaching staff. The school has received numerous positive media reports for its rigorous programs, as well as for the range and depth of the enrichment opportunities it offers Bronx students.

## PART I: SCHOOL PROGRESS REPORT

### I. ACADEMIC PROGRAM

#### QUESTION 1: To what extent have the students attained expected skills and knowledge?

- 1. Students at Bronx Prep are demonstrating strong levels of proficiency as measured by the NY CTB (now NY Terra Nova), generally outperforming students in the surrounding city district as well as exceeding the average achievement levels of New York City students in general.**

In the most recent test administration (Spring 2002), Bronx Prep students in grades 5, 6, and 7 sat for the city-wide administration of the Comprehensive Test Battery (CTB), New York version.

#### NY CTB- Reading, Spring 02, Percent Scoring Level 3 + 4 (“Proficient”)

	Number tested	Reading	Math
<b>Grade 5</b>	48	60%	40%
<b>Grade 6</b>	48	33%	58%
<b>Grade 7</b>	45	na*	51%

\*test results not valid, not released by city

Sixty percent of fifth graders at Bronx Prep achieved proficient levels in reading after their first year at the school, with 40% reaching proficiency in mathematics. Sixth graders showed the reverse pattern, with only 33% achieving proficiency in reading and almost double that, 58%, making the math proficiency standard. More than half the seventh graders are rated proficient in mathematics.

Using data provided by the school, Bronx Prep students outperform students in similar grades in District 9 and across the city.

#### CTB Reading, Grades 5 and 6 Combined (Percent at each Proficiency Level)

	Bronx Prep	District 9	NYC
<b>Level 4</b>	4.1%	0.7%	3.9%
<b>Level 3</b>	42.3%	18.6%	33.7%
<b>Level 2</b>	38.1%	48.5%	41.8%
<b>Level 1</b>	15.5%	32.2%	20.7%

#### CTB-Math, Grades 5, 6, and 7 Combined (Percent at each Proficiency Level)

	Bronx Prep	District 9	NYC
<b>Level 4</b>	19.9%	3.5%	11.3%
<b>Level 3</b>	29.8%	12.2%	19.9%
<b>Level 2</b>	37.6%	37.0%	36.0%
<b>Level 1</b>	12.8%	47.3%	32.8%

In reading, Bronx Prep has a far higher percentage of students scoring in the proficient range (Levels 3 + 4) than other fifth and sixth graders in District 9 and exceeds the proficiency rating of New York City students overall by more than eight percent.

In addition to having a higher percentage of proficient students in reading, Bronx Prep also has fewer students in the lowest performance level than either the district or city populations.

In mathematics, three times as many Bronx Prep students achieved level 3 or 4 than did students in District 9, and the school's proficient students exceed the city's average by eighteen percent. Similar to the reading performance, Bronx Prep also has fewer students scoring in the lowest proficiency level than district or city students.

The distribution of levels for each grade level group of students at Bronx Prep provides a slightly different perspective on the strengths of each grade.

**CTB-Reading, Spring 2002, Grade 5, Bronx Prep**

Level	1	2	3	4
No. of students	5	15	25	4

**CTB-Reading, Spring 2002, Grade 6, Bronx Prep**

Level	1	2	3	4
No. of students	10	22	16	0

Grade 5 students are stronger in reading than their grade 6 counterparts at Bronx Prep. A high percentage of sixth graders are at level 2, just below proficient.

**CTB-Math, Spring 2002, Grade 5, Bronx Prep**

Level	1	2	3	4
No. of students	9	20	11	8

**CTB-Math, Spring 2002, Grade 6, Bronx Prep**

Level	1	2	3	4
No. of students	3	17	13	15

**CTB-Math, Spring 2002, Grade 7, Bronx Prep**

Level	1	2	3	4
No. of students	8	14	18	5

Sixth and seventh graders achieved higher levels of proficiency in mathematics than their fifth grade schoolmates. At each grade level, a significant percentage of students are at level 2, just below proficient.

- In its Accountability Plan, Bronx Prep sets a target to have all students make progress toward meeting the state "Performance Index," currently set at 150. Applying the state formula to the school's 2002 CTB results shows a range of performance indices from 112 to 152 across all student groups and disciplines.**

The state performance index is calculated by totaling the number of students achieving at levels 2, 3, and 4, adding the number achieving levels 3 and 4, dividing by the total number of students tested and multiplying by 100. From the charts above showing the

distribution of student scores for both CTB-Reading and CTB-Math, the performance indices for each group are shown below.

**Bronx Prep CTB Scores, Converted to “Performance Indices” Using State Formula**

	Reading		Mathematics		
	Grade 5	Grade 6	Grade 5	Grade 6	Grade 7
<b>Performance Index</b>	140	112	120	152	133

Sixth grade students at Bronx Prep are at both ends of the range of indices – the weakest in reading and the strongest in mathematics. The sixth grade math index is the only one of the five for the 2002 results that matches the state target of 150. Fifth graders are close to the target in reading, but 30 points behind in mathematics. Seventh graders have to earn 17 points to meet the state goal.

- 3. On its internal assessments in writing and history, Bronx Prep students demonstrate exceptional attainment. Performance on the Extended Response Assessment for New York in mathematics was adequate for grades 5 and 6 but less so for seventh graders.**

Bronx Prep administers its own internally developed writing assessment at the end of each school year. Results for 2002 are shown below.

**Bronx Prep Writing Assessment, 2002**

Grade	N	Percent Passing*
5	49	100%
6	48	96%
7	48	85%

\*passing = 70%

The inspection team was unable to determine if the scoring on the writing assessment has been correlated with any other standardized assessment to assure greater reliability. According to the measure available at this time, it appears that Bronx Prep students are well on their way to becoming proficient writers.

The school also administers and scores internally a history essay for each grade level. Results for the 2002 final are shown here.

**Bronx Prep History Essay/ Final Project, 2002**

Grade	N	Percent Passing*
5	48	92%
6	48	93%
7	45	95%

\*passing = 70%

According to its internal criteria, a very large percentage of students at Bronx Prep are reaching proficiency in history.

To provide insight into student’s skills in problem solving and open response style assessments in mathematics, the school administered the Extended Response Assessment for New York – Mathematics (ERA/NY). Student results show an inconsistent pattern.

**Bronx Prep ERA/NY Mathematics Results, 2002**

Grade	N	Percent Passing*
5	48	69%
6	48	60%
7	45	28%

On the NY CTB-Math, just under 50% of Bronx Prep seventh graders achieved proficiency, a significant contrast to the 28% passing the ERA/NY assessment. Sixth grade results are more consistent, with 58% achieving proficiency as measured by the CTB, and 60% on the ERA/NY. Fifth graders exceeded their CTB performance of 40% at level 3 and 4 by a large percentage, with 69% passing the ERA/NY Mathematics test.

The school did not administer its planned science assessment in 2002 due to personnel problems.

**QUESTION 2: What progress have students made over time in attaining expected skills and knowledge?****1. Using the limited data available, Bronx Prep students appear to be making improvement in mathematics, but demonstrate declines in reading.**

The publisher of the NY CTB no longer provides national norms for comparing student progress over time and against a national sample. Without NCE results, comparisons are limited to the percentage of students achieving proficiency (levels 3 +4) on the city assessments.

Mathematics results show strong gains over time, with the group of students starting in fifth grade in the 2000-2001 school year increasing their proficiency percentage by 8%. Students starting as sixth graders showed dramatic gains, increasing the number of students reaching proficiency by over 14%.

**Change in CTB-Reading (Percent scoring level 3 + level 4)**

	Spring 2001	Spring 2002
Grade 5 ? Grade 6	52.3%	32.5%
Grade 6 ? Grade 7	37.5%	not released

**Change in CTB-Math (Percent scoring level 3 + level 4)**

	Spring 2001	Spring 2002
Grade 5 ? Grade 6	50%	58%
Grade 6 ? Grade 7	39%	53.7%

Reading results for the only group available, the 2001 fifth graders, showed a dramatic decline of 20% fewer students achieving proficiency when they were tested as sixth graders in 2002. (It could not be confirmed whether the student groups remained intact from 2001 to 2002 which may be a factor in the changing scores. School leaders indicated few withdrawals or new entrants except for the entering fifth grade class, so the scores should be comparable in general.)

- 2. 2001-2002 was the first year for full administration of the school's internal writing, history, and ERA/NY assessments, allowing no judgment about change over time on these measures.**

### **QUESTION 3: Does the school's instructional program meet the needs of diverse students?**

- 1. The written curriculum for Bronx Prep is broad and flexible enough to serve the needs of a wide range of students.**

According to interviews with teachers and administrators, the Bronx Prep curriculum is reflective of the school's intention not to tie itself to one particular method or program, but rather to design learning activities that afford the most appropriate and meaningful opportunities for the particular group of students in the class. During the two week pre-opening sessions last summer, teachers worked in subject area and grade level teams to define a realistic scope and sequence for each subject that linked to the school-wide theme, "Stand and Deliver." Within the scope and sequence, teachers have the flexibility and freedom to select or design lessons that fit the profile of their students.

Teachers use a common lesson plan format that lists the learning standard(s) to be addressed by the lesson, the assessments that will demonstrate student achievement, and the details of the day's class work. The lesson plan format was designed by the school's full time staff developer, a veteran master teacher who serves as coach and mentor to the faculty. In addition, teachers use a common whiteboard configuration, listing the aims of the day, the opening do-now exercise, and the agenda for the class period. Students were familiar with the routine provided by the board list, and entered classes ready to start their work without delay.

- 2. As implemented in classrooms, the academic program at Bronx Prep offers a variety of learning experiences for students that are of generally high quality.**

The inspection team visited twelve classes for periods of time from fifteen to thirty minutes, and observed a wide range of instructional methods in operation. Classes typically began with independent practice (the 'do-now'), followed by group discussion of responses to the opening exercise. One reading class continued with a whole class oral reading interrupted by teachers' probing questions challenging students' interpretation and comprehension of the elements of the story. Time was then allocated for independent response to a brief writing task extending student's understanding of point of view, followed by reporting out by all students. In a class where vocabulary was one of the aims of the day, the teacher organized a game to reinforce word meaning. One math class was engaged in a rotating skills test, where students moved through stations at timed intervals, completing a brief problem sheet at each stop. Lively but unobtrusive jazz music played in the background. A hands-on probability lesson demonstrated the difference between dependent and independent events using dirty socks to engage student's interest. Youngsters calculating greatest common factor learned to think of the baby, the toddler, and the child as metaphors for equivalent fractions on their way to discovering useful means to solve challenging problems.

While all students in each class were participating in the same lesson activity and held to the same expectations, there was sufficient variety within the class period to offer opportunities for students with different learning needs and means of grasping content and skills to access the material.

**3. Bronx Prep has contracted with independent providers for students with special needs in compliance with their Individual Education Plans (IEPs). Enrichment opportunities are abundant for students at all achievement levels.**

Bronx Prep does not have a certified special educator on staff, so it has contracted with the organization Empowered Learning to provide personnel to serve the special education needs of its students. Providers of related services (speech therapy, occupational therapy) are brought in from outside the school on a contracted basis. The school has a defined Special Education coordinator from Empowered Learning who has a working relationship with the District 9 staff. The services of the providers are coordinated by the school's administrative assistant.

The seven identified Bronx Prep students meet with providers in small groups and individually throughout the week in a resource room setting to comply with the requirements of their learning plan. Adaptations within the classroom are discussed with teachers and implemented as indicated. The school is currently waiting for the district to assess two additional students who were identified as potentially in need of special educational provisions.

Recognizing that students entering the school as fifth graders may be unprepared for the high expectations at Bronx Prep, the school offers a two-week summer program in July and August. Entering students are encouraged to attend especially if they are lacking in prerequisite language or mathematics skills. The summer session also provides an option for students who have failed for the year or failed to complete a final project to resolve the deficiency and move up to the next grade. Bronx Prep teachers are hired to serve as summer school instructors, and teachers commented that it offers a relaxed opportunity to get to know students deeply and to develop relationships with the incoming cohort.

In addition to support struggling students, Bronx Prep has an extensive collection of enrichment programs scheduled during the last part of the school day. Small group math tutoring, piano, science club, theater, model United Nations, step (dancing), track, choir and African dance and drumming were the programs in operation at the time of the inspection. Students in the focus group spoke excitedly about their trip to Colgate University last summer for an enrichment science experience with other high school students. Saturday 'field experiences' to museums, community tours, ethnic celebrations, and colleges all contribute to the rich experience of students at the school.

Bronx Prep has made effective provisions for special needs students, serving their current population through contracted services. If the population of students needing special services increases, it may be likely that an on-site special educator will better meet the school's needs. The school has provided generously for the enrichment of all students in an effort to develop and maintain a focus on fulfilling the school's mission of preparing each child for college.

**QUESTION 4: Do the school's standards reflect implementation of high academic expectations?**

- 1. The Bronx Prep written curriculum emerged from the state learning standards, with complementary and supplementary standards added to integrate with the school's yearly theme. As written, the standards reflect high academic expectations.**

As mentioned earlier, teachers meet before the school year to construct appropriate scope and sequence definitions matching the profile of students expected in the school for the year. Teachers retain flexibility to customize the activities and adjust the pace of the sequence as the year proceeds. The documents available to the inspectors for review during the visit contain sufficient faithfulness to the state standards to be considered suitably rigorous and challenging.

- 2. From the sample of classes visited during the inspection, it appears that teachers hold students to high expectations for performance with appropriate supports as needed.**

Over the twelve classes visited during the inspection, most teachers were observed carefully checking both individual and group understanding with skillful directed and open questioning. During independent work time, teachers circulated to monitor student progress on the particular task at hand, offering suggestions and reminders for some students and challenging others to be more meticulous in their work product. A small sample of notebooks containing student work showed useful teacher comments and student corrections. As an example of the school's expectations, one teacher returned a quiz with the admonition, "Test corrections are mandatory if you got below an 80. I'll accept them from everyone."

- 3. Behavioral standards throughout the school are high and are consistently applied by teachers and staff.**

According to administrators and teachers, the school emphasizes the positive reinforcement of acceptable behavior through its Scholar Dollar program. Students can earn 'dollars' for academic achievement or conduct that promotes the civic culture of the school. The Scholar Dollars are tallied each week by the principal and reported home to parents, providing informal but regular feedback on each student. Students earn the ability to purchase college logo merchandise and assorted school supplies with their 'dollars.'

In addition to the Scholar Dollar incentive program, the morning meeting at Bronx Prep often addresses one of the seven "Cs", the core values the school aims to develop in its students. Teachers are encouraged to integrate discussion of the seven 'Cs' in their academic program where suitable to expose students broadly to their meaning and implication.

The effect of the emphasis on values and consistent implementation of high behavioral expectations is to create an orderly and respectful environment within the classroom as well as in public areas of the school.

## II. ORGANIZATIONAL VIABILITY

### QUESTION 1: Are students and parents satisfied with the work of the school?

#### 1. Students in the focus group expressed enthusiastic support for the school's programs.

Fifteen students participated in the inspection focus group and all spoke favorably about the academic as well as social aspects of their Bronx Prep experience. They credited the school with creating a community that supported them and taught them teamwork. They expressed certainty that teachers expect every one of them to go to college. Results of the Yale Climate Study survey administered at the end of the 2002 term showed student's highest positive responses for the fairness of teachers, and the lowest on "interpersonal relationships." The focus group students corroborated the positive survey response regarding teachers, claiming that the time teachers take to work with students is a major factor in their success. In contrast with the survey results, the focus group students felt that students at the school got along well and supported one another. They feel the school is safe and free from bullying or threats from outsiders. They cited the school's small size as a contributing factor to its protective climate. In discussing the planned move to a larger permanent facility in 2004, students were guarded in their judgment of the move, worrying that the larger building would isolate younger students from the older 'role models' and lead to a loss of the closeness that currently exists.

#### 2. Parents in the focus group expressed fervent support for the school's efforts to provide a quality alternative for their children.

A group of fifteen parents, aunts, and grandparents joined inspectors for the parent focus group. They were even more passionate than the students in their support of Bronx Prep. Several cited anecdotes describing their children being underserved or mislabeled by district school personnel, and thriving since their arrival at Bronx Prep. One parent received supportive assents when she declared, "This school saved my child." Primary factors contributing to caregiver's approval include the caring and sensitive teachers and administrators, the strong academic focus and the effective ways the school motivates their children to strive for high achievement. The Yale Climate Survey was distributed by the school last spring, but the team did not have time to analyze the full set of parent responses to identify trends. In the focus group, concerns were mentioned (though minor in most cases) about the effective orientation/ integration of new students and their parents into the growing school, and access to the principal, who is not only the building administrator but also teaches three sections of mathematics. Parents commented that her multiple duties make it difficult to reach her quickly.

The Parent Group at Bronx Prep is led primarily by fifth grade parents. The parents distributed their own survey last year and received 78 responses. The aggregate summary of comments from fifth, sixth, and seventh grade parents shows that parents feel strongly that the school's academic program is meeting the needs of their child and preparing him/her for college. The lowest areas of agreement were items referring to the school's communication with parents, namely, "I am notified in a timely fashion if there is a

change in faculty” (2.4 on a scale of 1-5), and “I am informed in a timely manner about important events/ activities at Bronx Prep” (2.1). The Parent Group survey responses corroborate the comments made by the focus group participants.

## **QUESTION 2: Are systems in place to promote the efficient operation of school functions?**

### **1. The leadership and management of school functions are effectively carried out by capable and energetic staff.**

The principal and executive director distribute responsibility for school operations between themselves, with the principal taking on the oversight of student management and instructional aspects and the executive director handling relations with the board and community. Working in the small space the school occupies presents a challenge to staff and students alike, but most operations appear to occur as needed. The principal must meet with staff, parents, or students in hallways or borrowed classrooms when the resource room is in use. Storage of student and school documents overtakes the administrative assistant’s desk and spills into the narrow alley that serves as a teacher’s lounge. The efficient office staff manages to take attendance, distribute passes, answer phones, and respond to teachers and administrator’s requests relatively smoothly.

The principal shares her instructional oversight duties with the full time staff development provider in residence at the school. The design of the school’s curriculum development process and instructional methodology that is presented during the two week session before school opens is the product of the staff developer’s expertise. Throughout the school year he visits classes and provides feedback, both orally and in writing, to help new and novice teachers develop skill in providing the quality learning experience defined by the school’s charter. Due to mid-year departures of two math teachers, both the principal and the staff developer have taken on teaching duties in addition to their administrative functions. Despite the challenge, both the principal and staff developer are held in high regard by the faculty for the quality and usefulness of their support.

At this point in the school’s life, the executive director is primarily responsible for raising the resources to continue with the school’s ambitious building plan, in collaboration with the Board of Trustees. Her time is taken up with architect meetings, dealing with building permit issues and design, as well as reaching out to potential donors to attract their support for Bronx Prep. While she is on site most days, she cautions against providing instructional or curricular advice except in a general sense, recognizing her limited expertise in education. She maintains an appropriate distinction between her role at the school and that of the academic leader, the principal.

Systems put into place to make school operations function efficiently include the school’s discipline plan and the achievement contract. As noted earlier in this report, student behavior is notably respectful and orderly, due in part to the consistent implementation of rules and consequences across the school. The “achievement contract” is a commitment signed by parents and students making explicit the responsibilities of each party – parent, students, and teachers – in making school a successful experience for the student. Students and most parents appear to have accepted their responsibilities as outlined in the

contract, and the explicit presentation of these duties appears to have minimized the instances of excuses claiming unfamiliarity with the school's expectations.

## **2. The Board of Trustees maintains an appropriate policy-making role for its work at Bronx Prep.**

According to the Board representatives interviewed during the inspection, the primary responsibility of the board is to provide sufficient resources for the school's operations. The resource needs at Bronx Prep include the new facility, compensation for qualified teachers, provision of professional development for a young staff, after school programming, field trips and Saturday events. In addition to providing resources, the Board has responsibility for evaluating the principal and overseeing the academic progress of the school. To accomplish these tasks, the Board has begun to adopt a 'committee' structure, with finance and facility committees actively engaged in major projects already. Other committees are set up to perform appropriate tasks, including the principal evaluation committee, the grievance committee, and the personnel recruiting committee. Committees meet as needed while the full board meets every six weeks.

## **3. The school has refined its system for attracting and identifying competent staff members to enhance the quality of instruction and to maintain strong student achievement.**

In the first two years of operation, Bronx Prep experienced the loss of teachers at a rate that school leaders deemed unsatisfactory. Reasons for separation ranged from instructional weaknesses to inadequate content knowledge from the school's point of view, and the intensive demands of the longer school day and year from the teachers' perspective. To improve the likelihood of attracting teachers who are in accord with the school's beliefs and willing to commit to the extensive requirements of the position, school leaders modified the interview and hiring process. The new system is multi-step, including initial interview, an invitation to teach a model lesson, opportunities to meet with the staff developer to discuss lesson design, and follow-up interviews. The school was optimistic the five teachers new to the school this year would persist.

In addition to refining its hiring process, Bronx Prep has a plan for professional development that provides ongoing support to teachers following the two week pre-opening orientation to the school's methods and routines. The on-site full time staff developer coordinates and monitors curriculum coverage as well as instructional skill among the staff at Bronx Prep, visiting classes at least bi-weekly and offering informed feedback to the teachers.

Bronx Prep has initiated an innovative strategy to improve teacher quality. Recently it hired a 'teacher in training' who had previously served as an intern at the school before completing his degree. The apprentice teacher works alongside another faculty member, expanding his repertoire and refining his teaching skill. The teacher-in-training will be offered a full position if his competencies meet the school's requirements. School leaders hope this system will allow both the school and the potential employee adequate opportunity to know each other's expectations.

The leadership and management systems, governance practices, and provision for recruiting and retaining high quality teachers are effective at serving the needs of the Bronx Prep organization.

**QUESTION 3: Are systems in place to monitor the effectiveness of the academic program and modify as needed?**

**1. While Bronx Prep gathers generous amounts of information about student performance, it is not collected in a way that meets the requirements of its accountability plan.**

Data on students' performance as measured by the citywide CTB-NY, internal assessment data, and teacher assessments of student progress are collated and reported by the school to describe the quality of its academic program. However, the reports do not distinguish between those students who have been at the school from those who recently arrived to allow an assessment of the direct impact of the school's programs on student results. As indicated in the discussion of Question 1 and 2, the results for Bronx Prep students collectively far surpass the performance of other students in district 9 and across the state. While admirable, the school proposed in its accountability plan to show growth within its own population of specific percentile ranks (see detailed discussion in Part II of this report). The CTB assessment no longer offers national comparisons to provide percentile ranks, so the school is planning to begin administering the Stanford 9 to all students this spring. The information derived from the Stanford 9 will inform the school more clearly what impact its academic program is having on improvement over time for its students.

**2. The school has not as yet looked closely at the content of its curriculum as a factor contributing to trends in student achievement.**

While the Bronx Prep curriculum is based on the state learning standards, the day-to-day curriculum implemented by teachers allows a great deal of variation and flexibility. School leaders commented that they recognize the need for a system to collect and record the actual content of the lessons offered in each classroom, each day, but they have not succeeded in designing or locating effective models. Without a comprehensive picture of curriculum breadth and depth, it is difficult for the school to identify possible links between student performance/ achievement and the implemented academic program.

Bronx Prep has enlisted an external reviewer to study its school climate. One of the school's grantors provided funds to carry out the Yale Climate Study survey with parents, students, and staff. The results of the survey have been received, but other than reporting generalized results in the *Accountability Progress Report*, the information from the survey has not been used by either the Board or administrators to assess the school's programs and practices.

The principal offers a regular report on the academic program at every other meeting of the Board of Trustees. The report covers student performance results and includes a discussion of areas of concern.

### III. UNIQUE PROGRAMMATIC AREAS

#### QUESTION 1: Are the school's mission and vision clear to all stakeholders?

**1. The key element of the Bronx Prep mission repeated by every group of stakeholders is the focus on college preparation.**

School leaders, the Board of Trustees, parents, students and teachers spoke with a common understanding of the school's central mission to prepare students for college. The mission is in evidence around the building by the designation of homeroom groups by colleges. Photo displays of college trips and the Colgate summer experience remind students of the target of their effort.

Parents also cited a number of anecdotes describing the caring environment at the school. Students corroborated parents' perceptions in their assertion that teachers always take the time to help them and that they have been encouraged to help each other as the need arises. The Bronx Prep mission proposes to engage in its mission tasks in a "caring environment."

A third element of the school's mission – a structured environment -- was implied in interviews and evident in the systems in place. The daily schedule, the routine classroom format, the consistent behavior expectations, and the pervasive focus on excellence generate and reinforce a structure within which students and teachers can focus on their work with minimal distraction. Assemblies happen at morning meeting. Field experiences occur on Saturdays. Homework is expected every day. Each of the practices at Bronx Prep serves as additional means to fulfill its mission.

#### QUESTION 2: Are the school's special programs meeting expected targets?

**1. Each of the school's special programs, as well as its internal routines and systems, are providing the supports essential for meeting the school's charter commitments.**

*Enrichment programs:* Students at Bronx Prep are enthusiastic, engaged learners. Their core academic learning experiences are enriched by participation in the special programs offered each day, as well as by the Saturday field experiences.

*Longer school day and school year:* The benefits of the enrichment programs are possible without sacrificing core academic learning time because of the extended school day and longer school year, which are special aspects of the Bronx Prep program. A few students expressed mild dismay over lost 'free' time after school due to the late dismissal (5:15 PM), and some parents worried that the homework burden can be significant, but these were minority views, outnumbered by the number of statements describing the anticipated benefits of a strong academic foundation.

*Performances:* The school's students use a portion of their enrichment time to prepare a yearly spring arts performance, with music, dance, and drama presentations. The school's effort to tap into strengths not often exposed in the academic area demonstrates

its success in this performance, which is overwhelmingly praised by parents at the focus group.

*Emphasis on civic responsibility:* The 'values curriculum' at Bronx Prep is addressed explicitly at morning meetings, but integrated throughout the academic subjects as appropriate. The seven c's are posted throughout the building, and the incentive program, Scholar Dollars, allows students to earn rewards for exemplary civic and community-building behaviors as well as for academic achievement. Bronx Prep has put practices into operation that help students adopt the school's values as their own.

## PART II: SCHOOL ACCOUNTABILITY PLAN: ASSESSMENT AND RECOMMENDATIONS

### I. ACADEMIC PROGRAM GOALS

#### Goal 1: “Bronx Prep students will become proficient readers of the English Language.”

*Measures proposed by the school:*

*measure 1:* The average national ranking of each cohort on CTBS or similar will increase 5 percentiles per year until average of cohort equals 70 percent.

*measure 2:* BPCS will demonstrate its students are on course to meet reading performance standards as defined by the Student Performance Index (currently 150).

*measure 3:* BPCS students will consistently measure among the top one-third of middle schools in District 9 by percentage of students at or above grade level on a norm referenced standardized test.

*measure 4:* Eighth graders will measure among the top one-third of middle schools in District 9 on statewide criterion-based achievement test in reading.

*measure 5:* Seventy percent of eighth graders will receive a rating of proficient or better on an essay in which they interpret, compare, contrast two classic novels.

**note:** students who do not meet the standard will attend summer remediation program; additional 20 percent of such students will meet the standard the following year.

#### Goal 2: “Bronx Prep students will become proficient in the application of mathematics skills and concepts.”

*Measures proposed by the school:*

*measure 1:* The average national ranking of each cohort on CTBS or similar will increase 5 percentiles per year until average of cohort equals 70 percent.

*measure 2:* BPCS will demonstrate its students are on course to meet reading performance standards as defined by the Student Performance Index (currently 150).

*measure 3:* BPCS students will consistently measure among the top one-third of middle schools in District 9 by percentage of students at or above grade level on a norm referenced standardized test.

*measure 4:* Eighth graders will measure among the top one-third of middle schools in District 9 on statewide criterion-based achievement test in mathematics.

*measure 5:* Seventy percent of BPCS students will receive a proficient rating on school based logical thinking and problem solving test.

**note:** BPCS students who do not meet the standard will attend summer remediation program; an additional 20 percent of such students will meet the standards within the following year.

#### Goal 3: “Bronx Prep students will become proficient in English Language mechanics and expression.”

*Measures proposed by the school:*

*measure 1:* Seventy percent of fifth grade students will receive a proficiency score of 70 percent or above on writing sample genre of choice.

**measure 2:** Seventy percent of sixth grade student will receive a proficiency score of 70 percent or above on writing sample two genres.

**measure 3:** Seventy percent of seventh grade student will receive a proficiency score of 70 percent or above on writing sample of three distinct genres.

**measure 4:** Seventy percent of eighth grade students will receive a proficiency score of 70 percent or above on a portfolio of writing samples in four distinct genres.

**measure 5:** BPCS will perform in the top one-third of middle schools in District 9 on the eighth grade NYS ELA exam.

**note:** BPCS students who do not meet the standard will attend summer remediation program; an additional 20 percent of such students will meet the standards within the following year.

**Goal 4: “Bronx Prep students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.”**

***Measures proposed by the school:***

**measure 1:** Seventy percent of fifth grade student will receive a proficiency score of 70 percent or above on a school based content test and on a scientific investigation (earth science).

**measure 2:** Seventy percent of sixth grade student will receive a proficiency score of 70 percent or above on a school based content test and on a scientific investigation (life science).

**measure 3:** Seventy percent of seventh grade students will receive a proficiency score of 70 percent or above on a school based content test and on a scientific investigation (physical science).

**measure 4:** Seventy percent of eighth grade student will receive a proficiency score of 70 percent or above on a school based content test and on a scientific investigation (chemistry).

**measure 5:** BPCS will perform among the top one-third of middle schools in District 9 on the eighth grade science exam.

**note:** BPCS students who do not meet the standard will attend summer remediation program; an additional 20 percent of such students will meet the standards within the following year.

**Goal 5: “Bronx Prep students will understand, analyze and evaluate global history, geography, arts and literature.”**

***Measures proposed by the school:***

**measure 1:** Seventy percent of fifth grade students will receive a proficiency score of 70 percent or above on three paragraph essay explaining how geography of three ancient civilizations affected the people and societies that developed.

**measure 2:** Seventy percent of sixth grade students will receive a proficiency score of 70 percent or above on three paragraph essay explaining the importance of the revolutionary war.

**measure 3:** Seventy percent of seventh grade student receive a proficiency score of 70 percent or above on a chronologically correct timeline of US history and a five paragraph essay explaining importance of Declaration of Independence, Constitution, Bill of Rights.

**measure 4:** BPCS students will perform among the top one-third of middle schools in District 9 on the eighth grade NYS social studies exam.

**measure 5:** By the end of their third year, 70 percent of BPCS students will achieve a proficiency score of 70 percent or better on an arts appreciation exam.

**note:** BPCS students who do not meet the standard will attend summer remediation program; an additional 20 percent of such students will meet the standards within the following year.

**Goal 6: “Bronx Prep students will demonstrate performance skills.”**

***Measures proposed by the school:***

**measure 1:** In the spring of each year, BPCS students will earn a rating of proficient or better in school wide spring concert from a panel of experts in the arts.

**measure 2:** By the end of the fourth year, arts students will achieve a rating of proficient or better in the quality and presentation of an arts portfolio rated by a panel of visual artists or musicians.

**measure 3:** Eighth grade students will achieve an average proficiency score of level 3 or 4 on a debating team competition, rated by panel of teachers and experts.

**ACADEMIC PROGRAM GOALS—RECOMMENDATIONS**

The school might consider the following recommendations to enhance the quality of evidence to be used to assess progress toward its goals.

*For Goal 1 (proficient readers) and Goal 2 (mathematics):*

1. Bronx Prep is unable to present progress information as defined in its measure because the NY -CTB test no longer provides percentile ranks. The school has selected the Stanford 9 as a replacement and results will be available this year. The school should explain the events that led up to its change in future progress reports as background for evaluators.
2. When Stanford 9 results are reported, report the NCE ranks as listed in the approved accountability plan.
3. Clearly title all tables and charts with date, name of test, number of students tested (n), and indicate whether a true cohort or whole class/grade level are included.
4. In addition to reporting whole school results, report individual grade level results on standardized tests each year to allow the reader/evaluator to understand incremental, as well as overall, progress.
5. Explain the source of the school’s numbers used to calculate the ‘Performance Index.’
6. If there is no norm-referenced test in common with District 9, explain how this impacts the comparison between BPCS and district schools.
7. Clarify if the CTB comparisons listed are with all district schools or only middle schools.
8. Explain for the reader how you are assuring that your internal assessments are being reliably scored.
9. When including the remediation steps, maintain records of the students who participate and report whether the 20% proficiency target is met.

*For Goal 3 (mechanics and expression):*

1. Demonstrate that the internal rubric is correlated and aligned with the NY State writing assessment rubric. Consider showing excerpts from exemplars or anchor papers to demonstrate scoring criteria.
2. For an evaluator, it would be informative to see the distribution of scores on the writing assessment, not just the school-wide or grade level aggregate/ average.
3. For the eighth grade assessment, describe the expertise of the panelists and their training in the use of the scoring rubric. Emphasize the consistent, reliable scoring among panelists.

*For Goal 4 (science):*

1. When the test is administered and reported, it would be informative for the evaluator to include the range of score results as well as class averages.
2. When reporting test scores, include all years tested, not just most recent. This will help the evaluator identify trends among different class groups.
3. Demonstrate that the internally developed assessment is a valid measure of the content at a level of rigor and challenge commensurate with the grade level.
4. As indicated under Goal 1, report the number of students participating in the remedial experience and show their progress toward the proficiency target over the coming year. Describe how proficiency progress is measured with this student group.

*For Goal 5 (history, geography, arts, literature):*

1. As with other internally developed measures, confirm the validity of the assessment tool (test, essay rubric, etc). Describe how the school will assure consistent and reliable scoring, either through training, multiple assessors, etc.
2. Present the full range of assessment results for all years tested, not just the results for the most recent year. This offers a complete picture of the school's trends and patterns.
3. Report the results on the NYS Social Studies test for your fifth grade students, explaining if desired the school's limited impact on these results because of the timing of the test. Include a discussion as appropriate of the school's planned efforts to prepare these students for the eighth grade assessment.
4. Report each year's aggregate results, cohort results for each year of the 5th and 8<sup>th</sup> grade Social Studies test. If possible, show the results for relevant subgroups as defined by federal legislation.
5. Provide the reader some verification of the reliability of the arts appreciation examination.
6. As in earlier recommendations, describe how scorers will be trained to ensure consistency.
7. If suitable, consider using an arts expert (as with music/ performance measure) to serve as an evaluator.
8. Report the participation of students in the remedial program and their progress toward proficiency the following year, as described in the accountability plan.

*For Goal 6 (performance skills):*

1. Provide the reader with a biography or the credentials of the experts rating the school's performance.
2. Describe the scale used in the rating the process used to validate the rating system, as well as any training efforts to ensure consistency among the scorers.
3. Report the range of scores for the arts students on their portfolio, and the rating system used, as well as the credentials of the raters. This will help the evaluator judge the quality of the assessment.

## II. ORGANIZATIONAL VIABILITY GOALS

**Goal 6: “Bronx Prep will practice sound decision-making and use its resources prudently in order to effect student learning.”**

***Measures proposed by the school:***

***measure 1:*** Annual audit.

***measure 2:*** Quarterly unaudited financial reports.

***measure 3:*** Budget for most recent and current fiscal year.

***measure 4:*** Balance sheet with profit and loss for most recent fiscal year.

***measure 5:*** Statement of accounting practices.

***measure 6:*** Fifty percent of BPCS eighth graders achieve average proficiency score of 3 or 4 on state criterion referenced tests in reading, math, science and history

## ORGANIZATIONAL VIABILITY GOALS—RECOMMENDATIONS

The school might consider the following recommendations to enhance the quality of evidence to be used to assess progress toward its goals.

*For Goal 6 (resource use):*

1. Consider defining for your own organization what “prudent” use of resources means. For example, some schools indicate the percentage of resources allocated to instructional needs, or the maximum allocation for management or facilities.
2. Explain in more detail how you make the link between the budget and student proficiency levels, as indicated in one of the measures you propose. Also, the 50 percent proficiency target seems low for the quality the school proposes to promote.

## III. UNIQUE PROGRAMMATIC AREA GOALS

**Goal 7: “BPCS students will develop and demonstrate character skills and civic responsibility.”**

***Measures proposed by the school:***

***measure 1:*** Each academic year, 70 percent of BPCS students will have scholar dollar averages of \$35 or better.

***measure 2:*** In the spring of each year, BPCS will be rated a ‘safe school’ by 3-5 educators and other professionals invited to drop by.

**measure 3:** All BPCS students will display civic responsibility by completing a minimum of two community service projects

**measure 4:** In the spring of each year, BPCS will earn a satisfactory or better rating from 70 percent of Bronx Prep parents/ guardians on a survey assessing improvement in child's character and civic responsibility.

### **UNIQUE PROGRAMMATIC AREA GOALS—RECOMMENDATIONS**

The school might consider the following recommendations to enhance the quality of evidence to be used to assess progress toward its goals.

*For Goal 7 (character skills):*

1. Reporting on the “scholar dollar” measure is reasonable and appropriate to demonstrate progress toward the target.
2. When using an external observer, list the credentials of the observer and describe the tool to be used to assess the school's climate. Indicate the dates when the ratings were conducted.
3. List the numbers of students participating in each of the community service projects each year. Show grade level distribution for each project.
4. When reporting survey results, include the number distributed, the number returned and the percentage of the population represented by the results.
5. For each item mentioned related to the measure, report the full range of satisfaction ratings (as in the Parent Group Survey report) as well as the average rating. If available, show ratings for selected or pertinent survey items and changes over time (year to year).
6. If survey results are analyzed by an outside agency or individual, request they report all expected information to you.

## APPENDIX A: FRAMEWORK FOR THE ANALYSIS OF SCHOOL PROGRESS

<b>Category</b>	<b>Criteria</b>	<b>Evidence Sources</b>
<b>Academic Program</b>	To what extent have students attained expected skills and knowledge?	School's Accountability Plan and Progress Report(s)
	What progress have students made over time in attaining expected skills and knowledge?	School's Accountability Plan and Progress Report(s)
	Does the school's instructional program meet needs of diverse students?	Class visits, interviews, data review, Accountability Plan Progress Report
	Do the school's standards reflect implementation of high academic expectations?	Review of curriculum documents; confirmation of implementation by class visits
<b>Organizational Viability</b>	Are students and parents satisfied with the work of the school?	Interviews, survey review
	Are systems in place to promote the efficient operation of school functions?	Interviews, observations Staffing history
	Are systems in place to monitor the effectiveness of the academic program and to modify it as needed?	Personnel evaluation policies, minutes and agendas of board, staff meetings
<b>Unique Aspects</b>	Are the school's mission and vision clear to all stakeholders?	Interviews, document reviews
	Are the school's special programs meeting expected targets?	Accountability Plan, Progress Reports, other docs unique to each school
<b>Financial Accountability</b>	Is enrollment stable and sufficient to provide the financial foundation of the school?	
	Does the school's financial management serve the needs of students?	
<b>Legal Compliance</b>	Is the school in essential compliance with legal and regulatory requirements?	

**\*\* Sections assessing Financial Accountability and Legal Compliance will be provided by the Charter Schools Institute and amended to this report as available.**

## APPENDIX B: SUMMARY OF ACCOUNTABILITY PLAN RECOMMENDATIONS FOR BRONX PREP CHARTER SCHOOL

### I. Academic Program Goals

<b>Goal 1: Bronx Prep students will become proficient readers of the English Language</b>	
<b><i>Proposed Measures</i></b>	<b><i>Recommendations for the school to consider:</i></b>
-- each cohort average national ranking on CTBS or similar will increase 5 percentiles per year until average of cohort = 70%	-- currently no test that provides percentile ranks for tracking measure as written -- when Stanford 9 is in place, record/ report NCE ranks -- clearly title all tables and charts with date and name of test, number of students tested ('n'), whether true cohort or whole class/grade level -- report individual grade level results each year, to allow reader to understand incremental as well a overall progress
-- demonstrate students on course to meet reading performance standards as defined by the Student Performance Index (currently 150)	-- explain the source of the school's numbers since NYS tests are not given at grades 6 & 7; (if CTB results are being used explain validity of using as a parallel to state assessments) (Student Performance Index)
-- consistently measure among the top 1/3 of middle schools in District 9 by percentage of students at or above grade level on a norm referenced standardized test	-- discuss that there is not norm referenced test for BPCS and therefore no comparison with district 9
-- eighth graders will measure among the top 1/3 of middle schools in District 9 on statewide criterion-based achievement test in reading	-- clarify if the comparison data is only for District 9 middle school or for all district schools
-- 5. 70% of eighth graders will receive a rating of proficient or better on an essay in which they interpret, compare, contrast two classic novels	-- document how you're assuring that internal assessments are reliable
-- students who do not meet the standard will attend summer remediation program; additional 20% of such students will meet the standard the following year	-- track this measure listing number of students participating, number showing growth with details on how measured
<b>Goal 2: Bronx Prep students will become proficient in the application of mathematics skills and concepts</b>	
<b><i>Proposed Measures</i></b>	<b><i>Recommendations for the school to consider:</i></b>
-- each cohort average national ranking on CTBS or similar will increase 5 percentiles per year until average of cohort = 70%	-- currently no test that provides percentile ranks for tracking measure as written -- when Stanford 9 is in place, record/ report NCE ranks -- clearly title all tables and charts with date and name of test, number of students tested ('n'), whether true cohort or whole class/grade level -- report individual grade level results each year, to allow reader to understand incremental as well a overall progress
-- demonstrate students on course to meet reading performance standards as defined by the Student Performance Index (currently 150)	-- explain the source of the school's numbers since NYS tests are not given at grades 6 & 7; (if CTB results are being used explain validity of using as a parallel to state assessments) (Student Performance Index)

-- consistently measure among the top 1/3 of middle schools in District 9 by percentage of students at or above grade level on a norm referenced standardized test	(same as for reading)
-- eighth graders will measure among the top 1/3 of middle schools in District 9 on statewide criterion-based achievement test in mathematics	(same as for reading)
-- 70% BPCS students receive proficient rating on school based logical thinking and problem solving test	-- if test administered each year, show results for each year, each class group
-- BPCS students who do not meet the standard will attend summer remediation program; additional 20% of such students will meet the standards within the following year	-- track this measure listing number of students participating, number showing growth with details on how measured
<b>Goal 3: Bronx Prep students will become proficient in English Language mechanics and expression.</b>	
<b><i>Proposed Measures</i></b>	<b><i>Recommendations for the school to consider:</i></b>
-- 70% of 5 <sup>th</sup> grade student receive a proficiency score of 70% or above on writing sample genre of choice	-- correlate/ align internal rubric with the rubric used for scoring the NYS writing assessments -- would be helpful to see the distribution of scores on the writing assessment, not just the aggregate average
-- 70% of 6 <sup>th</sup> grade student receive a proficiency score of 70% or above on writing sample 2 genres	(same as for 5 <sup>th</sup> grade)
-- 70% of 7 <sup>th</sup> grade student receive a proficiency score of 70% or above on writing sample 3 distinct genres	-- confirm validity of the internal measures
-- 70% of 8 <sup>th</sup> grade student receive a proficiency score of 70% or above on a portfolio of writing samples in 4 distinct genres	-- align internal rubric with the NYS rubric to show consistency -- describe how the panelists were trained on use of the rubric to develop consistent, reliable scoring
-- perform in the top 1/3 of middle schools in District 9 on the 8 <sup>th</sup> grade NYS ELA exam	-- indicate that comparison is with 8 <sup>th</sup> grade
-- BPCS students who do not meet the standard will attend summer remediation program; additional 20% of such students will meet the standards within the following year	-- track this measure listing number of students participating, number showing growth with details on how measured
<b>Goal 4: Bronx Prep students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.</b>	
<b><i>Proposed Measures</i></b>	<b><i>Recommendations for the school to consider:</i></b>
-- 70% of 5 <sup>th</sup> grade student receive a proficiency score of 70% or above on a school based content test and on a scientific investigation (earth science)	-- report by range of scores for each group of students, as well as class averages -- show scores for all years tested
-- 70% of 6 <sup>th</sup> grade student receive a proficiency score of 70% or above on a school based content test and on a scientific investigation (life science)	-- report by range of scores for each group of students, as well as class averages -- show scores for all years tested

-- 70% of 7 <sup>th</sup> grade students receive a proficiency score of 70% or above on a school based content test and on a scientific investigation (physical science)	-- report by range of scores for each group of students, as well as class averages -- show scores for all years tested
-- 70% of 8 <sup>th</sup> grade student receive a proficiency score of 70% or above on a school based content test and on a scientific investigation (chemistry)	-- report by range of scores for each group of students, as well as class averages -- show scores for all years tested
	-- confirm the validity of the internal measures
-- BPCS will perform among the top 1/3 of middle schools in District 9 on the 8 <sup>th</sup> grade science exam	-- clearly identify middle schools only used in comparison from District 9
-- BPCS students who do not meet the standard will attend summer remediation program; additional 20% of such students will meet the standards within the following year	-- track this measure listing number of students participating, number showing growth with details on how measured
<b>Goal 5: Bronx Prep students will understand, analyze and evaluate global history, geography, arts and literature.</b>	
<b><i>Proposed Measures</i></b>	<b><i>Recommendations for the school to consider:</i></b>
-- 70% of 5 <sup>th</sup> grade student receive a proficiency score of 70% or above on 3 paragraph essay explaining how geography of 3 ancient civilizations affected the people and societies that developed	-- confirm validity of internal measures -- report data for 2000-2001 assessments also
-- 70% of 6 <sup>th</sup> grade student receive a proficiency score of 70% or above on 3 paragraph essay explaining the importance of the revolutionary war.	-- confirm validity of internal measures
-- 70% of 7 <sup>th</sup> grade student receive a proficiency score of 70% or above on a chronologically correct timeline of US history and a 5 paragraph essay explaining importance of Declaration of Independence, Constitution, Bill of Rights	-- confirm validity of internal measures
-- BPCS students will perform among the top 1/3 of middle schools in District 9 on the 8 <sup>th</sup> grade NYS social studies exam	-- report results from grade 5 and discuss what needs to be addressed to prepare these students for grade 8 success -- show results over time, across all groups
-- by end of 3 <sup>rd</sup> year, 70% of BPCS students will achieve proficiency score of 70% or better on an arts appreciation exam.	-- confirm the validity of the arts appreciation examination internal measures -- describe how scorers will be trained to be consistent -- perhaps use art experts (similar to music) to judge student work
BPCS students who do not meet the standard will attend summer remediation program; additional 20% of such students will meet the standards within the following year	-- track this measure listing number of students participating, number showing growth with details on how measured

<b>Goal 6: Bronx Prep students will demonstrate performance skills .</b>	
<i>Proposed Measures</i>	<i>Recommendations for the school to consider:</i>
-- spring each year, rating of proficient or better in school wide spring concert rated by panel of experts in the arts	-- identify the experts and describe the scale used to derive the rating -- include a sample or description of the assessment -- report the range of scores as well as average
-- end of fourth year, arts students will achieve a rating of proficient or better in the quality and presentation of an arts portfolio rated by panel of visual artists or musicians	-- identify the panel of experts and how the rating will be derived (e.g., link the rating system to another accepted system) -- report the range of scores as well as the average or aggregate
-- eighth grade students achieve average proficiency score of level 3 or 4 on a debating team competition, rated by panel of teachers and experts	-- describe the rating system to be used, how the scorers will be trained to score reliably

**II. Organizational Viability Goals**

<b>Goal 1: practice sound decision-making and use its resources prudently in order to effect student learning.</b>	
<i>Proposed Measures</i>	<i>Recommendations for the school to consider:</i>
-- annual audit -- quarterly unaudited financial reports -- budget for most recent and current fiscal year -- balance sheet with profit and loss for most recent fiscal year. -- statement of accounting practices. -- 50% of BPCS 8 <sup>th</sup> graders achieve average proficiency score of 3 or 4 on state criterion referenced tests in reading, math, science and history	-- define ‘prudently’ for yourself -- in a footnote make a better case how the balanced budget links to proficiency levels 3 or 4 -- 50% seems a low target given the mission of the school; consider raising (e.g. 70% like other measures)

**III. Unique Areas Goals**

<b>Goal 1: BPCS students will develop and demonstrate character skills and civic responsibility.</b>	
<i>Proposed Measures</i>	<i>Recommendations for the school to consider:</i>
-- 70% each academic year, BPCS will have scholar dollar averages of \$35 or better	-- reasonable and appropriate
-- in spring each year, BPCS rated a ‘safe school’ by 3-5 educators and other professionals invited to drop by	-- show the tool used for the assessment -- indicate who the raters were who completed the assessment
-- all BPCS students display civic responsibility by completing a minimum of 2 community service projects	-- show the number of students participating in each project listed, show grade level distribution
-- spring each year, 70% BPCS parents rate school satisfactory or better on improvement of child’s character and responsibility	-- include number of surveys distributed, number returned, and percentage of the population represented by results -- list the exact survey item (s) and raw scores (e.g., 53 ‘1’s’, ‘85 3s’ to provide more robust evidence of the ‘weight’ of the approval rating. -- if statistics analyzed by outside agency/ individual, request report to be complete with all expected information