

BRONX PREP CHARTER SCHOOL

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Kimberly Mendez, Program Accountability Associate, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Robert North	Board Chair, Executive Committee
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Jake Foley	
Katie Duffy	

Tracy DeOliveira served as the school leader of Bronx Prep Middle School in the 2017-18 school year.

Lourdes Flores served as the school leader of Bronx Prep High School in the 2017-18 school year.

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The mission of Bronx Prep Charter School (“Bronx Prep”) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Bronx Prep joined the Democracy Prep Public Schools network at the outset of the 2014-15 school year. Based on early evidence of the school’s improvement under new management and on Democracy Prep’s track record of successfully turning around underperforming schools, Bronx Prep earned a full five-year renewal term from the SUNY Charter Schools Institute in March 2015.

During the 2017-18 school year, Bronx Prep demonstrated significant progress in overall student proficiency on ELA and Math state exams, both compared to last year’s performance and to surrounding district schools. Noteworthy metrics, including Effect Size and Mean Growth Percentile, demonstrate the extent to which Bronx Prep continues to provide parents with a high-quality public school option in Community School District 9.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14														
2014-15						111	118	117	114	98	78	68	62	766
2015-16							119	145	88	126	100	68	63	709
2016-17							117	111	124	113	94	94	60	713
2017-18							118	118	115	128	99	63	83	724

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in	Number Leaving	Number in Accountability

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			October of the Cohort's Fourth Year	During the School Year	Cohort as of June 30th
2015-16	2012-13	2012	1	0	1
2016-17	2013-14	2013	5	0	5
2017-18	2014-15	2014	84	0	84

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	57	0	57
2016-17	2013-14	2013	62	0	62
2017-18	2014-15	2014	80	1	81

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	60	1	61
2016-17	2012-13	2012	57	0	57
2017-18	2013-14	2013	62	0	62

GOAL 1: HIGH SCHOOL GRADUATION

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Bronx Prep students will meet requirements for high school graduation.

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Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
- Passing all comprehensive examinations. A passing grade is a 70.
- Passing all necessary Regents.
- A minimum 75% numerical average (GPA of 2.0 or higher).
- Maintaining a satisfactory disciplinary record.
- Grade-level MAP testing scores.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade.

Graduation Requirements include:

In 12th grade, all seniors are expected to successfully complete the 10 Civic Skills and Dispositions requirements, and earn at least a 70 on the Senior Change the World Project and Research Paper. Additional graduation requirements include:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier), awarded upon completing class credits listed in chart below;
- Satisfactory transcript, earning minimum of 70% in each class;
- Satisfactory PSAT, SAT, SAT II, and ACT scores;
- Demonstrated mastery in the Senior Civics Seminar;
- 83% or above on the U.S. Citizenship Exam;
- Satisfactory disciplinary record; and
- Minimum two college acceptance letters.

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US

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Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

RESULTS AND EVALUATION

91% of Bronx Prep scholars in the 2016 and 2017 cohorts earned promotion to the next grade, meeting the listed goal of at least 75% promotion in the first and second year cohorts. Bronx Prep exceeded the listed goal by 16 points in both the 2016 and 2017 cohorts.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	67	91
2017	85	91

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

Bronx Prep did not meet the listed goal, with only 63% of students in the 2nd year Total Graduation Cohort scoring at or above proficient on at least three different Regents exams in 2017-18.

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Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	81	88
2015	63	86
2016	67	63

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Bronx Prep met and surpassed the listed goal, with 90% of students in the fourth year Graduation Cohort graduating, and 98% of students in the fifth year Graduation Cohort graduating in 2017-18.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	57	97
2013	62	90
2014	81	90

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011	61	97
2012	57	98
2013	62	98

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

Though graduation data for the surrounding district in 2017-18 has not yet been released, the 90% graduation rate at Bronx Prep in 2017-18 surpassed the 2016-17 graduation rate in the surrounding district, suggesting that Bronx Prep is likely to surpass the district in 2017-18.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	57	97	2143	66
2013	62	90	2085	65
2014	81	90	-	-

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

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RESULTS AND EVALUATION

Students at Bronx Prep did not pursue an alternative 4+1 pathway to graduation.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Bronx Prep successfully achieved 3 out the 4 High School Graduation Goals that can be measured at this time. Bronx Prep saw 91% of first and second year students earning enough credits for promotion and remaining on track for four-year high school graduation. Additionally, 90% of Bronx Prep students graduated high school within four years, and 98% graduated within five years.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Achieved
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	TBD
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Bronx Prep will prepare students for success in college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation; or,

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

Bronx Prep met the listed goal, with 97% percent of the 2014 Total Cohort Graduates demonstrating college preparation by earning an Advanced Regents diploma in 2017-18.

Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a Regents diploma with advanced designation	73	71	97

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Overall	73	71	97
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Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).³

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

Bronx Prep did not meet the listed goal of exceeding the State Measure of Interim Progress on the College, Career, and Civic Readiness Index (CCCRI) for the school’s Total Cohort, falling about 44 points shorts of the given state MIP.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	8	N/A	
2016-17	2013	62	N/A	
2017-18	2014	81	128.2	83.91

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

³ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Bronx Prep did not meet the listed goal of surpassing the district of comparison's CCCRI of the 4th year Total Cohort, falling 52 points shorts of the district's CCCRI in 2017-18.

CCCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	83.91	136

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

Bronx Prep met the listed goal of at least 75% student matriculation into a college or university in the year after graduation, with 96% of students matriculating in Fall 2018.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate = $[(b)/(a)]*100$
2012	73	72	99
2013	61	57	93
2014	56	54	96

SUMMARY OF THE COLLEGE PREPARATION GOAL

Bronx Prep achieved two out of the four College Preparation Goals in the 2017-18 school year. 97% of Bronx Prep graduates demonstrated college readiness by receiving an Advanced Regents Diploma upon graduation. Further, 96% of Bronx Prep graduates matriculated into a college or university in the year directly following high school graduation.

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While Bronx Prep did not meet the listed CCCRI goals this year, this will likely shift once additional data regarding SAT, AP, CLEP performance is made available.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Achieved
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Did Not Achieve
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Did Not Achieve
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Achieved

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Bronx Prep students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families, based on several research studies. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Bronx Prep provides explicit instruction around the state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus level. Scholars at Bronx Prep are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Middle School and High School take exams at the Trimester level and are assessed on a unit basis throughout the year.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

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METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6 through 8 grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	109	0	0	0	0	109
7	112	0	0	0	0	112
8	111	0	0	0	0	111
All	332	0	0	0	0	332

RESULTS AND EVALUATION

Bronx Prep did not meet the ELA goal of 75% proficiency for students enrolled in at least their second year. However, students enrolled in at least their second year reached higher rates of proficiency than the Total, demonstrating the significance of a Bronx Prep education over time.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	34	109	24	17
7	37	112	40	93
8	46	111	51	94
All	39	332	44	204

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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ADDITIONAL EVIDENCE

Overall ELA performance for returning students in grades 6-8 improved significantly relative to 2017. Grade 6 saw the greatest improvement, with proficiency more than doubling this year relative to the previous year.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	19	104	8	25	24	17
7	34	113	43	90	40	93
8	36	77	49	118	51	94
All	29	294	42	233	44	204

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 100.7. With a Performance Index of 124.5, Bronx Prep met and exceeded the listed performance goal, surpassing the State MIP by 24.2 points.

English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	20	41	28	11

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$$\begin{array}{rclclclcl}
 \text{PI} & = & 41 & + & 28 & + & 11 & = & 80 \\
 & & & & 28 & + & 11 & = & 39 \\
 & & & & & + & (.5)*11 & = & 5.5 \\
 & & & & & & \text{PI} & = & 124.5
 \end{array}$$

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

RESULTS AND EVALUATION

Bronx Prep's returning students outperformed district students by 15 points in grades 6-8. Performance in grades 7 and 8 was particularly notable, surpassing district performance by 16 and 19 points respectively.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	24	17	32	2594
7	40	93	24	2580
8	51	94	32	2473
All	44	204	29	7647

ADDITIONAL EVIDENCE

Returning Bronx Prep students have consistently outperformed their peers attending district schools on ELA exams over the past three years.

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	19	16	8	14	24	32
7	34	17	43	22	40	24
8	36	24	49	29	51	32
All	29	19	42	22	44	29

Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Bronx Prep students in grades 6-8 achieved proficiency on the state ELA exam at a rate 11 points higher than predicted, achieving an effect size of 0.64.

Bronx Prep met the listed goal, achieving an overall comparative performance that was significantly higher than expected. Grade 8 performance was particularly notable with an effect size of 0.94.

2016-17 English Language Arts Comparative Performance by Grade Level

ENGLISH LANGUAGE ARTS

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	91.5	116	20	17.4	2.6	0.20
7	91.9	107	39	25.6	13.4	0.76
8	86.3	121	50	33.1	16.9	0.94
All	89.8	344	36.5	25.5	11.0	0.64

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

Bronx Prep has shown significant growth in comparative performance to similar schools year over year, with overall effect size growth of 0.61 since 2014. While increasing the proportion of economically disadvantaged students served, the effect size of Bronx Prep has continued increasing, this year doubling the effect size of the previous year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-8	85.7	436	16.3	15.8	0.03
2015-16	6-8	86.0	346	28.1	23.1	0.32
2016-17	6-8	89.8	344	36.4	25.5	0.64

Goal 3: Growth Measure⁶

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁷

RESULTS AND EVALUATION

Bronx Prep showed above average growth on the 2016-17 ELA exam, with a mean growth percentile of 52. The school performed 2 points higher than the statewide median.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	50.9	50.0
7	57.1	50.0
8	49.1	50.0
All	52.0	50.0

ADDITIONAL EVIDENCE

While performance of grades 7 and 8 dipped slightly relative to the previous year, Grade 6 improved 5.1 points compared to the previous year.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5				50.0
6	46.5	45.8	50.9	50.0
7	51	61.5	57.1	50.0
8	59.5	65.9	49.1	50.0
All	50.2	59.3	52.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

For the 2017-2018 school year, Bronx Prep achieved four out of five of its ELA goals. Bronx Prep showed measured improvements to last year's metrics across all goals, demonstrating the commitment of teachers and staff to continued progress on ELA performance.

Type	Measure	Outcome
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⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

ENGLISH LANGUAGE ARTS

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Achieved

ACTION PLAN

ELA curriculum is being adjusted in the 2018-2019 school year to include more specific and targeted CCSS-aligned questions throughout Reading blocks. At the middle school level, network staff is rewriting and refining plans that address the Reading for Informational Text standards to include more opportunities for direct instruction and more at-bats for scholars to practice these skills independently.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁸ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

⁸ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

ENGLISH LANGUAGE ARTS

RESULTS AND EVALUATION

Bronx Prep met the listed goal, with 65% of students in the 4th year Accountability Cohort achieving at least Level 4 on the Regents English exam.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	62	92
2013	62	97
2014	84	65

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Bronx Prep surpassed the listed goal, with 100% of students in the 4th year Accountability Cohort achieving at least Level 3 on the Regents English exam.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
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⁹ Based on the highest score for each student on the English Regents exam

¹⁰ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

2012	62	80
2013	62	100
2014	84	100

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹¹ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 189.4 and the District/School MIP for 2017-18 ELA performance was 199.8. With a Performance Index of 232, Bronx Prep met and exceeded the listed performance goal, surpassing the State MIP by 42.6 points and the district MIP by 32.2 points.

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	0	0	36	64

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 0 & + & 36 & + & 64 & = & 100 \\
 & & & & 36 & + & 64 & = & 100 \\
 & & & & & + & (.5)*64 & = & \underline{32} \\
 & & & & & & \text{PI} & = & 232
 \end{array}$$

Goal 3: Comparative Measure

¹¹ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

ENGLISH LANGUAGE ARTS

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Comparative data to district is not yet available for 2017-18.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	0	62		
2013	60	62		
2014	64	84		

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Comparative data to district is not yet available for 2017-18.

ENGLISH LANGUAGE ARTS

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100	62		
2013	80	62		
2014	100	84		

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Bronx Prep met the listed goal and exceeded the Performance Index of the comparable school district by 37 points.

English Regents Performance Index (PI)¹² of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	145	62		
2013	176	62	131	2143
2014	164	84	127	2085

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common

¹² For an explanation of the procedure to calculate the school’s PI, see page 28.

ENGLISH LANGUAGE ARTS

Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Bronx Prep did not meet the listed goal of 50% of students who did not score proficient on their 8th grade state ELA exam scoring at least Level 4 on the Regents English exam by the completion of their fourth year.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	62	0
2013	62	60
2014	84	36

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Bronx Prep met the listed goal of at least 75% of students who did not score proficient on their 8th grade state ELA exam scoring at least Level 3 on the Regents English exam by the completion of their fourth year. In 2017-18, 76% of students who were not proficient in 8th grade achieved a Level 3 on the Regents English exam by their fourth year.

¹³ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	62	100
2013	62	80
2014	84	76

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁵

Bronx Prep met five out of the six High School ELA goals in the 2017-18 school year that can be measured at this time.

One hundred percent of Bronx Prep students in the 4th year Accountability Cohort demonstrated proficiency by scoring at least Level 3 on the Regents English exam in the 2017-18 school year. Further, 65% of students in the 4th year Accountability Cohort demonstrated mastery of ELA concepts by scoring at least Level 4 on the Regents English exam, meeting this year's goal.

Bronx Prep also surpassed the State Measure of Interim Progress on ELA performance by 42.6 points and exceeded the district MIP by 32.2 points. Additionally, Bronx Prep exceeded the Performance Index on ELA performance of the comparable school district by 37 points.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	TBD
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	TBD

¹⁴ Based on the highest score for each student on the English Regents exam

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ENGLISH LANGUAGE ARTS

Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

The ELA curriculum at Bronx Prep provides targeted instruction to better prepare students not only for annual state Regents exams, but also for college prep exams, such as the SAT and ACT. A major focus for teachers this year has been finding more opportunities to provide individualized instruction and focused intervention. With the Accelerated Reader program, teachers are able to align Reading blocks with follow-up writing assignments and quizzes, allowing scholars to write about and be evaluated on what they are reading. This program helps teachers to determine students' individual reading levels and test comprehension, enabling them to personalize and focus instruction. It also gives scholars more opportunity to explore independent reading, writing, and critical thinking. English Literature and Writing teachers work closely together to co-plan and reinforce their individual curricula in order to create cohesive and interrelated learning environments for students. Bronx Prep scholars will also be starting SAT Prep in 10th grade, one year earlier than they have in previous years.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Bronx Prep students will demonstrate proficiency in Mathematics.

BACKGROUND

The Math curriculum at Bronx Prep is designed to ensure that students master the Common Core State Standards, including the standards for Mathematical Practice. Scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6th through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6	111	0	0	3	0	108
7	144	0	0	4	0	140
8	86	2	0	4	0	80
All	341	2	0	11	0	328

¹⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

RESULTS AND EVALUATION

Bronx Prep did not meet the Mathematics goal of 75% proficiency for students enrolled in at least their second year. However, students enrolled in at least their second year reached higher rates of proficiency than the Total, demonstrating the significance of a Bronx Prep education over time.

Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6	27	109	0	17
7	27	112	31	93
8	41	111	43	94
All	31	332	34	204

ADDITIONAL EVIDENCE

Overall Math performance for returning students in grades 6-8 improved significantly relative to 2017. Grade 7 saw the greatest improvement, with proficiency increasing 5 points to the previous year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6	16	103	0	23	0	17
7	48	112	26	92	31	93
8	35	75	41	118	43	94
All	33	290	31	233	34	204

Goal 4: Absolute Measure

MATHEMATICS

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2017-18 State MIP for Math performance was 103.3. With a Performance Index of 105.5, Bronx Prep met and exceeded the listed performance goal, surpassing the State MIP by 2.2 points.

Mathematics 2017-18 Performance Level Index (PI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	31	38	20	11					
	PI	=	38	+	20	+	11	=	69
					20	+	11	=	31
						+	(.5)*11	=	5.5
							PI	=	105.5

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁷

¹⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

RESULTS AND EVALUATION

Bronx Prep’s returning students outperformed district students by 13 points in grades 6-8. Performance in grades 7 and 8 was particularly notable, surpassing district performance by 11 and 22 points respectively.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6	0	17	22	2643
7	31	93	20	2631
8	43	94	21	2258
All	34	204	21	7532

ADDITIONAL EVIDENCE

Returning Bronx Prep students have consistently outperformed their peers attending district schools on Math exams over the past three years.

Mathematics Performance of Charter School and Local District
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3						
4						
5						
6	16	17	0	15	0	22
7	48	13	26	15	31	20
8	35	13	41	14	43	21
All	33	14	31	15	34	21

Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

MATHEMATICS

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Bronx Prep students in grades 6-8 achieved proficiency on the state Math exam at a rate 11.3 points higher than predicted, achieving an effect size of 0.65.

Bronx Prep met the listed goal, achieving an overall comparative performance that was significantly higher than expected. Grade 8 performance was particularly notable with an effect size of 1.67.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6	91.5	113	16	20.2	-4.2	-0.24
7	91.9	109	26	17.2	8.8	0.47
8	86.3	121	42	13.3	28.7	1.67
All	89.8	343	28.2	16.8	11.3	0.65

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

Bronx Prep has shown significant growth in comparative performance to similar schools year over year, with overall effect size growth of 0.26 since 2014, all while increasing the proportion of economically disadvantaged students served.

Mathematics Comparative Performance by School Year

MATHEMATICS

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5-8	85.6	437	24.9	22.7	0.39
2015-16	6-8	86.0	341	32.0	18.6	0.73
2016-17	6-8	89.8	343	28.2	16.8	0.65

Goal 4: Growth Measure¹⁸

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁹

RESULTS AND EVALUATION

Bronx Prep showed above average growth on the 2016-17 Math exam, with a mean growth percentile of 57.7. The school performed 7.7 points higher than the statewide median.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	49.0	50.0
7	69.6	50.0
8	54.8	50.0
All	<u>57.7</u>	50.0

¹⁸ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹⁹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

ADDITIONAL EVIDENCE

While performance of grade 6 and 8 dipped slightly relative to the previous year, Grade 7 improved 2.3 points compared to the previous year.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4				50.0
5	22.5			50.0
6	66.5	56.9	49.0	50.0
7	56.5	67.3	69.6	50.0
8	56	67.5	54.8	50.0
All	51	63.9	<u>57.7</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

For the 2017-2018 school year, Bronx Prep achieved four out of five of its Mathematics goals. Bronx Prep showed measured improvements to last year's metrics across all goals, demonstrating the commitment of teachers and staff to continued progress on Math performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Achieved

MATHEMATICS

ACTION PLAN

Bronx Prep Middle is moving to a 100-minute block of math instruction, providing scholars one cohesive math lesson per day in 6th and 7th grade. This longer block gives teachers more opportunities to weave in projects and group work designed to provide scholars a better depth of understanding. Teachers will also have access to technology that will allow them to better assign scholars review materials and will provide opportunities for differentiated practice and remediation.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²⁰ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Bronx Prep did not meet the listed goal, with only 8% of students in the 4th year Accountability Cohort achieving at least Level 4 on the Regents Math exam.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	62	13
2013	62	74
2014	84	8

²⁰ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²¹ Based on the highest score for each student on a mathematics Regents exam

MATHEMATICS

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

Bronx Prep surpassed the listed goal, with 96% of students in the 4th year Accountability Cohort achieving at least Level 3 on the Regents Math exam.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	62	100
2013	62	60
2014	84	96

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²³ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

²² Based on the highest score for each student on a mathematics Regents exam

²³ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

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The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The 2017-18 State MIP for Math performance was 149.1 and the District/School MIP for 2017-18 Math performance was 104. With a Performance Index of 200.5, Bronx Prep met and exceeded the listed performance goal, surpassing the state MIP by 51.4 points and the district MIP by 96.5 points.

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
	1	2	88	9

$$\begin{array}{rclclclcl}
 \text{PI} & = & 2 & + & 88 & + & 9 & = & 99 \\
 & & & & 88 & + & 9 & = & 97 \\
 & & & & & + & (.5)*9 & = & \underline{4.5} \\
 & & & & & & \text{PI} & = & 200.5
 \end{array}$$

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Comparative data to district is not yet available for 2017-18.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	0	62		

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2013	0	62		
2014	9	84		

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Comparative data to district is not yet available for 2017-18.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100	62		
2013	60	62		
2014	97	84		

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

MATHEMATICS

RESULTS AND EVALUATION

Bronx Prep met the listed goal and exceeded the Performance Index of the comparable school district by 1 point.

Mathematics Regents Performance Index (PI)²⁴
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	111	62		
2013	100	62	108	2143
2014	105	84	104	2085

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Bronx Prep did not meet the listed goal of 50% of students who did not score proficient on their 8th grade state Math exam scoring at least Level 4 on the Regents Math exam by the completion of their fourth year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	62	0
2013	62	0
2014	84	7

Goal 4: Growth Measure

²⁴ For an explanation of the procedure to calculate the school's PI, see page 46.

²⁵ Based on the highest score for each student on the English Regents exam

MATHEMATICS

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Bronx Prep met the listed goal of at least 75% of students who did not score proficient on their 8th grade state Math exam scoring at least Level 3 on the Regents Math exam by the completion of their fourth year. In 2017-18, 89% of students who were not proficient in 8th grade achieved a Level 3 on the Regents Math exam by their fourth year.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	62	100
2013	62	60
2014	84	89

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁷

Bronx Prep met four out of the six High School Mathematics goals in the 2017-18 school year that can be measured at this time.

Ninety-six percent of Bronx Prep students in the 4th year Accountability Cohort demonstrated proficiency by scoring at least Level 3 on the Regents Math exam in the 2017-18 school year.

Bronx Prep also surpassed the State Measure of Interim Progress on Math performance by 51.4 points and exceeded the district MIP by 96.5 points. Additionally, Bronx Prep exceeded the Performance Index on Math performance of the comparable school district by 1 point.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve

²⁶ Based on the highest score for each student on the mathematics Regents exam

²⁷ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	TBD
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	TBD
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Achieved
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved

ACTION PLAN

Math curriculum at Bronx Prep is being adjusted to provide teachers with more background knowledge and context for the subjects and courses they are teaching. The network, in conjunction with select teachers, is rewriting and providing the majority of course materials for Algebra I and Geometry to ensure that teachers have a strong foundation from which to teach. These materials include Regents and CCSS-aligned problem banks, as well as projects that ask scholars to apply and extend their understanding across various lessons, topics, or units. Teachers are also receiving continued professional development in course groups to build on these plans.

GOAL 5: SCIENCE

Goal 3: Science

Bronx Prep students will demonstrate proficiency in Science.

BACKGROUND

The Science curriculum at Bronx Prep is based on the Next Generation Science Standards and is designed to give scholars a hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Bronx Prep put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on the CCSS Reading Informational text standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

Goal 5: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Bronx Prep achieved 76% proficiency in grade 8 on the 2017-18 state Science exam, which meets the listed goal, exceeding 75% overall student proficiency.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	76	92	-	0
All	76	92	-	0

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

Comparative data not yet available.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁸	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	76	92	-	0
All	76	92	-	0

SUMMARY OF THE SCIENCE GOAL

Bronx Prep achieved the goal of at least 75% student proficiency, with 76% of students reaching proficiency in the 2017-18 school year. Comparative data to the district is not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	TBD

²⁸ This table uses the prior year's results as 2017-18 district science scores are not yet available.

ACTION PLAN

At Bronx Prep Middle, science teachers are receiving additional lesson materials and professional development to promote scholar ability to write about scientific concepts and to include and cite quantitative evidence.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS AND EVALUATION

92% of Bronx Prep students that took a Science Regents exam passed with a score of 65 or more by completion of their fourth year in the cohort. BPCS met the listed goal of achieving at least a 75% passing rate.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	62	90
2013	62	90
2014	84	92

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

²⁹ Based on the highest score for each student on any science Regents exam

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Comparative data not yet available.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	90	62		
2013	90	62		
2014	92	84		

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Bronx Prep students will demonstrate proficiency in Social Studies and Civics.

BACKGROUND

The History curriculum at Bronx Prep blends the teaching of historical content with a focus on historical skills. Scholars are expected to engage with rigorous, grade-level content and to apply that content through reading, writing, and discussion, such as Socratic Seminars. Scholars use history to investigate larger, essential questions and to make connections to the world today. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists through the year to both build their content knowledge and create a professional community of teachers.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or

higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

BPCS met and surpassed the listed goal, with 95% of students scoring at least 65 on the NY State Regents U.S. History exam by the completion of their fourth year.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	62	94
2013	62	87
2014	84	95

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS AND EVALUATION

Comparative data not yet available.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	62	62		
2013	87	62		
2014	95	84		

³⁰ Based on the highest score for each student on a science Regents exam

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS AND EVALUATION

BPCS met and surpassed the listed goal, with 88% of students scoring at least 65 on the NY State Regents Global History exam by the completion of their fourth year.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	62	87
2013	62	85
2014	84	88

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Comparative data not yet available.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School	School District
--------	----------------	-----------------

³¹ Based on the highest score for each student on a science Regents exam

	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	87	63		
2013	85	62		
2014	88	84		

GOAL 7: ESSA

Goal 7: ESSA

Bronx Prep will make Adequate Yearly Progress.

Goal 7: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Bronx Prep achieved "Good Standing" status for the 2017-18 school year, consistently meeting the absolute measure under the state's accountability system.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing