

# Accountability Plan Progress Reports for the 2005-06 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools and Accountability*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

# **Bronx Prep Accountability Plan Progress Report**

November 2006

Submitted to:  
Charter Schools Institute  
State University of New York  
41 State Street, Suite 700  
Albany, New York 12207

***Background:***

*Bronx Preparatory Charter School submitted its annual report during the summer of 2006. This document is a supplement to that report and reflects the recently available 2005-2006 Math and ELA data and SAT scores.*

Submitted on Friday, November 17, 2006

Prepared by: Kristin Kearns Jordan, Ryan Scallon and Roger Messiah

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## Academic Program

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

- I. Absolute Measure: Each year, 75 percent of sixth through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) ELA assessment.**

### A. Method

Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the ELA exam in January 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Bronx Prep has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at Bronx Prep for at least two years—long enough to expect to see the distinct effects of the Bronx Prep instructional program on student achievement.

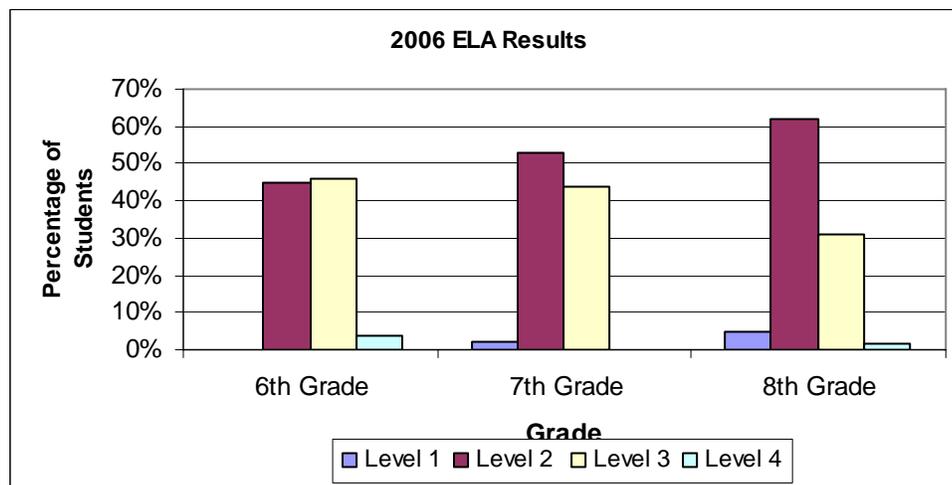
### B. Results

The following table presents the test results for all students who were enrolled in at least their second year.

Year	Population – Students in at Least 2 <sup>nd</sup> Year	Percent of Sixth through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2006	6 <sup>th</sup> Grade	0	45	46	4	50	92
	7 <sup>th</sup> Grade	2	53	44	0	44	43
	8 <sup>th</sup> Grade	5	62	31	2	33	61

### C. Evaluation

This result is below the measure’s requirement that at least 75 percent of the students perform at or above Level 3. The following chart presents the performance of each of the tested grades.

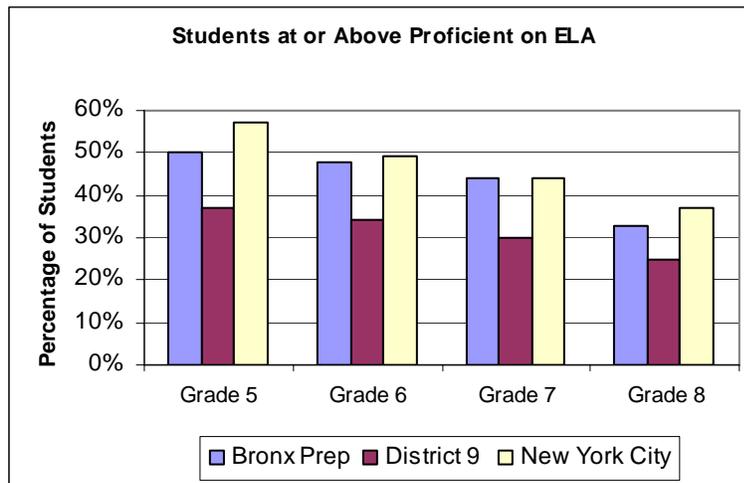


Bronx Prep did not meet the overall goal. Further analysis and explanation for the low performances in the seventh and eighth grades are available in our original annual report.

## D. Additional Evidence

### 2. Comparison

While our test scores on the ELA are not as high as we would like, they do compare favorably to our local district and the New York City School District as a whole. The graph below illustrates our performance relative to District 9 and all New York City schools. From the graph it is clear that Bronx Prep out-performed District 9 in each grade. In addition, Bronx Prep results are extremely close to the average results of all schools in city.



## II. Absolute Measure: Each year, the school’s aggregate Performance Index on the NYSTP ELA assessment will meet its Annual Measurable Objective set forth in the state’s NCLB accountability system.

### A. Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state’s ELA exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s ELA performance standard by 2013–14.

### B. Results

The following table shows the calculation for Bronx Prep’s aggregate Performance Index on the 2006 state ELA exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	5 - 8	5	50	42	3	(314)

<b>PI</b> = 50 + 42 + 3 + 42 + 3 = <b>140</b>
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**C. Evaluation**

New York State’s Annual Measurable Objectives (AMOs) for 2005-2006 was 122 in ELA. Bronx Prep’s ELA results for 5-8<sup>th</sup> grade students were above this number.

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

**A. Method**

Bronx Prep administers the New York State Regents exams three times per year (January, June and August). All students are required to pass the English regents exam to graduate.

**B. Results**

The table below indicates the percentages of students in each cohort who have passed the English regents exam.

Class of 2007 English Regents (n = 26)	
Number of Students Passing Exam	21
Percentage of Students Passing Exam	80%

**C. Evaluation**

This result is above the 75% goal stated in the Bronx Prep Accountability Plan. This result indicates the strength of the English program at Bronx Prep, as we have surpassed this measure a year before the students complete the high school program. In addition, six members of the class of 2008 have already passed the English Regents exam.

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

## A. Method

History and English teachers have collected student writing in preparation for creating a portfolio of student work. In addition, each 10<sup>th</sup> grade student was expected to write a research paper and defend it as part of their 10<sup>th</sup> grade English and History final exam.

## B. Results

There are currently no results to report here. Portfolios will be created this year and results will be reported in the 2007 Annual Report.

- V. Value-Added Measure: For the 2004-2005 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between their average NCE in the previous spring on the Stanford 9 and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.**

## A. Method

Each year we administer the nationally-normed Stanford 9 exam to students in grades 5-10 (it is not available for grades 11 and 12). While this strictly multiple choice test does not fully measure the amount of understanding that our students have, we do believe it to be an important tool in assessing how our students are doing compared to the national average, and the fact that we have used it historically enables us to use it as a measure of student performance over time.

## B. Results

The table below indicates the comparative performance of students on the Stanford 9. Comparison for the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades is between the cohort's scores in the spring of 2005 with the spring of 2006. The fifth grade comparison is between the fall of 2005 and the spring of 2006.

Grade Level	ELA		Difference
	NCE 2005	NCE 2006	
5th Grade	43.7	45.7	2
6 <sup>th</sup> Grade	49.2	51.7	2.5
7th Grade	45.7	40.5	-5.2
8th Grade	45.5	44.3	-1.2
9th Grade	48.6	47.9	-0.7
10th Grade	48.6	50.4	1.8

## C. Evaluation

While technically we have met this measure in the 6<sup>th</sup> and 10<sup>th</sup> grades this year, we are disappointed with all of the results. Where progress was made, it was modest. We are making programmatic and personnel modifications to spur stronger progress this year. Please see the report submitted in August for further detail.

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

**I. Absolute Measure: Each year, 75 percent of sixth through eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Testing Program (NYSTP) Math assessment.**

**A. Method**

Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the Math exam in 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Bronx Prep has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at Bronx Prep for at least two years—long enough to expect to see the distinct effects of the Bronx Prep instructional program on student achievement.

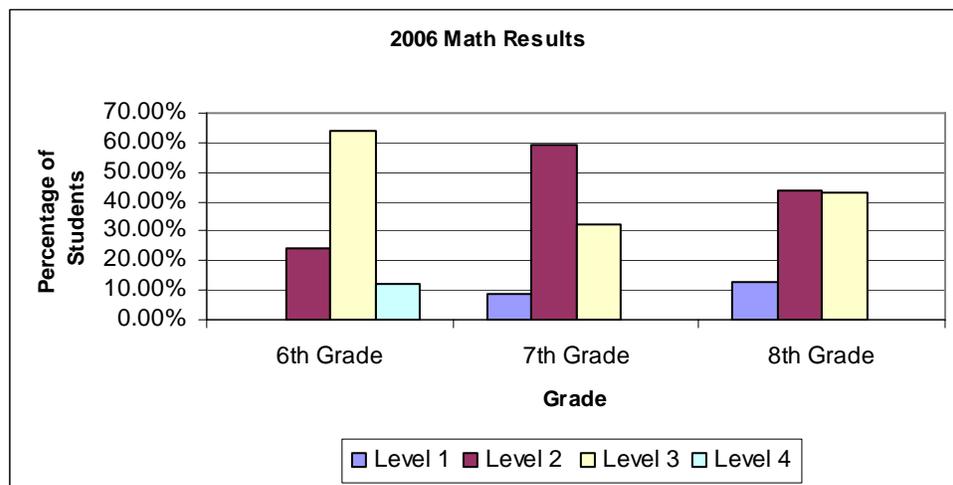
**B. Results**

The following table presents the test results for all students who were enrolled in at least their second year.

Year	Population – Students in at Least 2 <sup>nd</sup> Year	Percent of Sixth through Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
2006	6 <sup>th</sup> Grade	0	24	64	12	76	98
	7 <sup>th</sup> Grade	9	59	32	0	32	45
	8 <sup>th</sup> Grade	13	44	43	0	43	62

**C. Evaluation**

The following chart presents the performance of each of the tested grades.

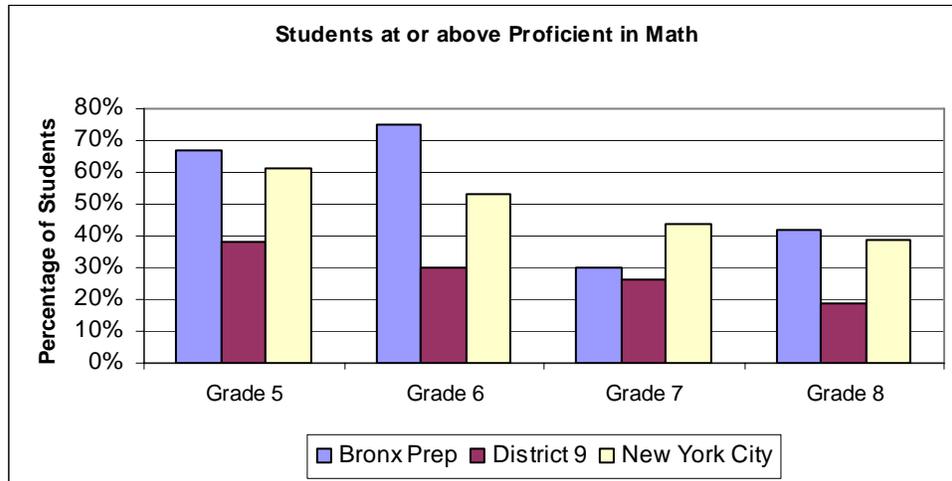


While Bronx Prep did not meet the overall goal, it did meet the goal for the sixth grade. Further analysis and explanation for the low performances in the seventh and eighth grades are available in our original annual report.

## D. Additional Evidence

### 2. Comparison

While our test scores on the math exams are not as high as we would like, they do compare favorably to our local district and the New York City School District as a whole. The graph below illustrates our performance relative to District 9 and all New York City schools. From the graph it is clear that Bronx Prep out-performed District 9 at every grade level. In addition, Bronx Prep out-performed New York City as a whole, except in the seventh grade. We believe this reflects the relative strength of the math program at Bronx Prep.



## II. Absolute Measure: Each year, the school's aggregate Performance Index on the NYSTP ELA assessment will meet its Annual Measurable Objective set forth in the state's NCLB accountability system.

### A. Method

Under the current federal elementary and secondary education law, the No Child Left Behind Act (NCLB), public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students who have taken the state's Math exam has scored at the partially proficient, proficient, or advanced performance levels (Levels 2, 3, and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's Math performance standard by 2013–14.

### B. Results

The following table shows the calculation for Bronx Prep's aggregate Performance Index on the 2006 state Math exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	5 - 8	7	35	50	9	(315)

$PI = 35 + 50 + 9 + 50 + 9 = 153$
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**C. Evaluation**

New York State’s Annual Measurable Objectives (AMOs) for 2005-2006 was 86 in math. Bronx Prep’s math results for 5-8<sup>th</sup> grade students were significantly above this number.

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

**A. Method**

Bronx Prep administers the New York State Regent exams three times per year (January, June and August). All students are required to pass the Math A Regents exam to graduate.

**B. Results**

The table below indicates the percentages of students in each cohort who have passed the Math A Regents exam.

	Class of:		
	2007 (n = 26)	2008 (n = 22)	2009 (n = 41)
Number of Students Passing Regent Exam	24	21	33
Percentage of Students Passing Regent Exam	92%	95%	80%

**C. Evaluation**

These results for the classes of 2007, 2008 and 2009 are above the 75% goal stated in our Accountability Plan. In addition, we believe that the percentage of students passing the Math A regents one, two, three, and even four years prior to graduation indicates the overall strength of the math program at Bronx Prep.

**IV. Value-Added Measure: For the 2004-2005 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between their average NCE in the previous spring on the Stanford 9 and an NCE of 50 (grade-level) in the**

**current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.**

### **A. Method**

Each year we administer the nationally-normed Stanford 9 exam to students in grades 5-10 (it is not available for grades 11 and 12). While this strictly multiple choice test does not fully measure the amount of understanding that our students have, we do believe it to be an important tool in assessing how our students are doing compared to the national average, and the fact that we have used it historically enables us to use it as a measure of student performance over time.

### **B. Results**

The table below indicates the comparative performance of students on the Stanford 9. Comparison for the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades is between the cohort's scores in the spring of 2005 with the spring of 2006. The fifth grade comparison is between the fall of 2005 and the spring of 2006.

	<b>MATH</b>		
<b>Grade Level</b>	<b>NCE 2005</b>	<b>NCE 2006</b>	<b>Difference</b>
5th Grade	51.4	57.7	6.3
6th Grade	52.3	54.6	2.3
7th Grade	55.9	50.3	-5.6
8th Grade	56.9	49.4	-7.5
9th Grade	57.4	57.4	0
10 <sup>th</sup> Grade	57.4	64.0	6.6

### **C. Evaluation**

These results demonstrate that we meet our goal in 5<sup>th</sup>, 6<sup>th</sup>, and 10<sup>th</sup> grades. While we technically did not meet this goal in the 9<sup>th</sup> grade, the reality is that cohort was and remains at the 64<sup>th</sup> national percentile, and so we believe our math program to continue to be strong and productive. Of concern is the loss, rather than gain, at the 7<sup>th</sup> and 8<sup>th</sup> grade levels. Our approach to rectifying the situation in our upper grades is spelled out in more detail in the report submitted in August.

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

- I. Absolute Measure: In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Examination.**

### **A. Method**

Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the Science exam in 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Bronx Prep has set an ambitious criterion of success for this measure. As such, performance is measured in terms of

students who have been at Bronx Prep for at least two years—long enough to expect to see the distinct effects of the Bronx Prep instructional program on student achievement.

**B. Results**

The science results from 2006 are not yet available.

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

**A. Method**

Bronx Prep administers the New York State Regent exams three times per year (January, June and August). All students are required to pass one of the Science Regents exams to graduate.

**B. Results**

The table below indicates the percentages of students in each cohort who have passed one of the Science Regents exams.

	Class of:		
	2007 (n = 26)	2008 (n = 22)	2009 (n = 41)
Number of Students Passing Regent Exam	21	17	29
Percentage of Students Passing Regent Exam	81%	77%	71%

**C. Evaluation**

These results for the classes of 2007 and 2008 are above the 75% goal stated in our Accountability Plan. We believe that the percentage of students passing one of the Science Regents exams one or two years prior to graduation indicates the overall strength of the science program at Bronx Prep.

**GOAL:** Bronx Prep students will understand, analyze and evaluate history and geography.

**I. Absolute Measure: In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies Examination.**

**A. Method**

Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the Science exam in 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Bronx Prep has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who have been at Bronx Prep for at least two years—long enough to expect to see the distinct effects of the Bronx Prep instructional program on student achievement.

**B. Results**

The social studies results from 2006 are not yet available.

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

**A. Method**

Bronx Prep administers the New York State Regent exams three times per year (January, June and August). All students are required to pass the Global History Regents exam to graduate.

**B. Results**

The table below indicates the percentages of students in each cohort who have passed the Global History Regents exam.

	Class of:	
	2007 (n = 26)	2008 (n = 22)
Number of Students Passing Regent Exam	21	14
Percentage of Students Passing Regent Exam	81%	64%

**C. Evaluation**

The results for the class of 2007 are above the 75% goal stated in our Accountability Plan for the class of 2007. In addition, we believe that the performance of students in the class of 2008 indicate the overall strength of the history department at the high school level.

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

**A. Method**

Bronx Prep administers the New York State Regent exams three times per year (January, June and August). All students are required to pass the US History Regents exam to graduate.

**B. Results**

The table below indicates the percentages of students in each cohort who have passed the US History Regents exam.

Class of 2007 English Regents (n = 26)	
Number of Students Passing Exam	18
Percentage of Students Passing Exam	69%

**C. Evaluation**

This result is six points below the stated goal of 75% a year before the year at which it is expected that the students will achieve that goal. We are confident that by spring of 2007, when it is time to be held accountable for this goal, more than 785% will have passed the US History Regents exam.

**Additional Academic Measures**

1. Under the state’s NCLB accountability system, Bronx Prep’s Accountability Status will be “Good Standing” each year.

Bronx Prep continues to be a school in “Good Standing: under the NCLB accountability system.

**Additional Academic Information**

While it is not a measure of our current accountability plan, we believe that in a college-preparatory school, student performance on the SAT is critically important and so present some preliminary data here. Of as much import as the scores themselves is the percentage of students taking the test. We are not aware of another public school in NYC that has 100% of students take the SAT.

Please note that some current seniors still plan to re-take the SAT in December 2006, and so these results could still improve. Please note also that since 2005-2006 data are not yet available for the comparative schools, and since Bronx Prep has data only for 2005-2006 (our first class), the data being compared are for two different years.

## SAT Results

\*Bronx Prep and Comparative Data (Bronx Region 1 and Newark's North Star Academy)

School	NYC District	# Taking Test	% of eligible population Taking Test	Avg. Verbal	Avg. Math
<b>Bronx Prep (2005-2006)</b>	<b>9</b>	<b>21</b>	<b>100%</b>	<b>469</b>	<b>489</b>
<i>District 9 (2004-2005)</i>					
Taft H.S.	9	65	34%	348	366
Bronx H.S. of Business	9	20	2%	375	340
Bronx H.S. of Medical Sciences	9	6	11%	372	342
Bronx Leadership Academy	9	120	56%	412	434
<b>District 9 Total # and Weighted Averages</b>		<b>211</b>	<b>38%</b>	<b>388</b>	<b>402</b>
<i>District 10 (2004-2005)</i>					
Walton H.S.	10	213	21%	352	378
HS for Teaching and the Professions	10	49	35%	378	391
Roosevelt HS	10	115	34%	333	347
Dewitt Clinton HS	10	525	35%	433	442
John F. Kennedy HS	10	333	33%	397	411
University Heights HS	10	59	40%	356	364
Grace Dodge HS	10	114	33%	387	396
<b>District 10 Total # and Weighted Averages</b>		<b>1408</b>	<b>31%</b>	<b>395</b>	<b>408</b>
<b>Region 1 Totals and Weighted Average</b>	<b>9 &amp; 10</b>	<b>1619</b>	<b>32%</b>	<b>394</b>	<b>407</b>
<b>North Star Academy – Newark (2004-2005)</b>	<b>N/A</b>	<b>20</b>	<b>100%</b>	<b>438</b>	<b>448</b>