

# Accountability Plan Progress Reports for the 2006-07 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

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 an 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 its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

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 state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

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 Preparatory Charter School  
Accountability  
Plan Progress Report  
2006-2007**

August 2007

Submitted on August 1, 2007

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Annual Accountability Progress Report 2006-2007  
Narrative

Bronx Prep is a classical college preparatory middle and high school located in Community School District 9 in the South Bronx. In this, our seventh year of operation, we served 520 students, for the first time in our full span of grades 5-12, and will grow next year to serve nearly 600 students. We graduated our first high school class on June 26<sup>th</sup> of this year and will reach full capacity of more than 700 students by 2011. Our mission is to prepare all of our students for college, and our first senior class made us quite proud having earned acceptance to over 105 colleges and universities. Our students earned acceptances to such schools as Emory University, College of the Holy Cross, Dickinson College, Hobart and William Smith, Syracuse University's architectural program and SUNY-Binghamton. Bronx Prep is the only charter school in New York City that serves grades 5-12, and we believe that the key to achieving our mission lies within the seamless path that we provide from the last elementary school grade through admission to college.

In a low-income community like the South Bronx, the odds of graduating with such college preparation are low. David Brooks recently asserted in a New York Times op ed piece that students in the lowest-income quarter of the US population have an 8.6% chance of getting a college degree, as contrasted with a 74.9 % chance for students in the top quarter economically. While we are not aware of records kept of college matriculation of public school graduates in the Bronx, SAT taking can be viewed as a proxy for college attendance (or at least college aspirations). In the local community school district 38% of graduating students have taken the test, as contrasted with 100% of Bronx Prep's seniors. The average combined verbal/math scores for the district high schools is 790, as contrasted with 960 for Bronx Prep's 2007 graduates. This year's rising seniors are on course to do even better. The results achieved by our students serves as affirmation that income level and circumstances of birth must not determine educational opportunity nor life outcomes. It is clear to us that quality instruction from caring, knowledgeable teachers and administrators and support from dedicated parents and community members in a structured, focused learning environment can and does change lives.

Our rigorous academic program operates on an extended-day and extended-year schedule, requiring students to spend 50% more time in school than students attending traditional public schools. Academic indicators show that our students have made strong academic gains and have come to achieve at high levels during their time at Bronx Prep. Performance at the high school level and in the lower middle grades continues to be strong, particularly as compared to that of students in Bronx Community School District 9, and demonstrates improvement as we work to achieve our mission. However, progress on standardized assessments has not been as consistently strong as we would like. This is especially true in the upper middle grades this year, a reality we are taking active measures to correct. Our analysis shows this weakness to be the result of two primary factors: the resources and focus we have invested into 1) developing the high school and 2) instruction that strategically builds both skills and content such that students more deeply develop critical thinking abilities and habits of mind. In addition, the presence of a high school on campus has created a need to re-define and re-establish our 7<sup>th</sup> and 8<sup>th</sup> grade culture, now that they are "middle children" rather than the obvious leaders of the school.

We recognize that our middle school program must fully prepare students for the rigors of the Bronx Prep high school experience. Our high school students have access to much richer, more challenging, and more varied coursework, particularly in their last two years of high school,

including Advanced Placement courses in literature and calculus and a senior history course exploring the Holocaust and African diaspora in partnership with Facing History and Ourselves. The college admission officers, as evidenced both by what they have been saying to us when they visit and now by their acceptances of our students, have determined that a Bronx Prep transcript is a meaningful one and that achievement here is likely to lead to achievement on their campuses. They see and appreciate the leadership qualities that our trailblazing students have had to develop as the perpetually first-in-line. The college acceptances have been a source of inspiration to students, teachers and parents at all grade levels in the school. The fact that all of our seniors have gotten in to 4-year schools makes an extremely powerful statement of the potential of every Bronx Prep student to achieve his or her dreams.

Strong academics and college prep are at the core of our mission, but we also believe that to educate well-rounded students, we must provide a wide variety of opportunities outside of the traditional classroom. Artistic and extracurricular activities are important features of our school. Students truly enjoyed their extended-day classes and had many opportunities to hone different skills such as performance, public speaking, and critical thinking skills. Highlights from this year include: our debate team participated in many tournaments, including one at Milton Academy in Boston, where they competed against 20 prep schools, and won 7 awards; for the first time this year, Bronx Prep students performed a full-length Broadway musical, *Aida*, and they astonished the audience with the caliber of the performance; Students not only acted in the show, but they were also responsible for the lights, sound, and accompanying music. And most recently, during the last weekend in June, six middle school students represented our school at the National Speech Championships in Colorado. They entered in a range of categories-- from humorous to dramatic, poetry to prose, original oratory to policy debate. Most of their pieces were about ten minutes long, fully memorized, and fully choreographed. They competed for three days against students from all over the United States and abroad. Many schools sent huge teams of students and our small but powerful team outdid the rest. The results are astounding and wonderful: we took home six awards, including one first place and two second places. As a school, we were awarded first place in Overall School of Excellence award. After the awards ceremony, one of the students commented, "I now know that there is no such thing as too much practice." These are the lessons that students are learning during their time in extended-day activities and applying such lessons to their daily approach to being scholars.

The following report summarizes and provides analysis of our performance data for school year 2006-2007. Here we examine deeply the performance data and specify elements of our programs and school culture which we believe led to our current level of performance. Through this report we also identify particular action steps that we will take as a part of our evolving multi-year strategic plan in order to fully achieve the goals set forth in our accountability plan and to continue to achieve our mission of sending every student to college.

**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**

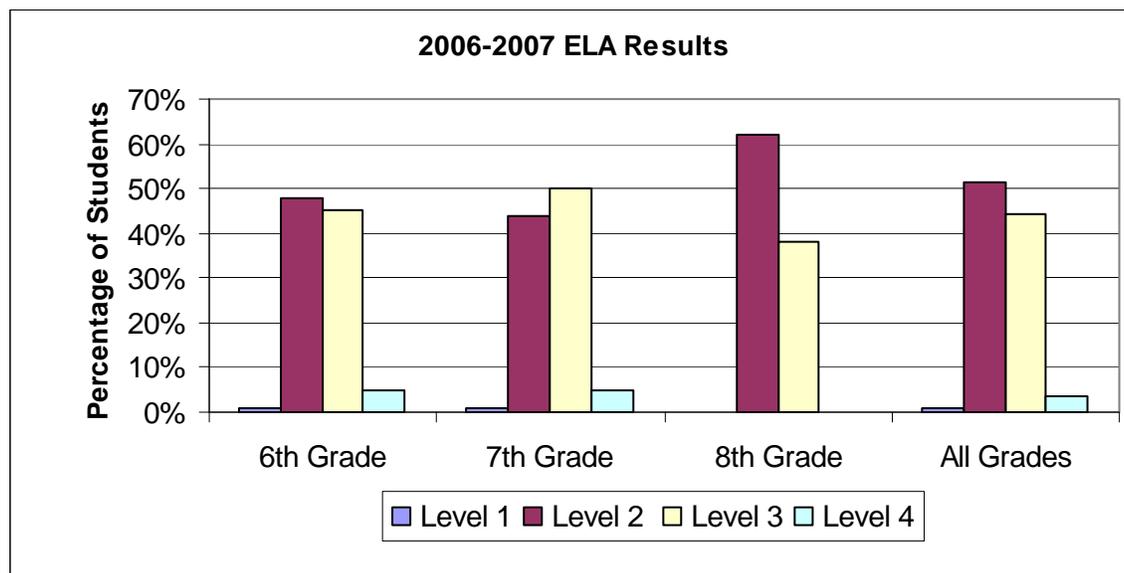
Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the ELA exam in January 2007. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Bronx Prep has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who are enrolled at Bronx Prep in at least their second year - 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 2007	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	
	6 <sup>th</sup> Grade	1	48	45	5	50	99
	7 <sup>th</sup> Grade	1	44	50	5	55	84
	8 <sup>th</sup> Grade	0	62	38	0	38	37
	<b>All Grades</b>	<b>1</b>	<b>49</b>	<b>46</b>	<b>4</b>	<b>50</b>	<b>220</b>

The following graph illustrates the comparison of the results for Grades 6<sup>th</sup> – 8<sup>th</sup> grades at each proficiency level.



### **C. Evaluation**

As the above chart indicates, we have fallen short of meeting this measure. Across all three tested grades (6-8), 50% of our students who were enrolled in at least their second year performed at or above Level 3. With 49% of our students performing at Level 2, it is clear that our students need focused support in interpreting and analyzing non-fiction text and in reading multiple extended passages. Our work must now focus on building on their basic comprehension skills which enabled them to perform at levels just below proficiency and extend their capacity for achievement by strengthening their vocabulary development, drawing conclusions, drawing inferences, and moreover, on their writing skills such that they are able to write effectively on demand (as opposed to writing effectively only through extensive scaffolding and significant time working through the full writing process from seed idea to publication). We are confident that the improvement strategies that we have identified will ensure significant improvement next year as we purposefully focus on moving students from Level 2 to Level 3. Those strategies, including identifying students who are on the cusp of grade level performance and providing skill based intervention services for each student, are more fully described in the attached action plan.

## **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 2007 state ELA exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2007	5 - 8	2	48	47	3	(356)

<b>PI</b>	=	48	+	47	+	3	+	47	+	3	=
<b>148</b>											

### C. Evaluation

New York State's Annual Measurable Objectives (AMOs) for 2006-2007 was 122 in ELA. Bronx Prep's ELA results for 5<sup>th</sup>-8<sup>th</sup> grade students resulted in a performance index of 148 which is significantly higher than the AMO. Therefore, we have successfully met this measure of our ELA performance goals.

### III. Absolute Measure: For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State English Regents exam. Bronx Prep's high school cohort is defined as a Regents cohort in the 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	Class of 2008	Class of 2009
Number of Students Passing	22	12	9
Total Students	26	30	32
Percentage	85%	40%	28%

### C. Evaluation

We have met this measure with 85% of the 2007 cohort passing the English Regents with a score of 65 or above. To date, 40% of our next cohort, the class of 2008, has already passed the English Regents exam. As we provide multiple opportunities for students to sit for the exam as well as targeted Regents preparation which supplements our evolving core curriculum, we are fully confident that future cohorts will continue to successfully meet and exceed this measure.

**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 exams.

The portfolio will be a body of work that represents the following:

- a. Several major writing pieces from high school English classes in grades 9 – 11.
- b. Several pieces of work that represents literature read in grades 9 – 11
- c. A cover letter that addresses depth, breadth and growth over time based on key New York State English Standards

Each student will be required to present their portfolio in front of a committee of English teachers, other educators, peers and/or family members. A rubric will be designed that addresses both content specific standards in reading, writing, conventions/grammar and literature as well as oral presentations skills.

**B. Results**

There are currently no results to report here. Next year's 11th grade will use their 10th grade work samples to form a baseline to start their portfolios. Results will be based on absolute measures contained in the rubric, how much progress has been made over time as well as students' awareness of errors and ability to self correct.

**C. Evaluation**

An evaluation of the results will be reported in the 2008 Annual Report.

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

**A. Method**

For 2006 – 2007, graduating seniors were required to submit their senior thesis or project in History. All seniors participated in a senior history class called Facing History and Ourselves. The theme of the class was identity and students explored both the African Diaspora and the Jewish Holocaust. The senior project for 2006-2007 was based on this class. The project consisted of two components:

1. Final Project- a typed 2-3 page essay which was based on the theme of identity. The essay was written on demand, with students having prepared appropriate notes and outlines as a part of the independent research portion of the project.
2. Presentation- an oral presentation of the core thesis, critical ideas, and supporting evidence. The presentation was made before a panel of faculty members, fellow students, and representatives of the broader Bronx Prep community including parents, Board members, and consultants from the Facing History and Ourselves organization.

**B. Results**

18 of 21 students completed the senior project and the average grade was 80.44. The percentage of students that received a rating above 70 score was 89%.

**C. Evaluation**

Students performed at quite a high level in completing their senior projects. With 89% of our 12<sup>th</sup> grade students scoring above 70, we came quite close to meeting this measure. However 3 students did not complete the project and 2 did not pass. The students who did not complete the project were transferred from the Facing History course to a US History class the second semester because they had yet to pass the US History regents exam. In order to ensure that 100% of next year's seniors successfully meet this measure, we are building an after school program from 4 – 7:00 p.m. 4 days a week through which tutors and intervention specialists will provide necessary remediation for high school students. We more fully describe the improvement plans for achieving this goal in the attached action plan.

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

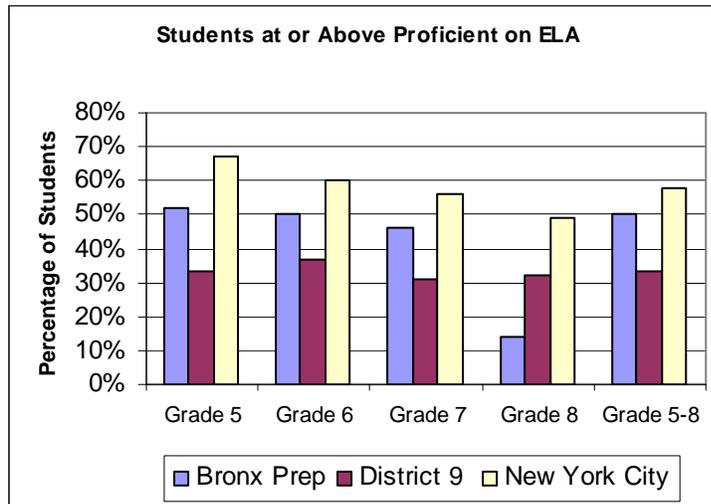
**A. Method**

Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the ELA exam in January 2007. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Performance is measured in terms of students who have been at Bronx Prep for at least two years— long enough to expect

to begin to see the impact of the quality of teaching and learning at Bronx Prep on student achievement.

## B. Results

The chart below summarizes the data across the four levels of proficiency, and compares Bronx Prep's results to the results of District 9 and New York City as a whole.



## C. Evaluation

Our students in grades 5, 6, and 7 significantly outperform their peers in Community School District (CSD) 9. Indeed, our students in grades 6 and 7 who have been enrolled with us for at least 2 years outperform their CSD 9 peers by 13 and 15 percentage points respectively.

Our grade 8 students fell short of meeting this measure and did not outperform their CSD 9 peers. Upon receiving the test results, we implemented an aggressive intervention program in order to ensure that our grade 8 students acquired essential skills needed to succeed as they move into grade 9. In fact, we have developed a special high school bridge summer program which will extend intensive academic preparation and study skill development.

## VII. Comparative Measure: Each year the percentage of Bronx Prep students performing at or above Level 3 on the State English Language Arts exam will place Bronx Prep in the top quartiles of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.

### A. Method

The State Education Department creates a single group of all charter schools for statistical comparison. The criteria for inclusion in the all charter schools group is based on the State Education which defines and distinguishes charter schools from traditional public schools. In addition to comparing the data to all Charter Schools, a sample of schools in New York City were chosen, using the criteria of "Similar Schools" as defined by the State Education Department. The SED assigns each school a "Needs

Average Percentage”, which is calculated by using the Free Lunch Eligibility Percentage and Limited English Proficiency (LEP) percentage of each school with the following formula:

$$(2.375 * \text{Free Lunch Percentage}) + \text{LEP percentage}.$$

For this analysis, we chose a sample of ten schools whose need averages fell into the same range as Bronx Prep, and used the average scale scores for these schools to define the quartiles for base comparison.

## B. Results

The table below displays Mean Scale Score Quartiles for All Charter School and Selected Sample data sets. Bronx Prep’s scores for each grade were:

All Charter Schools	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Grade 6	0-646	647-655	656-663	Above 663
Grade 7	0-637	638-647	648-660	Above 660
Grade 8	0-635	636-644	645-660	Above 660
Selected Sample	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Grade 6	0-645	646-652	653-663	Above 663
Grade 7	0-645	646-654	655-659	Above 659
Grade 8	0-647	648-654	655-662	Above 662

## C. Evaluation

Bronx Prep’s 6<sup>th</sup> Grade students demonstrated a mean scale score of 654. This result placed them in Quartile 2 when compared to 6<sup>th</sup> grade students in All Charter Schools and in Quartile 3 when compared to 6<sup>th</sup> grade students in the Selected Sample. Our students in grade 7, with a mean scale score of 659, successfully meet this measure as they fall within Quartile 3 when compared to grade 7 students in All Charter Schools and in Quartile 3 when compared to the 7<sup>th</sup> graders in the Selected Sample. Our grade 8 students fall short of meeting this measure, with a mean scale score of 644. When compared to 8<sup>th</sup> graders in All Charter Schools, Bronx Prep’s 8<sup>th</sup> grade students fall within Quartile 2 and within Quartile 1 when compared to their grade level peers within the Selected Sample.

**VIII. Comparative Measure: Each Year Bronx Prep will exceed to a specific degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter schools and public schools in district with charter schools**

## A. Method

CSI uses a regression analysis to compare similar schools using the criteria of the poverty level (defined by the Free Lunch percentage) of each school to place the schools statewide in similar groups. Using this group, each school is then assigned a predicted percentage of students that should score at Levels 3 & 4 based on statewide test performance of similar schools.

## B. Results

The table below summarizes the cohort target and actual levels for the State ELA, as calculated by the CSI. The regression analysis for 2007 has not yet been calculated – the table below summarizes the data for 2006.

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		111	50.5	53.4	-2.9	-0.15
6		100	48.0	44.8	3.2	0.15
7		46	43.5	40.7	2.8	0.14
8		62	32.3	33.3	-1.0	-0.05
All	63.3	319	45.1	44.9	0.2	0.01

<b>School's Overall Comparative Performance:</b>
<i>About the Same as Expected</i>

## C. Evaluation

CSI provided regression analysis for 2005-2006 student performance data. As the chart above indicates, we did not meet this comparative measure of exceeding specific targets as set by the Charter Schools Institute.

However, further analysis of the data indicates to us that a significant percentage of students slipped in performance from Level 3 to Level 2 and from Level 2 to Level 1. Indeed, across all grades, 14.5% of students slipped from Level 3 to Level 2 and an additional 1.4% slipped from Level 2 to Level 1. The impact of this decline was most significant among grade 8 students among whom 27.3% slipped from Level 3 to Level 2 and 6.8% slipped from Level 2 to Level 1.

We have identified each specific student in each grade whose performance reflects such slippage and have begun developing individualized intervention plans for each student. We are confident that by combining individualized intervention and grade-wide improvement strategies in curriculum development, instruction, and the use of ongoing assessment, that we will reverse this trend in performance.

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

**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 state wide and county wide data for the Regents English exams have not yet been released. The table in Measure 3 summarizes the current results for Bronx Prep's high school cohort in the English Regents exams.

**C. Evaluation**

While state and county data are not yet available, we are confident that, given our 2007 cohort's outstanding performance of 85% passing the English Regents exam with a score of 65 or above, we will meet this measure. Further, historical trend data for the Bronx regarding the low percentage of students taking the exam and the underperformance of those who do sit for the exam suggests even more strongly that we meet and exceed this comparative measure.

**X. Comparative Measure: For each Bronx Prep high school cohort the percentage of students scoring above 65 on the English Regents Exam will place Bronx Prep in the top quartiles of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.**

**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 state wide and county wide data for the Regents English exams have not yet been released. The table in Measure 3 summarizes the current results for Bronx Prep's high school cohort in the English Regents exams.

**C. Evaluation**

While state and county data are not yet available, we are confident that, given our 2007 cohort's outstanding performance of 85% passing the English Regents exam with a score of 65 or above, we will meet this measure. As stated above, historical trend data for the Bronx regarding the low percentage of students taking the exam and the

underperformance of those who do sit for the exam suggests even more strongly that we are in the top quartiles of performance as compared to similar schools.

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

**A. Method**

The cohort for the 6<sup>th</sup> through 8<sup>th</sup> grades was defined as any students currently attending Bronx Prep, that were administered the exam in the years 2005-2006 and 2006-2007. The target for 2006-2007 was then set based on 50% of the gap between 75% and the school’s proficiency percentage in 2005-2006.

**B. Results**

The table below summarizes the performance of each grade level cohort, the 2006-2007 Actual Results, the 2006-2007 Target results, and the difference between the 2006-2007 Actual and Target results.

2007 Cohort Results					
		Percent at Levels 3 & 4			
Cohort	Num. in Cohort	2005-06 Results	2006-07 Results	2006-07 Target	Difference
5 – 6	84	54.8%	46.4%	64.9%	-18.5%
6 – 7	93	50.5%	55.9%	62.8%	-6.9%
7 – 8	44	45.5%	29.5%	60.2%	-30.7%

**C. Evaluation**

As indicated in our evaluation of Measure VIII, which is a summary of each of the grade levels reflected in the chart above, the impact of slippage from the levels of performance approaching proficiency and meeting proficiency had an adverse impact on our ability to reduce the gap between our percentage of students performing at Level 3 or above and 75% of students at Level 3 or above. Approximately 20% of students in Cohort 5-6 (20.2%) scored at least 1 performance level lower in 2006-2007 as compared to their performance 2005-2006. Slightly more than 10% of students in Cohort 6-7 (10.8%) scored at least 1 performance level lower in 2006-2007 than they scored in 2005-2006. Most disappointing is that 34.1% of students in Cohort 7-8 scored at least 1 performance level lower in 2006-2007 as compared to their performance in 2005-2006. This trend will be directly addressed and reversed as we implement individualized student intervention plans as well as grade-wide improvement in

curriculum, instruction, and use of assessment to evaluate and refine the quality of teaching and learning.

**XII. 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. 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, the comparison is between the cohort's scores in the spring of 2006 and the spring of 2007. For the fifth grade, the comparison is between the fall of 2006 and the spring of 2007.

Grade Level	ELA		Difference
	NCE 2006	NCE 2007	
5th Grade	42.47	42.50	0.03
6 <sup>th</sup> Grade	47.18	46.90	-0.28
7th Grade	52.31	42.14	-10.17
8th Grade	42.93	40.42	-2.51
9th Grade	43.85	40.83	-3.02
10th Grade	50.3	46.38	-3.92

### C. Evaluation

We did not achieve adequate reduction of the gap between students' NCE scores and the value added measure of 50 for each of the grade levels. We attribute this failure to the loose connections which were made between students' test performance and teachers' instructional planning. Going forward, the analysis of this and similar data will be used specifically to identify skill areas around which intervention services are being designed. Each instructor and administrator will be held explicitly accountable for the use of this data to plan, monitor instruction as reflected in lesson planning, observation reports, maintenance of records of ongoing assessment, and targeted professional development aimed at improving teachers' capacity to help students to develop specific skills.

**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**

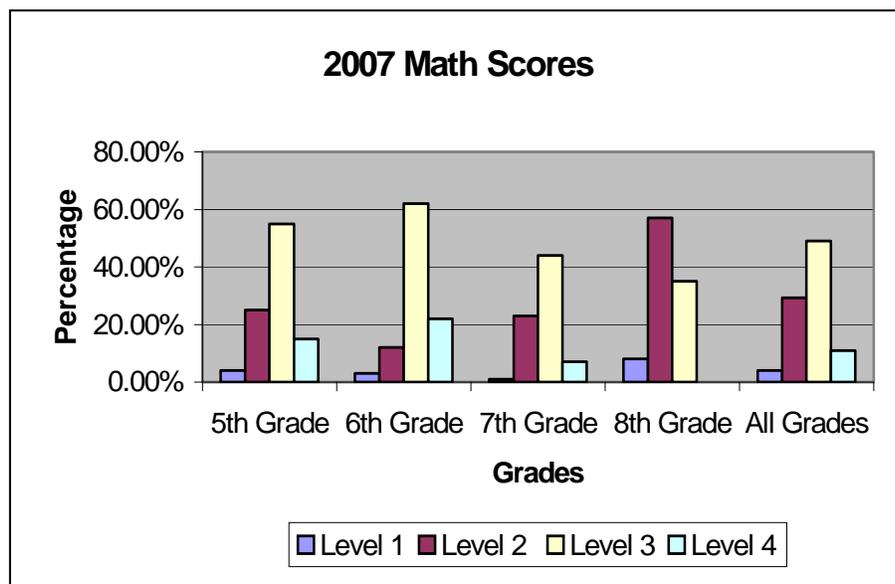
Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the Math exam in 2006-2007. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Performance is measured in terms of students who have been at Bronx Prep for at least two years— long enough to expect to begin to see the impact of the quality of teaching and learning at Bronx Prep 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 2007	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	
	6 <sup>th</sup> Grade	3	12	62	22	84	94
	7 <sup>th</sup> Grade	1	31	59	9	68	75
	8 <sup>th</sup> Grade	8	57	35	0	35	37
	Total	4	29	49	11	60	206

The following graph illustrates the comparison of proficiency levels by grade.



### C. Evaluation

As the above chart indicates, we have come close to meeting this measure of our mathematics goal for each of our tested grades, with the exception of 8<sup>th</sup> grade. In fact, our 6<sup>th</sup> grade students exceed this measure with 84% performing at Levels 3 or above. The performance of grade 7 students approaches the 75% measure with 68% of students performing at Level 3 or above.

Our greatest area of concern centers on grade 8 students who performed significantly below this measure. As was the case with ELA performance, the majority of our grade 8 students, 57% in the specific case of mathematics, performed at Level 2. We are confident that the improvement strategies that we have identified will ensure significant improvement next year as we purposefully focus on moving students from Level 2 to Level 3. Those strategies, including identifying students who are on the cusp of grade level performance and providing skill based intervention services for each student, are more fully described in the attached action plan.

## II. Absolute Measure: Each year, the school's aggregate Performance Index on the State Math 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 2006-2007 state Math exam.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2007	5 - 8	4	25	55	15	(355)

$\mathbf{PI} = 25 + 55 + 15 + 55 + 15 = \mathbf{165}$
---

### C. Evaluation

New York State's Annual Measurable Objectives (AMOs) for 2006-2007 was 86 in math. Bronx Prep's math results for 5<sup>th</sup>-8<sup>th</sup> grade students resulted in a Performance Index of 165, which is significantly above the AMO, and which places the school in good

standing having met this absolute measure of our achievement of mathematics goals.

**III. Absolute Measure: For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Math A 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.

	<b>Class of 2007</b>	<b>Class of 2008</b>	<b>Class of 2009</b>	<b>Class of 2010</b>
Number of Students Passing	24	28	30	32
Total Students	26	30	32	48
Percentage	92%	93%	94%	67%

**C. Evaluation**

With 92% of the students on the 2007 cohort passing the Math A regents exam with a score of 65 or higher, we have met and exceeded the absolute measure of 75% of students passing the exam. In fact, to date 93%, 94%, and 67% of our next three cohorts have already performed at this same high level on the Math A Regents exam. We are confident that these future cohorts will continue to successfully meet and exceed this measure.

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

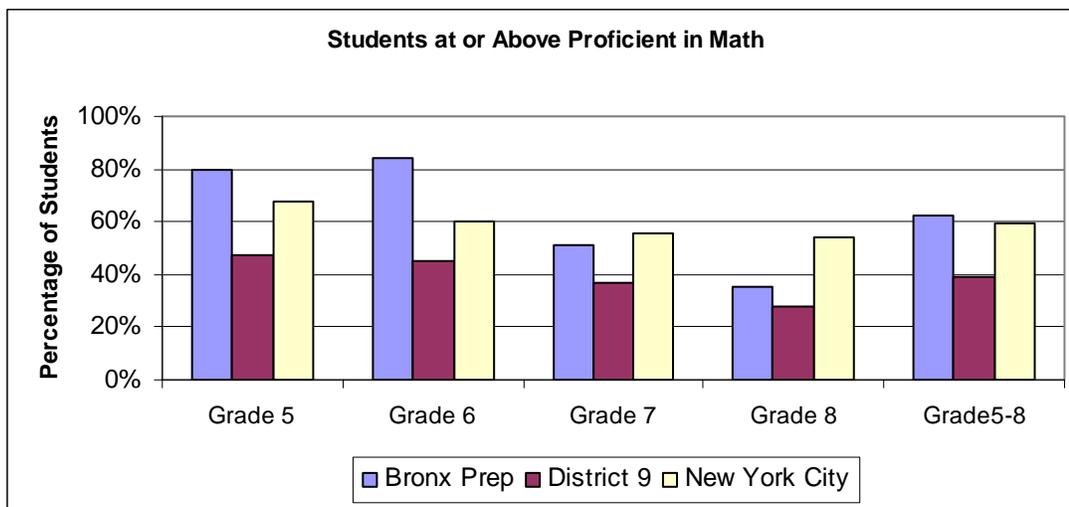
**A. Method**

Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the New York State Math exam in February 2007. The exam is a cumulative assessment, measuring student

mastery of skills and knowledge during the course of their schooling. Mathematics performance is measured in terms of students who have been at Bronx Prep for at least two years—long enough to expect to begin to see the distinct impact of the Bronx Prep curricular and instructional programs on student achievement.

## B. Results

The table below shows the comparison of Bronx Prep’s 5<sup>th</sup> – 8<sup>th</sup> students compared to District 9, and the total New York City proficiency percentages



## C. Evaluation

Our students in grades 5, 6, 7, and 8 significantly outperformed their peers in mathematics in Community School District (CSD) 9. Our students in grades 6, 7, and 8 meet this comparative measure with 84%, 51%, and 35% respectively performing at or above Level 3 as compared to 45%, 37%, and 28% in CSD 9. In fact, for grades 5 and 6, the students outperformed students in the entire New York City.

While grade 6 and 7 performance is reflective of our increasing focus on standards based instruction, the grade 8 performance pushes us to further redefine our curricular and instructional focus to include deepening problem solving skills as well as analysis and writing in mathematics. We address more specific improvement strategies in the attached action plan.

- V. **Comparative Measure: Each year the percentage of Bronx Prep students performing at or above Level 3 on the State Mathematics exam will place Bronx Prep in the top quartiles of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.**

### A. Method

The State Education Department places all Charter schools within the same grouping

for statistical comparison. The criteria for inclusion in the all charter schools group is based on the State Education which defines and distinguishes charter schools from traditional public schools. In addition to comparing the data to all Charter Schools, a sample of schools in New York City were chosen, using the criteria of “Similar Schools” as defined by the State Education Department. The SED assigns each school a “Needs Average Percentage”, which is calculated by using the Free Lunch Eligibility Percentage and Limited English Proficiency (LEP) percentage of each school with the following formula:

$$(2.375 * \text{Free Lunch Percentage}) + \text{LEP percentage}.$$

For this analysis, we chose a sample of ten schools whose need averages fell into the same range as Bronx Prep, and used the average scale scores for these schools to define the quartiles for base comparison.

## B. Results

The table below displays Mean Score Quartiles for All Charter School and Selected Sample data sets.

<b>All Charter Schools</b>	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
Grade 6	0-653	654-668	669-677	Above 677
Grade 7	0-637	638-655	656-664	Above 664
Grade 8	0-637	638-646	647-660	Above 660
<b>Selected Sample</b>	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
Grade 6	0-651	652-657	658-668	Above 668
Grade 7	0-652	653-663	664-673	Above 673
Grade 8	0-648	649-653	654-667	Above 667

## C. Evaluation

Students in 6<sup>th</sup> grade demonstrated a mean scale score of 662. When compared to 6<sup>th</sup> grade students in all charter schools, Bronx Prep’s students fall within Quartile 2. When compared to 6<sup>th</sup> grade students in the selected sample of schools, Bronx Prep’s 6<sup>th</sup> grade students fall within Quartile 3. The students in grades 7 and 8 fully meet this criterion as their mean scale scores of 675 and 677 fall within the top quartile when compared to students in grades 7 and 8 in both the group of all charter schools and in the selected sample.

- VI. Comparative Measure: Each year Bronx Prep will exceed to a specified degree (as set by CSI) its expected level of performance on the State Mathematics exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter schools and public schools in district with charter schools.**

## A. Method

CSI uses a regression analysis to compare similar schools using the criteria of the poverty level (defined by the Free Lunch percentage) of each school to place the schools statewide in similar groups. Using this group, each school is then assigned a predicted percentage of students that should score at Levels 3& 4 based on statewide test performance of similar schools.

## B. Results

The table below summarizes the cohort target and actual levels for the State math exam, as calculated by the CSI. The regression analysis for 2006-2007 has not yet been calculated – the table below summarizes the data for 2005-2006.

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	63.3	109	67.0	55.5	11.5	0.49
6		98	74.5	46.4	28.0	1.19
7		46	30.4	39.7	-9.3	-0.41
8		62	41.9	35.8	6.2	0.30
All		315	59.0	46.5	12.5	0.54

School's Overall Comparative Performance:
<i>Higher Than Expected to a Medium Degree</i>

## C. Evaluation

The Charter Schools Institute (CSI) provided the regression analysis for 2005-2006 student achievement data. We did not successfully exceed the expected level of performance on the state mathematics exam as set by CSI.

In our initial analysis, in which we compared 2005-2006 data to 2006-2007 data, we found a slight decline in performance. Further analysis of the CSI cohort data reveals that 15.7% of our students declined a full performance level. More specifically, 4.6% of students slipped from Level 4 to Level 3, 8.3% of students slipped from Level 3 to Level 2 and 2.8% of students slipped from Level 2 to Level 1.

We have identified each specific student in each grade whose performance reflects such slippage and have begun developing individualized intervention plans for each student. We are confident that by combining individualized intervention and grade-wide improvement strategies in curriculum development, instruction, and the use of ongoing assessment, that we will reverse this trend in performance.

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

**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 Mathematics A Regents exam to graduate.

**B. Results**

The state wide and county wide data for the Mathematics A Regents exams have not yet been released. The table in Measure 3 summarizes the current results for Bronx Prep's high school cohort in the Mathematics A Regents exams.

**C. Evaluation**

While state and county data are not yet available, we are confident that, given our 2007 cohort's outstanding performance of 92% passing the Math A Regents exam with a score of 65 or above, we will meet this measure. Further, historical trend data for the Bronx regarding the low percentage of students taking the exam and the underperformance of those who do sit for the exam suggests even more strongly that our students' performance will exceed that of all Bronx high school students and that we meet and exceed this comparative measure.

**VIII. Comparative Measure: For each high school cohort the percentage of students scoring above 65 on the Mathematics A Regents Exam will place Bronx Prep in the top quartile of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.**

**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 Mathematics A Regents exam to graduate.

**B. Results**

The state wide and county wide data for the Math A Regents exams have not yet been released. The table in Measure 3 summarizes the current results for Bronx Prep's high school cohort in the Math A Regents exams.

**C. Evaluation**

While state and county data are not yet available, we are confident that, given our 2007 cohort's outstanding performance of 92% passing the Math A Regents exam with a score of 65 or above, we will meet this measure. As stated above, we believe that historical trend data for the Bronx regarding the low percentage of students taking the exam and the underperformance of those who do sit for the exam suggests strongly that our student performance will place our school in the top quartiles of all similar schools and that we meet and exceed this comparative measure.

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

**A. Method**

The cohort for the 6<sup>th</sup> through 8<sup>th</sup> grades was defined as any students currently attending Bronx Prep, that were administered the exam in the years 2005-2006 and 2006-2007. The target for 2006-2007 was then set based on 50% of the gap between 75% and the school's proficiency percentage in 2005-2006.

**B. Results**

The table below summarizes the performance of each grade level cohort, the 2006-2007 Actual Results, the 2006-2007 Target results, and the difference between the 2006-2007 Actual and Target results.

2007 Cohort Results					
		Percent at Levels 3 & 4			
Cohort	Num. in Cohort	2005-06 Results	2006-07 Results	2006-07 Target	Difference
5 - 6	82	74.4%	78.0%	74.7%	+3.4%
6 - 7	91	74.7%	64.8%	74.9%	-10.0%
7 - 8	44	31.8%	29.5%	53.4%	-23.9%

**C. Evaluation**

Proudly, 78% of our grade 5-6 cohort performed at or above Level 3 and therefore exceeds the 75% measure. Our largest cohort, grade 6-7, fell short of this measure by 10 percentage points. Most disappointing is the performance of our grade 7-8 cohort with the performance level falling significantly below the 53.4% target. While slippage

from Level 3 to Level 2 and from Level 2 to Level 1 accounts for some portion of this performance trend, we attribute the overall results to our need to significantly strengthen students' conceptual understanding, problem solving, analysis, and writing skills in mathematics. Extending our initial establishment of a formal academic intervention services program this past spring, we have identified and described specific improvement strategies in the attached action plan.

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

**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. The 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grades comparison is between the cohort's scores in the spring of 2006 and the spring of 2007. The 5<sup>th</sup> grade comparison is between the fall of 2006 and the spring of 2007.

Grade Level	MATH		Difference
	NCE 2006	NCE 2007	
5th Grade	47.90	49.10	1.20
6th Grade	59.35	51.84	-7.51
7th Grade	55.40	46.44	-8.96
8th Grade	51.52	43.44	-8.08
9th Grade	49.90	49.43	-0.47
10 <sup>th</sup> Grade	62.32	57.14	-5.18

**C. Evaluation**

Our grades 6 and 10 students performed at NCE scores of 51.84 and 57.14 respectively, exceeding the value added measure of 50 NCE. Students in grades 5 and 9 performed within .90 and .57 average NCE of this measure, scoring 49.10 and 49.43 respectively. Students in grades 7 and 8 experienced a decline in performance of more than 8 NCE and fell short of meeting this value added measure.

In order to maximize the use of this additional assessment tool and other periodic assessments, we will more effectively analyze this and similar data so that each teacher and intervention specialist will have targeted skill areas around which intervention services are being designed. Each instructor and administrator will then be held explicitly accountable for the use of this data to plan, monitor instruction as reflected in lesson planning, observation reports, maintenance of records of ongoing assessment, and targeted professional development aimed at improving teachers' capacity to help students to develop specific skills.

**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**

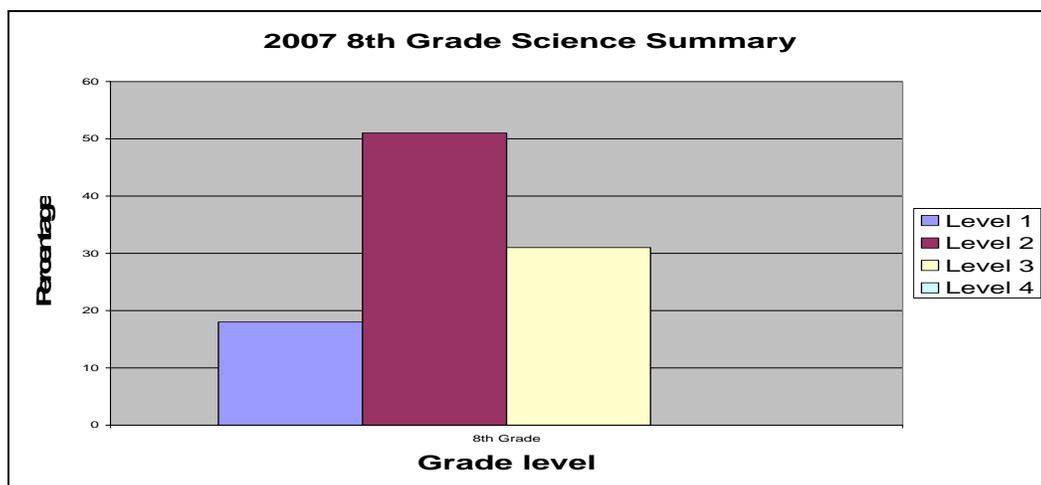
Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the science exam in 2006. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. This criterion for assessing student performance in Science is measured in terms of students who have been at Bronx Prep for at least two years— long enough to expect to begin to see the impact of the quality of teaching and learning at Bronx Prep 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 2007	Population – Students in at least 2 <sup>nd</sup> Year	Percent of Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
	8 <sup>th</sup> Grade	18	51	31	0	31	45
	Total	18	51	31	0	31	45

The graph below further illustrates the performance of the 8<sup>th</sup> Grade students at each proficiency level



### C. Evaluation

As the above chart indicates, the majority of our 8<sup>th</sup> grade scholars performed at Level 2; therefore, we did not meet the measure requiring that 75% of our 8<sup>th</sup> graders perform at Level 3 or above on the state Science assessment. Indeed, we are greatly concerned that only 31% of our 8<sup>th</sup> grade scholars performed at Level 3. While this performance reflects only a slight decline over the prior year's performance of 8<sup>th</sup> grade scholars, who performed at 32% at or above grade level, we understand that direct action is needed in order to dramatically improve this performance. In addition to reorganizing the middle school program so that teachers of Science specialize in their specific subject matter, we have also selected an experienced, highly effective Science teacher to serve as the school wide department chair. She will serve as coach and facilitate professional development which will center on instructional strategies to strengthen content knowledge and literacy skills.

As indicated above, our analyses of the state Science assessment reveals that the exam requires high levels of reading comprehension, analysis, and critical writing. As we saw from our analysis of the ELA performance of 8<sup>th</sup> grade scholars, their struggles in critical reading and writing areas have extended impact which is manifested in their underachievement in Science.

With slightly more than half of our scholars (51%) scoring at Level 2, it will be critical for us to build on their foundational literacy skills in ways that will yield significant improvement in their Science performance. The 69% of our 8<sup>th</sup> grade scholars who scored at Levels 1 and 2 on the state assessment will not only receive targeted intervention support, but also will have access to more experienced teachers as they progress through the high school and we are confident that they will, as their predecessors have demonstrated, develop the necessary critical content and literacy skills and knowledge so that they excel on Social Studies regents exams.

Our analysis of the performance of students (18%) scoring at Level 1 on the exam has also provided critical information on which we can base strategic improvement plans. Such plans include increased focus on vocabulary development (versus acquisition), exposure to significantly greater amounts of nonfiction reading materials, and increased emphasis on the use of laboratory experience so that students have increased opportunity to apply the science concepts which they must master.

**II. Absolute Measure: For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on one of the New York State Science Regents exams. 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.

	<b>Class of 2007</b>	<b>Class of 2008</b>	<b>Class of 2009</b>	<b>Class of 2010</b>
Number of Students Passing	24	21	24	21
Total Students	26	30	32	48
Percentage	92%	70%	75%	44%

**C. Evaluation**

92% of the students in the 2007 cohort scored at 65 or above on one of the NY state Science Regents examinations successfully meeting this absolute measure of our goals in science performance. Indeed, 70% of the 2008 cohort and 75% of the 2009 cohort have already passed one of the exams in Science. Given this stellar performance, we are confident that future cohorts will continue to successfully meet and exceed this measure.

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

**A. Method**

Eighth-grade Bronx Prep students took the NY State science exam in 2006-2007. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Given this ambitious criterion for success, 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 direct, substantive effects of the Bronx Prep instructional program on student achievement.

#### **B. Results**

The Statewide Science Data has not yet been made available.

#### **C. Evaluation**

We will report on our evaluation of this measure when data become available.

### **IV. Comparative Measure: Each year, Bronx Prep high school cohort's percent of students passing a Science Regents exam (65 or above) will exceed that of the cohort of all Bronx public high school students.**

#### **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 one of the Science Regents exams to graduate.

#### **B. Results**

The state-wide and county-wide data for the Science Regents exams have not yet been released. The table in Measure 3 summarizes the current results for Bronx Prep's high school cohort in the Science Regents exams.

#### **C. Evaluation**

Given our 2007 cohort's outstanding performance of 92% passing one of the Science Regents examinations with a score of 65 or above, we believe that we will meet this measure when state and county data become available. The historical trend data for the Bronx regarding the low percentage of students taking the exam and the underperformance of those who do sit for the exam suggests strongly that our students' high level of performance will exceed that of all Bronx high school students and that we will meet and exceed this comparative measure.

**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**

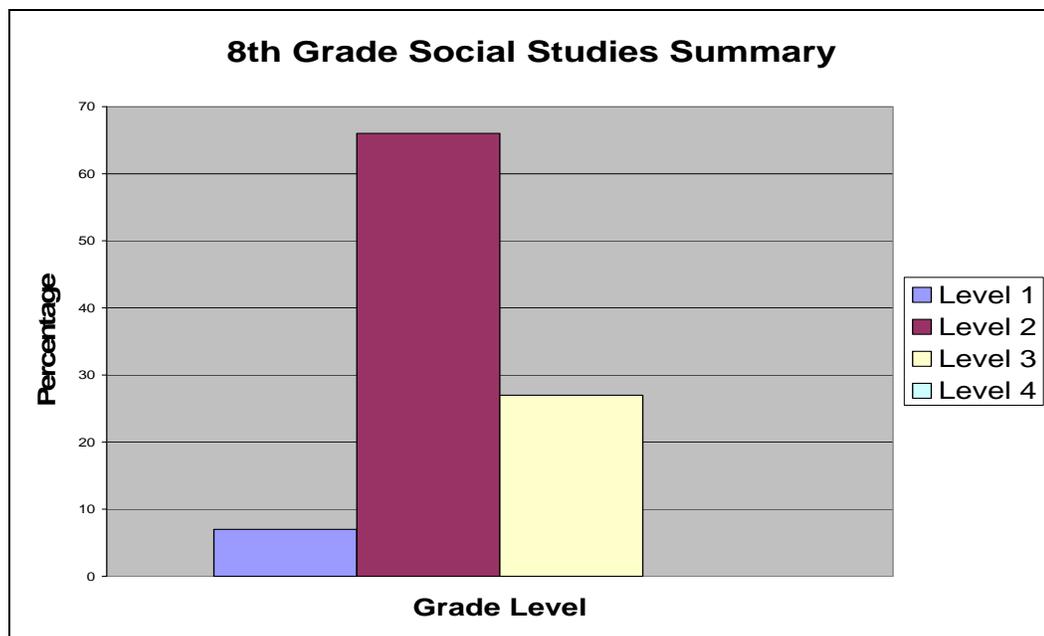
Eighth-grade Bronx Prep students took the New York State Social Studies exam in 2006 - 2007. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Student performance for this criterion is measured in terms of students who have been 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 table below summarizes the performance of the 8<sup>th</sup> Grade students in the New York State Social Studies Exam at each level.

Year 2007	Population – Students in at least 2 <sup>nd</sup> Year	Percent of Eighth Grade Students at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Levels 3&4	
	8 <sup>th</sup> Grade	7	66	27	0	27	44
	Total	7	66	27	0	27	44

The graph below illustrates the students' performance at each level.



## C. Evaluation

As the above chart indicates, the overwhelming majority of our 8<sup>th</sup> grade scholars performed at Level 2; therefore, we did not meet the measure requiring that 75% of our 8<sup>th</sup> graders perform at Level 3 or above on the state Social Studies assessment. Indeed, we are greatly concerned that only 27% of our 8<sup>th</sup> grade scholars performed at Level 3. Such concern has led us to take several direct steps to dramatically improve this performance, including reorganizing the middle school program so that teachers of Social Studies specialize in their specific subject matter and receive professional development support in the utilization of reading and writing instructional strategies

to strengthen content knowledge and literacy skills. As we know, the Social Studies assessment requires high levels of reading comprehension, analysis, and critical writing. As we saw from our analysis of the ELA performance of 8<sup>th</sup> grade scholars, their struggles in critical reading and writing areas have extended impact which is manifested in their underachievement in Social Studies.

With more than two-thirds of our scholars scoring at Levels 1 and 2, we are confident that we must build on their foundational literacy skills in ways that will yield significant improvement in their Social Studies performance. The 66% of our 8<sup>th</sup> grade scholars who scored at Level 2 on the state assessment will not only receive targeted intervention support, but also will have access to more experienced teachers as they progress through the high school and we are confident that they will, as their predecessors have demonstrated, develop the necessary critical content and literacy skills and knowledge so that they excel on Social Studies regents exams. Scholars who scored at Level 1 will receive direct vocabulary development and reading comprehension intervention services.

**II. Absolute Measure: For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State 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 Regents 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.

	<b>Class of 2007</b>	<b>Class of 2008</b>	<b>Class of 2009</b>	<b>Class of 2010</b>
Number of Students Passing	22	19	15	19
Total Students	26	30	32	48
Percentage	85%	63%	47%	40%

**C. Evaluation**

85% of the students in the 2007 cohort passed the Global History Regents exam with a score of 65 or above. Having met this measure with the 2007 cohort and having the 2008 cohort approaching meeting this measure with 63% of students passing the

Global History exam to date, we are confident that future cohorts will also meet and exceed this measure. As we administer the exams frequently (three times per year) and provide targeted Regents preparation, we believe that we have created appropriate scaffolds for continued student achievement in this area.

**III. Absolute Measure: For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State 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 Regents 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. The exam was administered to 11<sup>th</sup> and 12<sup>th</sup> graders for the past year.

	<b>Class of 2007</b>	<b>Class of 2008</b>
Number of Students Passing	22	16
Total Students	26	30
Percentage	85%	53%

**C. Evaluation**

85% of the students in the 2007 cohort passed the United States History exam with a score of 65 or above. Having met this measure with the 2007 cohort and having the 2008 cohort already having 53% of students passing the United States History exam to date, we are confident that future cohorts will also meet and exceed this measure. As we administer the exams frequently (three times per year) and provide targeted Regents preparation, we believe that we have created appropriate scaffolds for continued student achievement in this area. Our improvement efforts in this area continue to center on refining the History and Social Studies curricula utilized across all grades with a specific emphasis on deepening students' writing skills.

**IV. Comparative Measure: Each year, the percentage of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of Community School District 9.**

### **A. Method**

Eighth-grade Bronx Prep students took the Social Studies exam in 2006 - 2007. 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 data for 2006 - 2007 has not yet been released.

### **D. Evaluation**

We will report our evaluation of this measure when data become available.

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

### **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 Global History Regents exam to graduate.

### **B. Results**

The Bronx Public cohort data for 2006 - 2007 has not yet been released.

### **C. Evaluation**

While state and county data are not yet available, we are confident that, given our 2007 cohort's outstanding performance of 85% passing the Global History Regents exam with a score of 65 or above, we will meet this measure. As stated above, we believe that our strategies of having all students take the exam, providing multiple opportunities over the course of each year for students to take the exam, and supporting high levels of achievement through focused curriculum and targeted regents preparation, will place our students' performance above that of the cohort of all Bronx public high school students.

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

### **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 U.S. History Regents exam to graduate.

## **B. Results**

The Bronx Public cohort data for 2006 - 2007 has not yet been released.

## **C. Evaluation**

Given the outstanding performance of the students in our 2007 cohort with 85% passing the US History Regents examination with a score of 65 or above, we believe that we will meet this measure when state and county data become available.

## **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.

- 2. All graduating Bronx Prep students will be accepted to at least one college.**

All of the graduating class of 2007 was accepted to at least one college.

## ACCOUNTABILITY PROGRESS REPORT SUMMARY AND ACTION PLAN

### SUMMARY: English Language Arts

Measure	Type	Description	Outcome
1	Absolute	For the 2005-2006 through 2009-2010 school years, 75% of Bronx Prep 6 <sup>th</sup> – 8 <sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) exam.	Did Not Meet
2	Absolute	Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
3	Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State English Regents exam. Bronx Prep's high school cohort is defined as a Regents cohort in the in the State's accountability system.	Met
4	Absolute	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.	To be implemented in 2007-2008
5	Absolute	100% of 12 <sup>th</sup> grade students will achieve a proficient or higher rating on their senior thesis or project. This project will be graded on a 100-point scale, with 70 the lowest proficient rating.	Partially Met
6	Comparative	Each year, the percentage of Bronx Prep students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in 5 <sup>th</sup> – 8 <sup>th</sup> grade will be greater than that of Community School District 9.	Partially Met
7	Comparative	Each year the percentage of Bronx Prep students performing at or above Level 3 on the State English Language Arts exam will place Bronx Prep in the top quartile of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.	Partially Met
8	Comparative	Each year Bronx Prep will exceed to a specified degree (as set by CSI) its expected level of performance on the State ELA exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter schools and public schools in district with charter schools.	Did Not Meet
9	Comparative	Each year, Bronx Prep high school cohort's percent of students passing the English Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.	Met
10	Comparative	For each Bronx Prep high school cohort the percentage of students scoring above 65 on the English Regents Exam will place Bronx Prep in the top quartile of all similar schools	Met

		as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.	
11	Value Added	For the 2006-2007 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75% at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	Did Not Meet
12	Value Added	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.	Did Not Meet

## **ACTION PLAN**

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the results associated with this goal.

Measure 1, 2 & 11 – In order to improve our students' literacy skills in the middle school several steps will be taken.

1. Middle school teachers currently teach a combination of English and History in a 2 hour block. In the 2007 – 2008 academic year, all English teachers will only teach English to two classes of 25 or less students in 90 minute blocks. As a result, more class time will be devoted to ELA and English teachers will have dedicated time built into their schedules to plan together.
2. The Middle School has invested in the America's Choice Curriculum. The middle school principal and 2 veteran staff have experience with the curriculum and are currently being trained by America's Choice to help turnkey their professional development to the rest of the middle school staff. In addition, we have contracted an America's Choice professional developer to provide on site training several times throughout the year to the whole staff.
3. Implementation of the America's Choice curriculum will also support our continuing work to ensure alignment with the standards which are assessed by the New York State testing program. This curriculum also includes specific test preparation modules which will be used to teach students specific test taking strategies as well as develop their capacity to apply their developing literacy skills to specific tasks including the state testing context. Further the test preparation module and its associated professional development will help teachers to expand their repertoire of instructional techniques with emphasis on teaching students to write effectively in 'on demand' situations (as opposed to only meeting writing standards when afforded an extended multi-phase writing process).
4. The investment in the America's Choice literacy curriculum is also a key component in our larger curriculum development processes which have taken sharper focus this past spring. Going forward, we will continue to utilize the backward mapping process, supported by professional texts including Understanding by Design, such that faculty will have completed a full draft of a literacy scope and sequence in all subject areas including English. This scope and sequence is specifically aligned to New York State standards and emphasizes the increased volume of critical reading, the use of high quality literature across genres, and the implementation of sequential writing instruction as a core element of a balanced approach to literacy instruction.
5. We have conducted analysis of the data and identified students who have slipped in their performance from and from Level 4 to Level 3, Level 3 to Level 2 and from Level 2 to Level 1. These students will be placed in skill specific academic intervention service groups in order to have their specific developmental needs addressed. Trained intervention specialists, college aged tutors, and peer tutors will provide instructional support for these students in the context of our evolving approach to student support services which will include increased parental engagement and will be actively monitored by administrators.
6. Students who are performing at a level 1 or 2 will receive Academic Intervention Services as a part of their academic day. In accordance with the scores from 2006 – 2007, students are being sub-divided into smaller groups based on specific deficiencies that will

be directly addressed by the AIS teacher

Measure 4 – High School English teachers will have revised and completed an English scope and sequence in grades 9 – 12 by September 1, 2007. As a part of this process a portfolio system is being finalized and will be implemented in the Spring of 2008. The portfolio will be a body of work that represents the following:

- d. Several major writing pieces from high school English classes in grades 9 – 11.
- e. Several pieces of work that represents literature read in grades 9 – 11
- f. A cover letter that addresses depth and breadth of key New York State English Standards

In addition, students will be required to present their portfolio in front of a committee of English teachers, other adults, peers and/or family members. Rubrics will be designed to assess English skills and content as well as oral presentation skills.

Measure 5 – All seniors participated in a senior history class called Facing History and Ourselves. The theme of the class was identity and students explored both the Africa Diaspora and the Jewish Holocaust. The senior project for 2006-2007 was based on this class. The project consisted of two components:

1. Final Exam – a typed 2 -3 page in class essay based on the theme of identity. Students were required to develop a thesis using personal and historical evidence explored through out the year as evidence. All papers had to use APA formatting.
2. Presentation (see attachment)

We will continue to refine the training for those participating in the review of the presentations as well as specifically embed core performance elements into the instruction which students receive through the English and Social Studies scope and sequence which frames curriculum and instruction in these areas.

We will implement a PM program from 4 – 7:00 p.m. 4 days a week during which time tutors and remedial work will be available to high school students. We have always had a thriving after school program for the middle school, but high school has not been as well developed. We have hired a dean to coordinate and supervise the PM program. The dean has researched other programs, in particular the tutoring program at the Math and Technology Charter School in Boston, which enlists college and graduate students (paid by colleges/universities with federal work study funds) to help provide tutoring. We will now be able to provide after school help for students who need assistance preparing for Regents and other courses without interfering with their regular academic program.

## SUMMARY: Mathematics

Measure	Type	Description	Outcome
1	Absolute	For the 2005-2006 through 2009-2010 school years, 75% of Bronx Prep 6 <sup>th</sup> – 8 <sup>th</sup> graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics exam.	Partially Met
2	Absolute	Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Met
3	Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Math A exam. Bronx Prep's high school cohort is defined as a Regents cohort in the in the State's accountability system.* (Regents exams passed in 8 <sup>th</sup> grade shall be included in this measure.)	Met
4	Comparative	Each year, the percentage of Bronx Prep students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in 5 <sup>th</sup> – 8 <sup>th</sup> grade will be greater than that of Community School District 9.	Met
5	Comparative	Each year the percentage of Bronx Prep students performing at or above Level 3 on the State Mathematics exam will place Bronx Prep in the top quartile of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.	Partially Met
6	Comparative	Each year Bronx Prep will exceed to a specified degree (as set by CSI) its expected level of performance on the State Mathematics exam, as determined by the performance of other schools that have a similar proportion of students eligible for free lunch among all charter schools and public schools in district with charter schools.	Did Not Meet
7	Comparative	Each year, Bronx Prep high school cohort's percent of students passing the Mathematics A Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.	Met
8	Comparative	For each high school cohort the percentage of students scoring above 65 on the Mathematics A Regents Exam will place Bronx Prep in the top quartile of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.	Met
9	Value Added	For the 2006-2007 through 2009-2010 school years, grade-level cohorts of students will reduce by one half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75% at or above Level 3 on the current year's State Mathematics exam. If a grade-level cohort exceeds 75 % at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	Partially Met
10	Value Added	For the 2004-2005 through 2009-2010 school years, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Stanford and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.	Partially Met

## ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the results associated with this goal.

Measure 1, 2 & 11 – In order to improve our students mathematical skills in the middle school several steps have been taken

1. Middle school teachers currently teach a combination of Math and Science in a 2 hour block. In the 2007 – 2008 academic year, all Math teachers will only teach Math to two classes of 25 or less students in 90 minute blocks. As a result, more class time will be devoted to Mathematics instruction and Math teachers will have dedicated time built into their schedules to plan together.
2. As a part of our expanded leadership structure we now have a middle school math department chair who will have a significantly reduced teaching load in order to provide math professional development. Our math department chair is a former math coach for New York City Department of Education, District Six. In addition, she is a part of the first cohort being trained by the New York City Center for Charter School Excellence in the Emerging Leaders Program. Her role as well as that of the middle school math coach will be directed supported by the principals and head of school who will provide direct development and supervision to these peer coaches. More specifically, the principals and head of school will train the coaches, department chairs, and team leaders in approaches to adult learning, essential elements of instruction, and strategies for peer coaching in order to ensure that the school-wide approach to professional development has the needed impact on teaching and learning.
3. We have conducted analysis of the data and identified students who have slipped in their performance from Level 3 to Level 2, from Level 2 to Level 1, and from Level 4 to Level 3. These students will be placed in skill specific academic intervention service groups in order to have their specific developmental needs addressed. Trained intervention specialists, college aged tutors, and peer tutors will provide instructional support for these students in the context of our evolving approach to student support services which will include increased parental engagement and which will be actively monitored by administrators.
4. Each student whose performance is deemed to place him/her at risk of underachievement on the state assessment will have an individualized intervention plan through which his/her specific skill development needs will be met. A critical component of the development of an effective academic intervention services program for us will be the targeted monitoring and accountability strategies. Our principals and head of school will meet regularly with the academic intervention service providers in order to monitor and support the refinement of remediation and acceleration strategies.
5. The principals and head of school will also implement a targeted monitoring system which will focus on the teachers' use of ongoing assessment to plan, evaluate, and refine the quality of teaching and learning. This monitoring system will increase the effectiveness of our interactions with parents as well as provide teachers with concrete ways in which to connect their daily instructional planning and lesson presentation to students' achievement.
6. Increasing the focus on problem solving, conceptual understanding, and the use of writing to analyze and explain one's thinking in mathematics is another critical step which we will take in order to improve our students' performance in math. Our work in this area

will be accomplished primarily through professional development, which we will provide with specific emphasis on implementation of the *EveryDay Math* and *Connected Math* core curriculum materials, supervision to support adherence to the scope and sequence, ongoing evaluation and improvement of teachers' capacity to adjust their instruction in order to meet students' skill development and learning needs.

**SUMMARY: Science**

Measure	Type	Description	Outcome
1	Absolute	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.	Data Unavailable
2	Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on a New York State science Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.	Met
3	Comparative	Each year, the percentage of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science Exam will be greater than that of Community School District 9.	Data Unavailable
4	Comparative	Each year, Bronx Prep high school cohort's percent of students passing a science Regents exam (65 or above) will exceed that of the cohort of all Bronx public high school students.	Met

**ACTION PLAN**

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the results associated with this goal.

We have identified a lead science instructor who has taught science, in both middle and high school, at Bronx Prep for the last six years. She will serve as our science department chair for both middle and high school. She has recently coordinated the efforts of all science teachers to organize and revise the Bronx Prep's science scope and sequence for grades 5 – 12. She will have a significantly reduced teaching load to in order to have more dedicated time to provide science professional development. She is currently a part of the first cohort being trained by the New York City Center for Charter School Excellence in the Emerging Leaders Program. Her role will be directly supported by the principals and head of school who will provide direct development and supervision. More specifically, the principals and head of school will train the coaches, department chairs, and team leaders in approaches to adult learning, essential elements of instruction, and strategies for peer coaching in order to ensure that the school-wide approach to professional development has the needed impact on teaching and learning.

We have also reorganized the staffing at the middle school level in order to allow more focused and specialized instruction in Science. In so doing, we have focused staff recruitment on those with Science licenses, experience in teaching Science at the middle school level, and experience

in working in other science related fields such as engineering. Further, those teachers hired will only teach in the Science instructional area, rather than having them also teach math as had been the case in the past. Professional development, then, may be more specifically targeted to the instruction of Science.

One critical area of focus in professional development for the Science teachers centers on the strengthening of nonfiction or informational text reading skills and writing skills. This focus was selected based on the research by Reeves (2005) and others who have shown the significant impact on both content learning and literacy skill acquisition that a reading and writing based approach has in science and social studies.

### **SUMMARY: Social Studies/History**

<b>Measure</b>	<b>Type</b>	<b>Description</b>	<b>Outcome</b>
1	Absolute	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.	Data Unavailable
2	Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Global History Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.	Met
3	Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State United States History Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.	Met
4	Comparative	Each year, the percentage of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of Community School District 9.	Data Unavailable
5	Comparative	Each year, Bronx Prep high school cohort's percent of students passing the Global History Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.	Data Unavailable
6	Comparative	Each year, Bronx Prep high school cohort's percent of students passing the US History Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.	Data Unavailable

### **ACTION PLAN**

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the results associated with this goal.

Our high school principal has taught history/social studies, in both the middle and high school, for 13 years. He will serve as our history department chair for both middle school and high school. He has recently coordinated the efforts of all history teachers to organize and revised the Bronx Prep history scope and sequence grades 5 – 12.

In addition, Bronx Prep received a grant from the Facing History and Ourselves program in the fall of 2006 which provides on going professional development, access to historical resources as well as on site visits.

Taking a similar approach as we have planned for improving Science performance, we have also reorganized the staffing in the middle school level in order to allow more focused and specialized instruction in Social Studies. Teachers hired will primarily teach in the Social Studies instructional areas and will utilize writing and nonfiction reading as critical approaches. Professional development for Social Studies teachers will parallel and often reflect collaboration with the ELA department in order to strengthen the capacity of all teachers to connect and reinforce the literacy skill acquisition and ability of scholars to think, read, and write critically.

**SUMMARY: Additional Measures**

<b>Measure</b>	<b>Type</b>	<b>Description</b>	<b>Outcome</b>
1	Absolute	Under the state’s NCLB accountability system, Bronx Prep’s Accountability Status will be “Good Standing” each year.	Met
2	Absolute	All graduating Bronx Prep students will be accepted to at least one college.	Met

**ACTION PLAN**

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the results associated with this goal.

We will continue to bring all available resources to bear on the achievement of our mission to prepare every Bronx Prep student for college admission, matriculation, and graduation.