

# Accountability Plan Progress Reports for the 2007-08 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.



Charter Schools Institute  
*The State University of New York*

Bronx Preparatory Charter School  
Accountability  
Plan Progress Report  
2007-2008

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Trustee’s Name	Board Position
Name Carlton Charles	Committees (New Member)
Lee Flanagan	Accountability (Chair), Compensation, Development, & Nominating
Scott Nelson	(Board Chair) Accountability, Compensation, Development, Finance, & Strategic Planning
Margie Thorne	Accountability, Compensation, Development (Chair), Finance, & Strategic Planning
Lawrence Bascom	Audit (Chair), Compensation, Finance, & Nominating
Angel Morales	Audit, Finance, & Strategic Planning
Phil Wharton	Audit, Finance, & Nominating
Nancy Garvey	Compensation, Development, Finance (Chair), & Strategic Planning
Kristin Kearns Jordan	Development, Nominating, & Strategic Planning
Ravi Suria	Finance
Richard Schubart	Nominating
Andrew Paul	Strategic Planning
Steve Guggenheimer	(New member)
Alison Weaver	Accountability & Strategic Planning
Phil Gelston	Nominating
Lilieth Ferguson	(Parent Representative)

## INTRODUCTION

Bronx Prep is a classical college preparatory middle and high school located in Community School District 9 in the South Bronx. In this, our eighth year of operation, we served 578 students, for the second time in our full span of grades 5-12, and will grow next year to serve nearly 630 students. We graduated our second high school class on June 24<sup>th</sup> of this year and will reach full capacity of more than 700 students by 2011. Our overarching aim, from the day a student enters Bronx Prep, is to prepare him or her for admission to and success in college. We are so pleased to report that 100% of our second graduating class was accepted to colleges across the country. Our students will be attending a wide range of college and universities including M.I.T., Stanford, Swarthmore, College of the Holy Cross, Morgan State, and various SUNY and CUNY programs in the fall. They turned down acceptances to many universities including Harvard, Duke, and Dartmouth, exemplifying the fact that they clearly had positioned themselves to have an array of schools from which to choose.

Our academic program differs and deepens at each level. During the 5<sup>th</sup> – 7<sup>th</sup> grades, there is an intense focus on math and literacy skills. Students attend double periods of math and English, totaling 1 ½ - 2 hours of instruction in each of these subject areas each day. Many of our students are not at grade level when they enter Bronx Prep, so it is essential to have this extra time in math and English. Students also take 50 minutes of science and social studies 4 times per week and participate in a 4-day per week artistic block. All students have physical education class 2-3 times a week. Eighth grade is a transition year at Bronx Prep. They are introduced to high school level content in all courses, and they participate in artistic electives with high school students. Our 9<sup>th</sup> – 12<sup>th</sup> grade program is taught through a classical high school curriculum. Most students complete the majority of Regents courses by their senior year and therefore, have the opportunity to take some advanced placement classes as well as college level courses for credit at local colleges.

Each year students work on an ELA portfolio that will follow them through the grades. They work with their English teacher to set out goals for the portfolio and then select work that demonstrates the accomplishment of these goals. They use a rubric, which is made up of important focus areas for their grade, to assess the extent to which their work demonstrates that they have mastered these areas. Then they go through a peer review and finally they will make a presentation to a panel that consists of students, faculty, and community members.

Our enrichment program continues to be an extremely important part of our overall program, our school culture, and our students' development. In fact, when we met with our first group of graduates over the holiday break, many of them expressed that their experiences in the speech and debate program at Bronx Prep was extremely helpful to them during their first year in college. We continue to seek ways for crossover from these programs to academics. Many of the enrichment programs develop public speaking, critical thinking, performance, and communication skills, and we are starting to see some of this in our students' English skills in their academic classrooms.

The artistic program is also a critical part of our curricular day. Students spend one hour a day, four days a week participating in artistic classes. Last year, 5<sup>th</sup> graders took piano, 6<sup>th</sup> graders participated in a ½ year of art and a ½ year of theater, and 7<sup>th</sup> - 12<sup>th</sup> graders were given choice among musical theater, speech and drama, advanced piano, strings, dance, art, digital photography, journalism, woodwinds, jazz band, and guitar. Teaching artists, some of them full-time and some part-time, teach the courses. At the end of the year, students are evaluated through artistic juries. Our artistic teachers create performance rubrics that reflect the core skills that students need to demonstrate across various art forms and also the content and vocabulary associated with each of the

artistic areas. The jury consists of peers and artistic experts who pose questions to the presenters based on the standards for each artistic area- consisting of New York State standards as well as performance guidelines set by our artistic staff.

One of Bronx Prep's most enjoyed events is our annual musical. This year our students performed *The Wiz*, which was outstanding. Students not only acted in the show, but they were also responsible for the lights, sound, accompanying music, and sets. They worked with a group of theater students from NYU to make all of the sets, learning all the intricacies of set design. The musical is a wonderful experience for all involved; it spans grades 5-12, allowing for many mentoring opportunities, which benefits both the younger and the older students.

Bronx Prep operates on an extended-day and extended-year schedule. We believe that extending time on task is essential to helping our students close the achievement gap. Our extended-day program enables our teachers to spend additional time with students and provide them with enrichment and extracurricular activities that we consider important aspects of student development. It also allows our teachers to focus on core academics during the traditional school day, doubling the amount of time spent on math and reading without eliminating enrichment activities. Finally, the extended-day program provides a safe environment for our students during traditional after-school hours. For all these reasons, this program helps us to achieve our mission. Given in addition to our curricular artistic program, our extended-day program provides students with an opportunity to select from a wide variety of courses including karate, model UN, business club, Girl Scouts, debate and mock trial, strings, choir, gentlemen's club, just us girls, math club, science club, art, community service, robotics and construction, cooking, theater, journalism, step, sports, recycle a bike, and academic enrichment.

One example of a successful program is our speech and debate team, which consisted of over 120 middle and high school students last year. They competed in 15 competitions last year, in and out of state, at places such as UPenn, Yale, and Harvard. At the Harvard tournament, where there were over 5000 students from across the country, one of our sophomores came in third place in the original oratory competition. He also placed first in Original Oratory in New York State, and after 7 days of grueling competition, he was awarded 3rd place in Storytelling and 7th place in Original Oratory at the National Forensics Tournament. This young man started competing on a Monday against thousands of students and, after 23 rounds, finished late that Friday night. He truly was the star of the evening. He was one of 3 people in the entire country who walked away with two trophies. As a sophomore, he made quite an impact with school officials. He has already been offered a full scholarship to George Mason University based on his performance at this tournament.

We have also started to develop a stronger athletic program and in fact, last winter, our middle school boys' basketball team won the NYC Charter School Athletic Association Championship and our high school boys team came in 2nd place in the high school league. Our students continue to learn and shine in many areas.

Lessons outside of the classroom increase our students' understanding of the world and their desire to understand the classroom. Bronx Prep's field lesson program takes students out of our isolated neighborhood into all that New York City and beyond has to offer. Students visit places such as the Central Park Zoo, Morgan Stanley, The Food Bank of New York City, and the United Nations. In the spring, 5th – 11th graders take a multi-day trip outside of New York City in order to deepen students' exposure to college and life away from home on campuses in different areas of the country. This year, fifth graders attended Camp Vacamas in New Jersey; 6th graders visited Boston; 7th

graders went to Washington DC; 8th graders visited Atlanta; and 9th - 11th graders went on extensive college visits.

To push further academic growth, Bronx Prep runs several summer programs. Middle school students simply start the school year in the middle of August, as we believe that their greatest need is for additional time on task in the classroom. Fifth graders start a week before the rest of the middle school, in order to give them the entire middle school staff's support as they transition to the expectations of their new school. For students transitioning from middle school to high school, we run a "Visionaries in Training" program designed to introduce the high school curriculum, expectations, and culture. For high school students, who need to work on the mastery of specific skills, our summer remediation program teaches students through individualized curricula, in classes of about five students with one to two teachers, meeting for a two-hour block that focuses on one subject, particularly in math and English. This program is particularly focused on ensuring that our students have the critical college readiness skills in their repertoire. This summer, we also offered core content classes, which allowed students who did not perform well in a particular core class during the school year to demonstrate knowledge to allow them to pass the class and advance to the next grade. This program also focused on Regents preparation. Additionally, rising 9th graders who performed at a 70 or below in a math or ELA course or scored a low 2 on the state tests were required to attend summer school, where they received additional support in the form of basic skill development or specific math concepts.

Finally, some high school students attend summer programs on prep school or college campuses. Some programs that students have attended are Andover's MS<sup>2</sup>, Exeter's Summer Program, and Syracuse University. This summer, for the first time, we have a student attending Ithaca College's Summer Piano Institute and a student attending Columbia University's summer program for young people exploring careers in the medical professions. These outside programs are designed to push students in areas of academic or artistic strength as they build both their case for and their readiness for college. We have found that students who attend such programs seem to adjust better to college, and our new alumni officer will be working to get more students involved in these external summer programs.

As noted above, college exposure is part of the Bronx Prep program beginning in the 5th grade and becomes even more critical as students progress through high school. Our college office focuses on five areas: (1) campus visits; (2) a college course designed to prepare students for the college admissions process; (3) individualized college counseling; (4) parent workshops; and (5) alumni support. Beginning last year, college advisors communicated with our alumni through emails, instant messaging, and phone calls. They also made visits to some of our students on their college campuses, which were extremely helpful, both for Bronx Prep and for the particular students. In addition, we held two alumni sessions at Bronx Prep, one during winter break and one after the students returned home for summer. We used these sessions to learn how our students are doing in college, how we can continue to assist them, and how we can adjust our high school program to better meet the needs of our students. Next year, we will visit all of our alumni on their respective college campuses and provide services to assist them as they progress through college. Our evolving college and alumni office will also help to connect our alumni with summer internships, which are important so students can contribute to their financial aid packages, which typically go up through the years, and will help them with career exploration and workplace experience, beginning to connect to professional networks. Getting our students into college is only the beginning—it is essential that we continue to provide support to them to ensure that they succeed in college and graduate.

The following report summarizes and provides analysis of our performance data for school year 2007-2008. 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.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04	0	0	0	0	0	55	56	53	42	43	0	0	0	249
2004-05	0	0	0	0	0	115	55	59	56	49	32	0	0	366
2005-06	0	0	0	0	0	112	103	47	62	52	30	27	0	433
2006-07	0	0	0	0	0	115	115	97	45	54	38	25	21	510
2007-08	0	0	0	0	0	117	111	110	96	45	51	27	20	577

**High School Cohorts**

**Accountability Cohort**

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2004 state Accountability Cohort is comprised of students who entered the 9<sup>th</sup> grade in the 2004-05 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2007-08 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>

The following table indicates the number of students in each 2007-08 Accountability Cohort, according to two points in time: BEDS Day in October, 2007 and June 30, 2008.

**Fourth-Year High School Accountability Cohorts**

Year	Year Entered 9 <sup>th</sup> Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October 2007	Number Removed During the School Year	Number in Accountability Cohort
2006-07	2003-04	2003*	N/A	0	23
2007-08	2004-05	2004	25	0	25

\*The 2003 Cohort Graduated June 2007

**Graduation Cohort**

Students are included in the Graduation Cohort based on the year they first enter the 9<sup>th</sup> grade. However, students who have spent at least five months in the school after entering the 9<sup>th</sup> grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in the school’s Graduation Cohort if the student’s reason for discharge is *not* transfer to another New York State district or school, died, transferred by court order, or left the U.S.

**2007-08 High School Graduation Cohorts**

Year in Cohort	Year Entered 9 <sup>th</sup> Grade	Cohort Designation	Number of Students Enrolled on June 30, 2008 (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
Fifth	2003-04	2003	5*	0	5*
Fourth	2004-05	2004	25	0	25
Third	2005-06	2005	31	0	31
Second	2006-07	2006	44	0	44
First	2007-08	2007	39	0	39

**A chart outlining the graduation requirements for the state and for the school, and highlighting the areas in which Bronx Prep standards are higher, can be found on Page 54 of this report.**

\*The 2003 cohort had a 4-year graduation date of June 2007. The original cohort size was 23 and of those 23 cohort members, 18 completed all state requirements and Bronx Prep school requirements for graduation by June 2007. Three (3) other members of the cohort completed state requirements, but returned in 2007-2008 in order to complete Bronx Prep school requirements. One (1) member of the cohort did not complete state and school requirements until 2008 and was graduated in June 2008. One member of the cohort will complete state and school requirements in the coming school year and will be graduated in June 2009.

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<sup>1</sup> Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

Bronx Preparatory Charter School students will become proficient readers and writers of the English Language.

#### **Background**

At Bronx Prep the teaching triangle- curriculum, instruction, and assessment- are at the very center of our work. As such, our teachers continue to develop and align to the standards curricular scope and sequence documents which outline the essential questions, core content and skills to be taught, resources to be used, and assessments to be administered. Our evolving English curriculum centers on having teachers provide daily instruction in reading and writing such that students are exposed to classic literature, various genres, as well as contemporary authors. Having established a formal middle school writing curriculum with the support of the *America's Choice* program, our school continues to deepen the writing capacity of our students by mapping backward from the high school writing portfolio process which grows out of our advanced placement English course into the middle level grades. The alignment in the writing curriculum is being mirrored in the development of a full 5-12 reading curriculum which focuses on teaching critical reading across literary genres and radically increasing the volume of reading in which students engage across the school. All of the curriculum work is couched in the backward mapping and differentiated instruction professional development models which support teachers in constantly refining that which students must know, understand, and be able to do as readers, writers, thinkers, listeners, and speakers.

English instruction is driven both by best practices in the teaching of reading and writing and by increasingly effective assessment of student products. A critical element of our approach to providing data-driven instruction is the interim assessment process through which teachers are able to assess the reading and writing skills that students have mastered and to strategically plan future lessons based on those skills which have yet to be mastered. Reading instruction in the context of the English classes also builds on the connections between the intellectual demands involved in reading and writing in different genres with particular distinctions being taught into through nonfiction and fiction materials.

#### **Goal 1: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

#### **Method**

Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the ELA exam in January 2008. 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.

**2007-08 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
5	116	0	0	1	117
6	111	0	0	0	111
7	108	0	0	2	110
8	95	0	0	1	96
All	430	0	0	4	434

**Results**

As the table below presents, 55% of all students who were enrolled in at least their second year performed at Levels 3 and 4 on the New York State English Language Arts examination. As the table also indicates, students in grade 8 underperformed with 57% performing at Levels 1 and 2. By contrast, less than 50% and less than 30% of students in grades 6 and 7 respectively performed at Levels 1 and 2. Most significantly for all students across grades 6, 7, and 8 less than 1% of students are significantly deficient in basic literacy skills as reflected in performance at Level 1.

**Charter School Performance on 2007-08 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	31	69	0	69	116
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students	0	47	53	0	53	111
	Students in At Least 2 <sup>nd</sup> Year	0	47	53	0	53	102
7	All Students	1	28	70	1	71	108
	Students in At Least 2 <sup>nd</sup> Year	0	29	70	1	71	101
8	All Students	2	55	41	2	43	95
	Students in At Least 2 <sup>nd</sup> Year	2	55	41	1	42	83
All	All Students	1	40	58	1	59	429
	Students in At Least 2 <sup>nd</sup> Year	1	44	54	1	55	286

**Evaluation**

As the above chart indicates, we have fallen short of meeting this measure. Across all three tested grades (6-8), 55% of our students who were enrolled in at least their second year performed at or above Level 3. With 41% 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

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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.

**Additional Evidence**

As we compare the experiences of students at each grade level over multiple years, we find that student performance trends are positive. In the last two years, the performance of students who were in 6<sup>th</sup> grade in 2007-2008 improved over that of students who were in 6<sup>th</sup> grade in 2006-2007. This 7% improvement in performance in 6<sup>th</sup> grade is eclipsed by a 15% and 12% increase in performance for students who were in 7<sup>th</sup> and 8<sup>th</sup> grades in 2007-2008 respectively as compared to those who were in those grades in 2006-2007. Given that the students in each grade were enrolled in our school for two consecutive years, we believe that these positive trends in performance suggest that the impact of instruction at our school is significant and becoming stronger over time.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6					50	92	46	84	53	102
7					44	43	56	93	71	101
8					33	61	30	44	42	83
All					42	196	47	221	55	286
*Bronx Prep accepts students at the 5 <sup>th</sup> Grade Level, hence these students were only enrolled at the school for 1 year										

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

As the table below indicates, the performance index (PI) is 159. The overwhelming majority of students perform at Levels 2, 3, and 4 resulting in the school making satisfactory progress toward the

goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts.

**Calculation of 2007-08 English Language Arts Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	1	40	58	1	386

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41 & + & 58 & + & 1 & = & 100 \\
 & & & + & 58 & + & 1 & = & 159 \\
 & & & & & & \text{PI} & = & \mathbf{159}
 \end{array}$$

**Evaluation**

New York State’s Annual Measurable Objective (AMO) for 2007-2008 is 133. The results fro 5<sup>th</sup> – 8<sup>th</sup> grade students resulted in a PI of 159 which exceeds the ELA AMO. Therefore, we have successfully met this measure.

**Additional Evidence**

As we examine the results of student performance in ELA, we find that in each year for the past three years, the school’s PI has exceeded the ELA AMO. Similarly, the percent of students performing at or above grade level has continued to increase in each of the past three years. The school’s performance index has also been affected positively by the continual reduction in each of the past three years of the number of students performing at Level 1. Indeed, we have successfully reduced the percentage of students performing at Level 1 to 1%. By moving larger percentages of students into Levels 2 and 3 each year, the school has achieved and exceeded the required improvement in the ELA performance index.

**English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades <sup>3</sup>	Number Tested	Percent of Students at Each Performance Level [ELA]				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2004-05	8	42	0	40	50	10	160	103
2005-06	5-8	314	5	50	42	3	140	122
2006-07	5-8	356	2	48	47	3	148	122
2007-08	5-8	386	1	40	58	1	159	133

<sup>3</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

**Results**

As the table below indicates, the students in grades 6-8 outperformed their peers in the New York City CSD 9 schools. While 33% of students in these grades in CSD 9 performed at or above grade level in ELA, 55% of Bronx Prep students in the same grades performed at or above grade level.

**2007-08 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	53	102	32	2914
7	71	101	44	2982
8	42	83	23	2796
All	55	286	33	8692

**Evaluation**

While 55% of students who have been enrolled at our school for at least 2 year in grades 6-8 performed at or above grade level in ELA, only 33% of students in the same tested grades in CSD 9 performed at or above grade level in ELA. Therefore, the school met this measure and indeed, exceeded the district’s performance across all three grades by 22%. As we examine the students’ performance in each grade, it is of particular note that 71% of Bronx Prep students in grade 7 performed at or above grade level, while less than 45% of CSD 9 students did so, reflecting a 27% difference in performance levels of Bronx Prep’s 7<sup>th</sup> graders as compared to their district peers. It is also particularly important to note that while students in grade 8 across our school and the local district seemed to struggle most, our students outperformed their peers in this grade level by nearly 20%.

**Additional Evidence**

As we examine the students’ performance over time in comparison to that of their peers in the local district, we see that Bronx Prep students have consistently outperformed their peers in the past three years. Indeed, Bronx Prep students have outperformed their local district peers by 15% or higher, with the greatest difference of 22% having been reached in this past year. It is also notable that while the local district’s performance has remained flat for the last 2 years, with 33% of all students in

grades 6-8 performing at or above grade level, Bronx Prep’s student performance has increased by 7% improving from 48% to 55% of students at or above grade level in that same 2-year period.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6					50	34	46	37	53	32
7					44	30	56	31	71	44
8					33	25	30	32	42	23
All					50	32	48	33	55	33

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

Bronx Prep students in grades 5-8 perform as well as is expected given the comparison to their peers who share the same demographic characteristics in public schools throughout the state of New York. Across all middle level grades, 50.5% of students performed at or above grade level while 50.3% were expected to do so. The difference between the students’ actual performance and predicted performance is 0.2 which produces an effect size of 0.00.

**2006-07 English Language Arts Comparative Performance by Grade Level**

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		117	52.1	57.9	-5.8	-0.41
6		115	51.3	50.3	1.0	0.06
7		97	54.6	44.1	10.5	0.61
8		45	35.6	43.6	-8.0	-0.46
<b>All</b>		<b>62.2</b>	<b>374</b>	<b>50.5</b>	<b>50.3</b>	<b>0.2</b>

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

**Evaluation**

The difference between Bronx Prep's actual student performance and predicted student performance was 0.2 which produces an effect size of 0.00. Despite the fact that the actual performance exceeded the predicted level of performance, this effect size is less than 0.3 and therefore, the school did not meet this measure. While students in grades 6 and 7 exceeded the predicted levels of performance for their grade levels, students in grades 5 and 8 fell significantly short of their expected levels of performance thereby producing negative effect sizes in those grades. As a result of this inconsistent performance across grades, the overall effect size for the middle school grades is 0.00 reflecting performance that is about the same as expected given the students' demographic characteristics as compared to their peers statewide.

**Additional Evidence**

As we examine the student performance results of our students in comparison to their peers statewide who share the same demographic characteristics, we find that our students' actual performance has consistently exceeded the predicted levels of performance. However, such performance has not consistently produced a significant effect size. Indeed, in the past 2 years, our students have performed about the same as is expected rather than performing higher than expected as was the case 3 years ago.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	8	61.0	52	57.7	30.5	1.38
2005-06	5-8	63.3	319	45.1	44.9	0.01
2006-07	5-8	62.2	374	50.5	50.3	0.00
2007-08	N/A	N/A	N/A	N/A	N/A	N/A

**Goal 1: Growth Measure**

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

The students in the grade 7 cohort achieved their targets. As a result, the students in grade 7 successfully halved the difference between the percentage proficient in 2006-2007 and 75% proficient in 2007-2008.

**Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
6	90	52.2	63.6	48.9	No
7	88	52.3	63.6	71.6	Yes
8	83	55.4	65.2	42.2	No
All	261	53.3	64.1	54.4	No

**Evaluation**

While one grade level cohort met and exceeded this measure by 8%, the school did not meet the overall measure of having all three cohorts achieve their targets. Despite the fact that the school’s overall performance increased this year over last, students in grades 6 and 8 fell significantly short of meeting their targets. This underperformance reflects our previously acknowledged need to substantively increase the volume of reading that students do across the grades and that such reading focus specifically on building reading strategies and vocabulary development.

**Additional Evidence**

As the chart below indicates, cohort student performance reflects some growth in that 1 of 3 cohorts met the target this year whereas none of the cohorts met their targets last year. In both years, our analysis reveals that there was significant slippage in performance for several of our male students as well as our students who have English Language proficiency needs. We plan to pilot targeted academic intervention in gender-based small groups as well as to increase the staffing expertise by hiring a full time ESL teacher to address student needs.

**Cohort Performance on State English Language Arts Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	5-8	0	3
2007-08	5-8	1	3

**Goal 1: 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.**

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

**Results**

All students in 10<sup>th</sup> grade English classes, including those students who had to repeat the course, presented and defended their portfolios and 95% of students received a proficient rating of their work. The portfolios and their defenses were graded on a 100-point scale and 95% of the 10<sup>th</sup> grade students receive a rating of 70% or higher.

As we indicated in last year’s report that we would do, we also report here on the performance of our current 11<sup>th</sup> graders. Students in 11<sup>th</sup> grade English also were required to present and defend portfolios. Not only did all, 100%, of the juniors achieve a proficient rating or higher on their portfolios, but also the average score was 90 points.

**Evaluation**

With 95% of 10<sup>th</sup> grade English students having received a rating of proficient or higher on their portfolios, the school has met and exceeded this measure. Students will continue to maintain their portfolios in grades 11 and 12 and will have to defend those portfolios each year as a demonstration

of their growth as readers, readers, thinkers, listeners, and speakers of English. We see some positive trends in examining the portfolios of our 10<sup>th</sup> and 11 grade students, as exemplified in part by the increase in average score from 77.9 points for the 10<sup>th</sup> graders to an average score of 90 points for our 11<sup>th</sup> graders. Beyond meeting the objective of this particular measure, our goal is that all students will graduate with a substantive portfolio which will not only be used in the college application process, but also will serve students well as they reflect on who they are as readers, writers, and critical thinkers.

**Goal 1: 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.**

### **Method**

For 2007 – 2008, graduating seniors were required to submit their senior thesis or project in History. All seniors participated in a senior history class entitled *Facing History and Ourselves*. The theme of the class is identity and students explored both the African Diaspora and the Jewish Holocaust. The senior project for 2007-2008 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.

### **Results**

All students in the 12<sup>th</sup> grade *Facing History and Ourselves* course completed their senior thesis project and 90% of the students achieved a proficient or higher rating. The average score was 84 on a 100-point scale.

### **Evaluation**

Students performed at quite a high level in completing their senior projects. With 90% of our 12<sup>th</sup> grade students scoring above 70, we came quite close to meeting this measure but fell short. As 2 students achieved ratings of 63 and 69, they did not pass. In order to ensure that 100% of next year's seniors successfully meet this measure, we have built supports into our English classes via the portfolio process so that students can enlist the guidance of their English teacher as they prepare their History senior thesis notes and presentations. In addition, the high school principal will be coaching the History teacher and team teaching with him such that students have direct intervention support from the principal who is our most experienced teacher of the *Facing History and Ourselves* course.

**Goal 1: 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.**

**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.

**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 are in parentheses.

<b>All Charter Schools</b>	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
Grade 6 (654.12)	0-650	651-655	656-661	Above 661
Grade 7 (660.02)	0-650	651-658	659-668	Above 668
Grade 8 (647.56)	0-643	644-648	649-659	Above 659
<b>Selected Sample</b>	<b>Quartile 1</b>	<b>Quartile 2</b>	<b>Quartile 3</b>	<b>Quartile 4</b>
Grade 6 (654.12)	0-653	654-655	656-659	Above 660
Grade 7 (660.02)	0-640	641-643	644-648	Above 648
Grade 8 (647.56)	0-655	656-658	659-660	Above 660

**Evaluation**

As students’ mean scale scores remained essentially flat in grades 6 and 7 and having shown only slight improvement in grade 8 of 3.5 points, the school partially meets this measure. 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 when compared to 6<sup>th</sup> grade students in the Selected Sample. Our students in grade 7, with a mean scale score of 660, successfully meet this measure as they fall within Quartile 3 when compared to grade 7 students in All Charter Schools and in Quartile 4 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 647. 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.

**Goal 1: 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.**

**Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students had until the summer of their fourth year to do so.

**Results**

All students (100%) in the 2003 cohort and 84% of students in the 2004 cohort passed the New York State English Regents examination by the completion of their fourth year in the cohort.

**English Regents Passing Rate by Accountability Cohort and Year**

Cohort (Graduation Year)	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2007	26	85	23	100		
2008	N/A	N/A	30	40	25	84
2009	N/A	N/A	32	28	31	71
2010	N/A	N/A	N/A	N/A	44	16

**Evaluation**

The school has achieved and exceeded this measure for the 2003 cohort (4-year graduation date 2007) as well as for the 2004 cohort (4-year graduation date 2008). The 2003 cohort achieved 100% proficiency, exceeding the measure by 25% while the 2004 cohort achieved 84% proficiency, exceeding the measure by 9%. The slight decrease in cohort performance between our first two cohorts prompted adjustments to our curriculum as well as to our academic intervention services. We are confident that these changes will yield substantive improvement for our students. We already see some impact as the 71% of the 2005 cohort (4-year graduation date 2009) has already achieved proficiency on the exam by the end of their third year in the cohort.

**Goal 1: Absolute Measure**

**Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.**

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students in the Accountability

Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 165. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

**Results**

As the table below indicates, the performance index (PI) is 176. The overwhelming majority of students perform at Levels 2, 3, and 4 resulting in the school making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts.

**English Language Arts Performance Index (PI)  
of 2004 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
25	8	8	64	20

$$\begin{array}{rcccccccc}
 \text{PI} & = & 8 & + & 64 & + & 20 & = & 92 \\
 & & & & 64 & + & 20 & = & 84 \\
 & & & & & & \text{PI} & = & 176
 \end{array}$$

**Evaluation**

New York State’s Annual Measurable Objective (AMO) for 2007-2008 is 165. The results for the 2004 cohorts students yielded a PI of 176 which exceeds the ELA AMO. Therefore, we have successfully met this measure. Indeed, the school’s PI exceeds the annual measurable objective by 11.

**Additional Evidence**

As we examine the results of high school student performance in ELA, we find that in each year for the past two years, the school’s PI has exceeded the ELA AMO. We continue to strive to not only exceed the AMO, but also to achieve fully the goal of having all students demonstrate proficiency via the high school English Regents exam as we achieved with the 2003 cohort.

**English Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	23	0	0	70	30	200	159
2004	25	8	8	64	20	176	165

**Goal 1: Comparative Measure**

**Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.**

**Method**

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results will be presented.

**Results**

Bronx Prep students have passed the English Regents exam by the end of their fourth year in 2003 and 2004 cohorts at the rate of 100% and 84% respectively. The data for the local school district is not yet available and we are unable to make any comparisons at this time.

**English Regents Passing Rate  
by Charter School and School District \***

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	100	23		
2004	84	25		

\*School District Information not yet available

**Evaluation**

The data is not yet available; however, we are confident that the impressive performance of our 2003 and 2004 cohorts, which significantly exceeded this measure by 25% and 9% respectively on this measure, will position us to meet and exceed this measure.

**Additional Evidence**

With 71% of the 2005 cohort (4-year graduation date 2009) having already achieved proficiency on the New York State English Regents exam by the end of their third year in the cohort, we believe that we will continue to meet and exceed this measure.

**Summary of the English Language Arts Goal**

While our students continue to improve in their performance in English Language Arts, demonstrating increased percentages of Level 3 and 4 scores in each of the last three years, our school is still approaching but has not fully met the absolute measure of 75% of students performing at or above grade level in the middle grades. We do see, however, that as students move into the high school grades they are performing at even higher levels and do in fact meet the absolute measure of 75% of students in the high school cohorts passing the English Regents exam by the completion of their fourth year in the cohort. Indeed, the overwhelming majority of Bronx Prep students pass the English Regents exam by the end of their third year in the cohort. As student performance continues to be strong, Bronx Prep students also consistently outperform their peers in the local district. When examining regression analyses results we find that our students perform at least as well as is expected given comparison with their demographic peers in similar public schools across the state of New York.

The chart below summarizes our performance and highlights the school’s continued progress in achieving the specific measures as outlined in our accountability plan.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Approaching (55%)
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	6 <sup>th</sup> – Did Not Achieve 7 <sup>th</sup> – Achieved 8 <sup>th</sup> – Did Not Achieve
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.	Achieved
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.	Approaching (90%)
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 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.	6 <sup>th</sup> – Did Not Achieve 7 <sup>th</sup> - Achieved 8 <sup>th</sup> – Did Not Achieve
Absolute	For each high school cohort of Bronx Prep students, 75% of	2008 - Achieved

	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.	2009 - Approaching (71% in third year of cohort)
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Absolute	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Data Not Available

**Action Plan**

We will reorganize all content area departments into grade 5-12 specialty areas with two coaches or coordinators serving as the point persons for each academic discipline. We will also tap into the instructional expertise of the head of school and principals by assigning each of the disciplines to one of the three lead administrators, thereby bringing greater focus and accountability to each instructional team.

Middle school teachers English teachers will continue to teach only 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 continue to have dedicated time built into their schedules to plan together.

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 continue to be supported by America’s Choice to help turn key their professional development to the rest of the middle school staff. In addition, the America’s Choice professional developer will continue to provide on site training several times through out the year to the whole staff.

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).

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 and Tools fro High Quality Differentiated Instruction such that faculty will begin to refine the completed 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.

We continue to conduct analysis of the data and identify 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 will be actively monitored by administrators. One key element to this evolving work is to address gender specific differences that we see in student performance particularly at the 8<sup>th</sup> grade level. We will enlist the support of our guidance counselor and other senior male staff members who runs enrichment activities for boys to directly address the connections between our male students' evolving definitions of themselves as young men and their sense of themselves as readers, writers, critical thinkers, and college bound students.

Students who are performing at a level 1 or 2 will continue to receive Academic Intervention Services as a part of their academic day. In accordance with the scores from 2007 – 2008, students are being subdivided into smaller groups based on specific deficiencies that will be directly addressed by the AIS teacher

High School English teachers will also begin to revise the English scope and sequence in grades 9 – 12 in collaboration with the middle school teachers. As a part of this process the portfolio system is being rolled backwards into the middle school grades. The high school portfolio is a body of work that represents the following:

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

In addition, students are 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.

Middle school students will also continue to collect work samples in portfolios that will follow them through the grades. The rubrics will now be developed for the middle school portfolios such that they spiral up to high school standards and so that middle schoolers begin to explicitly develop the presentation skills that they will need in high school and college.

All seniors participated in a senior history class entitled *Facing History and Ourselves*. The theme of the class is identity and students explore both the Africa Diaspora and the Jewish Holocaust. The senior project is based on this class. The project consists 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 have to use APA formatting.
2. Presentation to audience of peers, parents, and community members

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 also deepen and extend our academic intervention services across grades 5-12. The AIS coordinator will work with the middle school staff as well as the director of learning enhancement to

provide directed intervention support to students in need as well as targeted professional development support to teachers.

The focus on nonfiction reading and critical analysis and on the substantive increase in the volume of reading that students do will continue through the purchase of classroom libraries for all teachers of English as well as leveled guided reading sets which will be shared across grade levels under the direction of the coaches and AIS coordinator. The increase in the volume of student reading will parallel the increased alignment of the reading and writing curricula. That is, the evolving reading curriculum will be substantively developed such that students are engaged in reading across genres through their English classes as well as through their classes in History, Science, Social Studies, and Mathematics. Students' reading logs will be collected and analyzed such that coaches, the AIS coordinator, and learning enhancement director may more qualitatively advise classroom teachers as to needed changes in instructional focus.

The addition of a full time ESL teacher as well as another special education teacher will also serve to support our efforts to improve student performance in ELA.

Professional development activities will also include training for teachers in instructional techniques the center on the development of student facility with fluency, vocabulary development and comprehension as core elements of reading. These efforts will deepen teachers' capacities to teach students how to read and how to read critically such that the increase in reading volume and frequency of reading across genres and levels will lead to improved interpretation, comprehension, and analysis of reading by students.

## MATHEMATICS

### **Goal 2: Mathematics**

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

#### **Background**

At Bronx Prep the teaching triangle- curriculum, instruction, and assessment- is at the very center of our work. As such, our teachers continue to develop and align to the standards-based curricular scope and sequence documents which outline the essential questions, core content and skills to be taught, resources to be used, and assessments to be administered. Our Mathematics curriculum centers on having teachers provide daily instruction in core mathematics concepts, application of concepts to real world problems and projects, utilization of manipulatives, and reinforcement of basic algorithms and principles of numeracy. Given our expectation that all students be prepared to choose among several advanced placement Mathematics courses at the high school level, the middle level curriculum is designed to push student understanding of core concepts and to build facility with the language and problem-solving strategies of higher levels of mathematics.

Instruction in Mathematics is driven both by best practices in the teaching of math and by increasingly effective assessment of student products. A critical element of our approach to providing data-driven instruction is the interim assessment process through which teachers are able to assess the math content and skills that students have mastered and to strategically plan future lessons based on those skills which have yet to be mastered. The use of portfolios, individual learning plans, and writing as a learning tool in mathematics are also critical to the instruction that we provide. As we work to increase the impact of out-of-school learning in math, the engagement of parents in workshops that center on shifting attitudes toward mathematics and each students' capacity to engage in learning math at high levels as well as focusing on developing awareness, strategies, and activities that parents can do with their students are also critical elements of math instruction.

Professional development, lead by our middle school principal, middle school coach, and high school department chair centers on the deepening of teachers' capacities to analyze student errors, address individual student learning styles and needs, and provide multiple entry points for learners as the work to master increasingly challenging content and skills. The backward mapping and differentiated instruction models serve as the overarching umbrella of professional development and teachers continue to refine that which students must know, understand and be able to do in mathematics.

### **Goal 2: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

#### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in January 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
5	116	0	0	0	116
6	111	0	0	0	111
7	109	0	0	0	109
8	95	0	0	0	95
All	431	0	0	0	431

**Results**

Mathematics performance of Bronx Prep continues to improve and this year 82% of all tested students in at least their second year at our school performed at Levels 3 and 4.

**Charter School Performance on 2007-08 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	2	14	74	10	84	116
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students	0	21	60	19	79	111
	Students in At Least 2 <sup>nd</sup> Year	2	21	60	17	77	85
7	All Students	0	6	56	39	95	109
	Students in At Least 2 <sup>nd</sup> Year	0	4	57	39	96	101
8	All Students	0	27	64	9	73	95
	Students in At Least 2 <sup>nd</sup> Year	0	28	63	9	72	67
All	All Students	0	17	63	19	82	431
	Students in At Least 2 <sup>nd</sup> Year	1	17	63	19	82	253

**Evaluation**

With 82% of students in grades 6, 7, and 8 performing at or above grade level on the state Mathematics examination, the school exceeded this measure. The performance of students in each of the grades is notable. Nearly 80% of students in grade 6 performed at or above grade level and more than 95% of students in grade 7 did so. While 8<sup>th</sup> grade performance remains a challenge at our school as is the case in middle schools across the city, state, and nation, the performance of our students in grade 8 is also particularly impressive, with 72% of students at this grade level performing at Levels 3 and 4. Curriculum alignment, development of academic interventions including a series of parent workshops, and implementation of a full interim assessment program

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

have yielded significant results. These efforts will be deepened in order to support the achievement of all students.

**Additional Evidence**

Our analysis of the student performance data over the past three years suggests that while the school has come close to meeting this measure in prior years, this year is the first time we have met the measure. Indeed, with 82% of students performing at or above grade level, the school has exceeded the measure by 7%. As we look specifically at the performance of students across the last two years, we find the most significant improvement in grades 7 and 8 with improvements of 30% and 42% respectively from school year 2006-2007 to school year 2007-2008.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6					76	98	78	82	77	85
7					32	45	65	91	95	101
8					43	62	30	44	72	67
All					50	217	63	217	82	253

**Goal 2: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s State mathematics AMO, which for 2007-08 is 102. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

The school’s performance index is 181. Nearly all of the students, 99%, performed at Level 2 or higher and only 1% of students performed at Level 1.

**Calculation of 2007-08 Mathematics Performance Index (PI)**

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 – 8	1	17	63	19	355
$  \begin{aligned}  \text{PI} &= 17 + 63 + 19 = 99 \\  &+ 63 + 19 = 82 \\  \text{PI} &= 181  \end{aligned}  $					

**Evaluation**

The school’s performance index is 181 which far exceeds the annual measurable objective of 102; therefore, the school has exceeded this measure. The achievement of 99% of students performing at levels 2 or higher and having only 1% of students perform at level 1 resulted in the school’s performance index of 181, exceeding the AMO by 79 points.

**Additional Evidence**

The students’ performance in Mathematics has continued to improve over the course of the past three years. In each of the last three years the school’s performance index has significantly exceeded the AMO. While the number of students performing at Level 2 or higher has continued to increase, the number of students performing at Level 1 has also decreased in each of the last three years.

**Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5-8	315	7	35	50	9	153	86
2006-07	5-8	355	4	25	55	15	165	86
2007-08	5-8	355	1	17	63	19	181	102

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

**Results**

Eighty-two (82) percent of all tested Bronx Prep students who were enrolled in at least their second year performed at or above Level 3 on the state mathematics exam as compared to 52% of all students in the same tested grades in the local school district.

**2007-08 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	77	85	55	3016
7	95	101	56	3065
8	72	67	45	3021
All	82	340	<b>52</b>	9102

**Evaluation**

The school met this measure as the performance of our students exceeded that of the students in the local district by 30%. At each grade level Bronx Prep students significantly outperformed their peers in the local district. It is particularly important to note that the students in grade 7 outperformed their peers by nearly 40%.

**Additional Evidence**

The school’s performance has consistently outpaced that of the local district for the past three years. Our analysis reveals that Bronx Prep students have outperformed their local district peers by more than 20% in each of the last three years with the greatest difference, 30%, having come in this past school year. While the district students in grade 6 closed the gap a bit in the past two years, Bronx Prep students in grades 7 and 8 have continued to widen the gap between themselves and their district peers. The largest gap in performance occurred in this past school year with Bronx Prep outpacing their district peers in grades 7 and 8 by 39% and 27% respectively.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6					76	30	78	45	77	55
7					32	26	65	37	95	56
8					43	19	30	28	72	45
All					50	28	63	39	82	52

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

**Results**

The school’s actual performance was 70.7%, significantly higher than the predicted level of performance which was 59.4%, and this difference produced an effect size of .57. Students’ actual performance exceeded the predicted level of performance in grades 5, 6, and 7, producing effect sizes of .67, .96, and .56 respectively. The overall result of students performing at levels higher than predicted given the comparison to their peers who share the same demographic characteristics in similar public schools state-wide is that Bronx Prep students performed at a higher than expected level to a medium degree.

**2006-07 Mathematics Comparative Performance by Grade Level**

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		116	80.2	68.2	12.0	0.67
6		115	80.9	61.3	19.5	0.96
7		96	65.6	53.1	12.5	0.56
8		45	31.1	44.9	-13.8	-0.66
All	62.2	372	70.7	59.4	11.3	0.57

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

**Evaluation**

The school met this measure with an aggregate effect size of .57. As indicated above, students in grades 5, 6, and 7 performed at significantly higher than predicted levels as compared to their demographic peers in similar schools throughout the state. The actual performance of students in grade 6 produced an effect size of .96, indicating that these students performed at a higher than expected level to a high degree. While students in grade 8 underperformed, the aggregate effect size of .57 exceeds the required effect size of .3 and the school performed higher than expected to a medium degree.

**Additional Evidence**

An examination of student performance over the past three years for which data is available reveals that Bronx Prep student performance in Mathematics has consistently produced significant effect sizes. Students have performed in school years schools 2004-2005, 2005-2006, and 2006-2007 at levels higher than expected to at least a medium degree as compared to the predicted levels of performance given the students’ demographic characteristics.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	8	61.0	53	52.8	38.7	0.69
2005-06	5-8	63.3	315	59.0	46.5	0.54
2006-07	5-8	62.2	372	70.7	59.4	0.57
2007-08	N/A	N/A	N/A	N/A	N/A	N/A

**Goal 2: Growth Measure**

Each year, each grade-level cohort 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 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

Students in grade 7 meet and exceeded their target by demonstrating a gain of more than 15% over their performance as 6<sup>th</sup> graders. In addition, the overall performance of students in all of the tested grades reflects a gain in performance of 1.4%.

**Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08**

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
6	98	78	Gain	74.5	No
7	92	80	Gain	95.7	Yes
8	93	72	73.5	65.6	No
All	283	77	Gain	78.4	No

**Evaluation**

While the students in grade 7 and the overall performance of all tested grades met or exceeded the designated targets, the school only partially met this measure. Students in grades 6 and 8 underperformed given their prior year’s performance as 5<sup>th</sup> and 7<sup>th</sup> graders. Having met their targets last year as 5<sup>th</sup> graders with 78% performing at or above grade level, this year’s grade 6 students were expected to demonstrate some gain in that performance. However, their performance demonstrated slippage of 3.5%. Similarly, this year’s grade 8 students were expected to increase their performance by 1.5% and thereby halve the difference between their 7<sup>th</sup> grade performance and the 75% target. Instead, they too demonstrated slippage of just over 6%. Overall, we are heartened by student performance as the aggregate change in performance of students at or above grade level as they moved from one middle school grade level to the next was positive, reflecting a 1.4% improvement.

**Additional Evidence**

Student performance in Mathematics continues to improve. Despite the fact that only one cohort both this year and last year met their individual targets, we see that this year the overall performance of

students met and exceeded expected levels given the fact that students had performed at or above grade level in their previous year at the school.

**Cohort Performance on Mathematics Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6-8	1	3
2007-08	6-8	1	3

**Goal 2: Absolute Measure**

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

**Method**

The school administered the New York State Regents Math A and Math B exams. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a mathematics exam.

**Results**

The entire 2004 cohort, 100%, demonstrated performance of at least 65 on a New York state Regents Mathematics exam by the completion of this, their fourth, year in the cohort. This same high level of performance was demonstrated by the 2003 cohort 100% of whose members also passed a Regents Mathematics exam by the end of their fourth year in the cohort.

**Regents Mathematics Passing Rate by Cohort and Year**

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing								
2003					26	92	23	100		
2004					30	93	30	93	25	100

**Evaluation**

The school met and exceeded this measure as more than 75% of students in both the 2003 cohort and the 2004 cohort scored at 65 or higher on a state Mathematics Regents examination by the completion of their fourth year in the cohort. Specifically, 100% of students in the 2003 cohort and 2004 cohort respectively scored at least 65 on a state Mathematics Regents examination, thereby exceeding this measure by 25%.

**Additional Evidence**

Students in each cohort performed significantly better on the Math A exam than they did on the Math B exam with 100% of the 2003 and 2004 cohorts passing the Math A exam but only 44% and 30% respectively passing the Math B exam.

Further, the members of the next three cohorts are well on their way to far exceeding the performance of past cohorts and thereby continuing to exceed this measure. Specifically, 95% of the members of the 2005 cohort have already passed a Mathematics Regents exam by the end of their third year in the cohort. Eighty-six percent (86%) of students in the 2006 cohort have passed a Mathematics Regents upon completion of their second year in the cohort as have 44% of students in the 2007 cohort at the end of their first year in the cohort. The school continues to maintain a high level of performance.

**Cohort Passing Rate by Regents Mathematics Exam**

Exam	Cohort	
	2003	2004
Math A	100	100
Math B	44	30
Integrated Algebra	N/A	N/A
Geometry	N/A	N/A
Algebra 2	N/A	N/A

**Mathematics Regents Passing Rate by Accountability Cohort and Year**

Cohort	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2005	41	80	32	94	31	96
2006			48	67	44	86
2007					39	44

**Goal 2: Absolute Measure**

Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2007-08 is 159. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is

200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

**Results**

The school’s performance index is 195. This high level of performance is supported by achievement of 100% of our students who performed at Level 3 or 4 on a Mathematics Regents exam. Similarly, no Bronx Prep students scored at Level 1 or 2 on a Mathematics Regents exam.

**Mathematics Performance Index (PI)  
of 2004 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
25	0	0	84	16

$$\begin{aligned}
 \text{PI} &= 1 + 84 + 16 = 100 \\
 &= 84 + 16 = \frac{100}{200} \\
 &\text{PI} = 200
 \end{aligned}$$

**Evaluation**

The school has met this measure and exceeded the annual measurable objective by 41 points. With 100% of students performing at or above Level 3, the school is currently meeting the 2013-2014 standard of having 100% of students demonstrate proficiency on at least one Mathematics Regents exam. As we continue to strengthen the curriculum, academic intervention services for high school students, and utilize interim assessment results to target instruction to the individual needs of students, we are confident that we will continue to exceed this measure and reach the required standard in the coming years.

**Additional Evidence**

The school’s performance index has exceeded the annual measurable objective (AMO) in each year for the past two years. The performance index has exceeded the AMO by 47 points and 41 points respectively in the last two years. The percentage of students performing at Levels 3 and 4 has remained steady and such continued student performance at Levels 3 and 4 will support the school’s impressive performance index. We are confident that the 2005 cohort and 2006 cohorts which already demonstrate 96% and 86% proficiency respectively in their second and third years of cohort membership will ultimately achieve the 2013-2014 standards as well.

**Mathematics Performance Index (PI) and  
Annual Measurable Objective (AMO) by School Year**

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	23	0	0	83	17	200	153
2004	25	0	0	84	16	200	159

**Goal 2: Comparative Measure**

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

**Method**

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

**Results**

Data is not yet available for the local school district.

**Mathematics Regents Passing Rate  
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	100	23	N/A	
2004	100	25	N/A	

**Evaluation**

While the data is not yet available for the local district and no comparison is possible at this time, we are confident that the performance of our students will compare favorably to their district peers. We expect to meet this measure.

**Additional Evidence**

While multi-year data is not yet available for the local district, we are confident that the 100% achievement of our past cohorts and the interim achievement of our 2005 and 2006 cohorts, in their third and second years of membership in those cohorts, we are confident that these achievement trends will continue. Bronx Prep will continue to maintain a high level of performance.

**Goal 1: 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.**

**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.

**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 are in parentheses.

All Charter Schools	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Grade 6 (670)	0-658	659-670	671-685	Above 685
Grade 7 (685)	0-658	659-672	673-685	Above 685
Grade 8 (666)	0-649	650-655	666-674	Above 674
Selected Sample	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Grade 6 (670)	0-655	656-660	661-670	Above 670
Grade 7 (685)	0-655	656-661	662-666	Above 666
Grade 8 (666)	0-649	650-661	662-666	Above 681

**Evaluation**

The school has achieved this measure as students’ mean scale scores place the school in the top quartiles as compared to all charter schools as well as compared to a selected sample of similar schools. Bronx Prep’s 6<sup>th</sup> Grade students demonstrated a mean scale score of 670. 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 685, successfully meet this measure as they fall within Quartile 3 when compared to grade 7 students in All Charter Schools and in Quartile 4 when compared to the 7<sup>th</sup> graders in the Selected Sample. Our grade 8 students with a mean scale score of 666, when compared to 8<sup>th</sup> graders in All Charter Schools and their grade level peers within the Selected Sample, fall within Quartile 3.

**Summary of the Mathematics Goal**

Our students continue to perform well in mathematics and this year exceeded the key absolute measure of 75% of students performing at or above grade level. Student progress in Mathematics is strong at both the middle level and high school level with achievement significantly exceeding the required measures. Not only do Bronx Prep students continue to demonstrate deepening understanding and achievement in mathematics, but also they consistently outperform their peers in the local public school district. Further, regression analyses results reveal that Bronx Prep students perform much more successfully than is expected given comparison to their demographic peers in similar public schools across the state of New York.

The chart below summarizes our performance and highlights the school’s continued progress in achieving the specific measures as outlined in our accountability plan.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	6 <sup>th</sup> Grade – Approaching (74.5%) 7 <sup>th</sup> Grade – Achieved 8 <sup>th</sup> Grade – Did Not
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Absolute	Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.	Data Not Available
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 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.	Achieved

**Action Plan**

In the 2007 – 2008 academic year, all Math teachers taught only Math to two classes of 25 or less students in 90 minute blocks. As a result, more class time was devoted to Mathematics instruction and Math teachers had dedicated time built into their schedules to plan together. We will continue this structure in addition to having the middle school principal serve as the team leader for the mathematics department's middle and high school level coaches. Her expertise as a math instructor and coach will be targeted to supporting the instructional leadership development of the coaches through lesson study and intervention support for students. In addition, the principal's work will focus on training the coaches 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 will continue to conduct analysis of the data and identify students who need intervention services. 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.

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.

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.

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 student's performance in math. Our work in this area will be continue to be accomplished primarily through professional development which we provide with specific emphasis on implementation of the *EveryDay Math*, *Connected Math*, *Impact Math*, and *Prentice Hall* 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.

Finally, the continued support of our students' high achievement in mathematics will be provided through our engagement of parents and families in the educational process. We will continue to provide Math workshops for parents to learn about the curriculum, to learn about ways to support students in adjusting sometimes negative attitudes toward math or lack of confidence in their abilities to achieve at high levels in math, and to build energetic activities and projects that families can do together.

## SCIENCE

### **Goal 3: Science**

**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.**

### **Background**

We take a spiraled approach to Science curriculum in the middle school grades deepening students' conceptual understandings in the physical, life, and earth sciences across grades 5-8. Students are then prepared to more deeply explore Science through core high school course including Biology, Earth Science, Chemistry, and Physics. Our goal is for each student to be prepared well enough to have the option of enrolling in Advanced Placement courses in Chemistry, Biology, and eventually Physics. Curriculum development continues under the leadership of our high school coach who is supported by two coordinators- one at the middle school level and one at the high school level.

Instruction is concept-focused and scaffolded through hands-on experimentation, projects, and technology-based applications. Students spend significant time in labs and prepare lab reports as a means to reflect, extend, and apply their conceptual understandings. Writing in Science is also a critical element of instruction and will continue to be strengthened as teachers engage students in increasing amounts and levels of non-fiction and science-fiction reading and responses to literature.

Similarly, assessment is a core element of teaching and learning Science at Bronx Prep. As such, assessment serves as the basis for instructional differentiation, academic intervention, and enrichment. The development of quality questions for teacher made assessments, homework assignments, and cumulative and standardized tests, and projects served as a major component of professional development this year. This professional development work will continue next year as we institutionalize the interim assessment process in Science and across all curriculum areas.

### **Goal 3: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

### **Method**

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

### **Results**

Data for 2007-2008 is not yet available.

**Charter School Performance on 2007-08 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						

\* Data for 2007-2008 not yet available

**Evaluation**

Data for 2007-2008 is not yet available.

**Additional Evidence**

Multi-year data reveals that our students have not performed well in 8<sup>th</sup> grade Science. Indeed, the trend is not positive and we have not met this measure in prior years. Having made programmatic changes that allow teachers of Science to teach only Science, we should begin to see a reversal in this trend. In addition, the curriculum development and interim assessment programs will allow teachers to more directly address students' learning needs in more effective ways.

**Science Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	54	26	43	30	32	50	31	45	*	*

\* Data for 2007-2008 not yet available

**Goal 3: Comparative Measure**

Each year, the percent of all tested 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 all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

**Results**

Data for 2007-2008 is not yet available.

**2007-08 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8				

\* Data for 2007-2008 not yet available

**Evaluation**

Data for 2007-2008 is not yet available.

**Additional Evidence**

Bronx Prep students have consistently outperformed their local district peers as indicated in the chart below. While the most recent year’s data is not yet available, we are confident that, given past years’ performance, we will continue to meet this measure.

**Science Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08*	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	54	21	43	21	32	18	31	**		

\* Data for 2007-2008 not yet available

\*\* District Data for 2006-07 not yet publicly released

**Goal 3: Absolute Measure**

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

**Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a science exam.

**Results**

Eight-seven percent (87%) of students in the 2003 cohort and 76% of students in the 2004 cohort passed a New York State Regents Science exam by the completion of their fourth year in the cohort.

**Science Regents Passing Rate by Cohort and Year**

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing								
2003					26	81	23	87		
2004					30	56	30	70	25	76

**Evaluation**

The school met this measure as more than 75% of both the 2003 and 2004 cohorts passed a Science Regents exam by the end of their fourth year in their respective cohorts. The 2004 cohort exceeded the measure by 1% and the 2003 cohort exceeded the measure by 12%. As the Science curriculum continues to be deepened and the school more effectively implements the interim assessment program and academic intervention services, student performance will continue to improve.

**Additional Evidence**

As we examine student performance on individual Science Regents exams, we find that the overwhelming majority of students (77% and 87% respectively for the 2003 and 2004 cohorts) have performed well on the Living Environment exam. Far fewer students in the 2003 cohort, only 12%, passed the Chemistry Regents exam by the completion of their fourth year in the cohort. Similarly, only 10% of the 2004 cohort passed the Earth Science exam by the end of their fourth year in the cohort.

Our curriculum development work continues and we believe that, as we strengthen teachers’ capacities to individualize instruction and to utilize interim assessments to plan future instruction, student performance will continue to improve. We are especially encouraged that students’ deepening mathematics abilities, as evidence by performance across the middle grades and high school, will better position students to perform well in Chemistry and, ultimately Physics course which will be offered at the Advanced Placement levels in coming years.

The performance of our rising cohorts also provides encouragement as we consider future performance and needed improvements in teaching and learning in the Sciences at Bronx Prep. Members of the 2005 cohort have already passed a Science Regents exam at a 76% rate in their third year in the cohort. More than half of the 2006 cohort (54%) has also already passed a Science Regents exam by the end of their second year in the cohort. Students in their first year in the 2007 cohort have also made significant progress in meeting and exceeding this measure as 41% have already passed a Science exam.

**Cohort Passing Rate by Regents Science Exam**

Exam	Cohort	
	2003	2004
Living Environment	77	87
Earth Science	54	10
Chemistry	12	37
Physics	N/A	N/A

**Science Regents Passing Rate by Accountability Cohort and Year**

Cohort	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2005	41	71	32	75	31	76
2006			48	44	44	54
2007					39	41

**Summary of the Science Goal**

While the 2007-2008 Science data is unavailable for our 8<sup>th</sup> grade students as well as for the local district students, our high school data reflects very strong achievement and we are confident that we are substantively close to meeting our overall goal. We have achieved and exceeded the absolute measure of having 75% of students in each high school accountability cohort score a 65 or higher on a Science Regents exam by the completion of their fourth year in the cohort. The interim performance of the rising cohorts provides further indication that the school will continue to maintain a high level of performance.

There is much room for improvement in the performance of our middle school students in Science. However, our students consistently outperform their peers in the local district and we expect that our action plans will position them to substantively increase their achievement in years to come.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Data Not Available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data Not Available
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.	Achieved

### **Action Plan**

The continued development of strong curriculum and a focused interim assessment program in Science will be the central elements of our action plan to improve Science learning and achievement. Our Science coach will be supported by two coordinators, one each at the middle school and high school levels. The work of this instructional team will be directly supervised by our high school principal who will train the coach and coordinators 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.

Science instruction will also be strengthened by the increased focus on students' reading and writing skills. That is, students will have specific reading goals that will strengthen their capacity to read nonfiction and science fiction materials at varying levels of difficulty. This work will be accomplished as teachers are trained in teaching reading comprehension skills and textual analysis.

Similarly, we will deepen the focus on writing as a learning tool in Science. The use of projects, applications, and other lab activities will be paralleled with the use of rubrics to be used to evaluate the writing qualities as well as the Science content of students' reports. Creative writing and persuasive writing activities will also be developed in conjunction with the English department.

With implementation of the 5-12 scope and sequence, our next critical step will be to use the interim assessment process to more accurately gauge students' acquisition of content and skills and to plan targeted instruction. Teachers will not only use the data from interim assessments to create individual student improvement plans in Science, but also will use qualitative data from analysis of student work samples to further refine the scope and sequence by creating model lesson plans.

Finally, the use of technology as a learning tool in Science will be significantly increased. As we continue to invest in SMART boards and laptop carts, we will not only increase student access to technology but also will capitalize of students' generational propensity for digital displays of information and games. Students and teachers will make increased use of online learning tools as well as having technology based assignments which will allow students to increase their out of school learning time using tools such as side-kicks, cell phones, and MP3 players.

## SOCIAL STUDIES

### **Goal 4: Social Studies**

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

#### **Background**

Our evolving Social Studies curriculum begins with developing students' basic conceptual understandings of time periods, the interactions between people and their environments over time, relationships among people given critical conditions and events in history, and establishing students' capacities for analysis and considering their own histories relative to that of others. Students build skills of analysis by examining various period documents, maps, globes, atlases, and other reference materials.

Writing instruction and critical thinking through reading nonfiction and historical fiction are key elements of instruction in this discipline.

In addition to studying the history and geography of world cultures, the United States, and eastern nations as well as other western nations, from 5<sup>th</sup> grade early American History through Advanced Placement History offered in 11<sup>th</sup> grade, students study themselves as historians, products of past history, and producers of history through a capstone course in 12<sup>th</sup> grade entitled *Facing History and Ourselves*. The role of self reflection and assessment is brought to the highest levels in this course as students assess the role of leaders and followers, perpetrators and victims of the Holocaust and human indignities and triumphs within the African diaspora. All graduating students from Bronx Prep are assessed in this course via a senior thesis and project through which they must demonstrate content knowledge, facility with the language of the discipline, and the ability to effectively communicate their ideas as well as their analysis of their growth as historians.

Throughout the Social Studies in grades 5-12, assessment plays a critical role in teaching and learning. While the senior thesis and project serves as the summative assessment, teachers spend substantial time and energy developing and implementing formative assessments. The emphasis of professional development on producing quality assessments will continue to strengthen the experiences of our students as they progress through the Social Studies standards.

### **Goal 4: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

#### **Method**

The school administered the New York State Testing Program social studies assessment to students in 5<sup>th</sup> grade in November 2007 and 8<sup>th</sup> grade in June 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

#### **Results**

While our grade 5 students are only enrolled with us for a few months before they sit for the New York State Social Studies exam (in November), 70% of our students scored at or above grade level. Data is not yet available for grade 8.

**Charter School Performance on 2007-08 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	11	20	68	2	70	117
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A
8	All Students	N/A	N/A	N/A	N/A	N/A	N/A
	Students in At Least 2 <sup>nd</sup> Year	N/A	N/A	N/A	N/A	N/A	N/A

**Evaluation**

While no exam is given in grade 6 and we are unable to exam student performance in the lower middle grades by cohort, we are confident that the grade 5 performance on the Social Studies exam, coupled with improved performance in ELA, bodes well for future grade 8 performance. Analysis of the current grade 8 performance will be completed as soon as the data is made unavailable.

**Additional Evidence**

As we examine the upper middle school Social Studies data available for the past 4 years, we find that while the trends from 2005-2007 are positive, our students have generally underperformed. As student performance on the Science exam tends to reflect similar trends as are found in the students' English Language Arts exams, we are confident that grade 8 performance in 2008 and beyond will continue to improve.

**Social Studies Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	31	29	32	38	11	56	27	44	N/A	N/A

**Goal 4: Comparative Measure**

Each year, the percent of all tested 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 all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

**Results**

Data is not yet available and no comparisons are possible at this time.

**2007-08 State Social Studies Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8*	N/A	N/A	N/A	N/A

\* Data for 2007-2008 not yet available

**Evaluation**

Data is not yet available.

**Additional Evidence**

While multi-year comparisons are possible at this time, it is clear that our students have grossly underperformed. In addition to completely re-staffing the upper middle school Social Studies department, we will continue to invest substantial effort in the curriculum development work and interim assessment program.

**Social Studies Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8*			31		32		8		N/A	N/A

\* Data for 2007-2008 not yet available

**Goal 4: Absolute Measure**

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

**Method**

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9<sup>th</sup> grade, and in 2007-08 the 2004 Cohort finished its fourth year.

**Results**

Ninety-six percent (96%) of the 2003 cohort and 84% of the 2004 cohort scored at least 65 on the US History Regents exam by the completion of their fourth year in the cohort.

**U.S. History Regents Passing Rate by Cohort and Year**

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing								
2003					26	69	23	96		
2004							30	50	25	84

**Evaluation**

The school met this measure as more than 75% of students in both the 2003 and 2004 cohorts scored 65 or higher in the US History Regents exam by the completion of their fourth year in the cohort. Both the 2003 and 2004 cohorts exceed the measure by 21% and 9% respectively.

**Additional Evidence**

The 2005 cohort's performance exceeds that of their predecessors in the 2004 cohort whose members had only achieved a 50% proficiency rate in US History by the end of their third year. The school continues to maintain a high level of performance as the 2005 cohort has already achieved a 60% proficiency rate in US History by the end of their third year in the cohort.

**Regents U.S. History Passing Rate by Accountability Cohort and Year**

Cohort	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2005					31	60
2006						
2007						

**Goal 4: Absolute Measure**

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

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9<sup>th</sup> grade, and in 2007-08 the 2004 Cohort finished its fourth year.

**Results**

All of the students (100%) in the 2003 cohort and 80% of the students in the 2004 cohort passed the Global History Regents examination by the completion of their fourth year in the cohort.

**Global History Regents Passing Rate by Cohort and Year**

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing								
2003					26	81	23	100		
2004					30	46	30	53	25	80

**Evaluation**

The school met this measure as more than 75% of students in the 2003 and 2004 cohorts scored 65 or higher on the Global History Regents exam. Indeed, each cohort exceeded this measure by 25% and 5% respectively.

**Additional Evidence**

The performance of students in the 2005 cohort parallels that of their predecessors in the 2004 cohort with 53% of students in both cohorts having passed the Global History Regents exam by the completion of their third year in the cohort. The school will continue to maintain a high level of performance as further evidenced by the 2006 cohort, 40% of whose members have already passed the Global History exam by the end of their second year in the cohort.

**Regents Global History Passing Rate by Accountability Cohort and Year**

Cohort	2005-06		2006-07		2007-08	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2005			32	47	31	53
2006			48	40		
2007						

**Summary**

While the 2007-2008 Social Studies data is unavailable for our 8<sup>th</sup> grade students as well as for the local district students, our high school History data reflects very strong achievement and we are confident that we are substantively close to meeting our overall goal. We have achieved and exceed the absolute measures of having 75% of students in each high school accountability cohort score a 65 or higher on the US History and Global History Regents examinations by the completion of their fourth year in the cohort. The interim performance of the rising cohorts provides further indication that the school will continue to maintain a high level of performance.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	* Data for 2007-2008 not yet available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	* Data for 2007-2008 not yet available
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.	Achieved

**Action Plan**

We have made critical staffing changes in the Social Studies department across the school with particular emphasis on revamping the middle school faculty. Having increased the staffing level so that Social Studies teachers only teach 4 Social Studies classes, we have focused our recruitment efforts on acquiring experienced teachers who understand the teaching triangle and who will be able to refine the curriculum and interim assessments which we developed for the first time this past year.

The continued development of strong curriculum and a focused interim assessment program in Social Studies will continue to be central elements of our action plan to improve Social Studies learning and achievement. We will begin training a senior history teacher to serve as an instructional coach. His work will be supported and directly supervised by our high school principal who will train the coach 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. Moreover, the principal and coach will lead the review of the current scope and sequence and course outlines for all history classes in grades 5-12.

Instruction in Social Studies will also be strengthened by the increased focus on students’ reading and writing skills. That is, students will have specific reading goals that will strengthen their capacity to read nonfiction and historical fiction materials at varying levels of difficulty. This work will be accomplished as we provide vastly increased numbers and varieties of reading materials to students including periodicals and online materials as well as guided reading sets for each History classroom. In addition, teachers will be trained to explicitly teach reading comprehension skills and textual analysis in the context of social studies.

Similarly, we will deepen the focus on writing as a learning tool in Social Studies. Creative writing, informational writing, and persuasive writing activities in addition to comprehensive essay writing projects will also be developed in conjunction with the English department. The high school Social Studies and English faculty have already engaged in this cross curricular writing through the portfolio development and senior projects. The principal and coach will lead similar planning processes with the middle school teachers so that we establish continuity across the grades.

With implementation of the 5-12 scope and sequence, our next critical step will be to use the interim assessment process to more accurately gauge students' acquisition of content and skills and to plan targeted instruction. Teachers will not only use the data from interim assessments to create individual student improvement plans in Science, but also will use qualitative data from analysis of student work samples to further refine the scope and sequence by creating model lesson plans.

**NCLB**

**Goal 5: NCLB**

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

**Goal 5: Absolute Measure**

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

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

**Results**

The school’s NCLB status for the 2007-2008 school year is Good Standing. The school continues to demonstrate that the sub-groups and demographic categories of students among all tested students meet the state standards. In addition, the school continues to make adequate yearly progress toward overall school goals.

**Evaluation**

The school has met this measure and has done so consistently over time.

**Additional Evidence**

The school has met this measure consistently each year since the 2003-2004 school year. This achievement is particularly noteworthy as our school is accountable for maintaining good standing at both the middle school and high school levels. In addition, we do not admit students into the high school level and we must therefore take all of the credit and all of the responsibility for any underperformance by our high school students as we spend four years preparing students for our own high school. The input and impact are considerably more direct and accountability more intense than is typically the case for high schools across the city, state, and nation.

**NCLB Status by Year**

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

**GOAL 5: HIGH SCHOOL GRADUATION**

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

**Goal 5: Absolute Measure**

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

**Method**

This measure examines students in the high school Graduation Cohort who enter the 9<sup>th</sup> grade in the same year and graduate four years later. In 2007-08 the 2004 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

**Graduation Requirements**

<b>Academics</b>	<b>Bronx Prep</b>	<b>New York State</b>
English	4 years	4 years
History	4 years	4 years
Math	4 years	3 years
Science	4 years	3 years
Foreign Language	2 years	1 years
The Arts	3 years	1 years
Physical Education	2 years	2 years
Health	½ year	2 years
Senior Thesis	½ year	<i>Not Required</i>
Community Service	100 hours	<i>Not Required</i>
<b>Regents</b>	<b>Bronx Prep</b>	<b>New York State</b>
English Language Arts	- Pass 1 exam	- Pass 1 exam
U.S. History	- Pass 1 exam	- Pass 1 exam
Global History	- Pass 1 exam	- Pass 1 exam
Science	- Pass 1 exam - Pass 2 exams for diploma w/distinction	- Pass 1 exam - <i>Not Required</i>
Math	- Pass 1 exam - Pass 2 exams for diploma w/distinction	- Pass 1 exam - <i>Not Required</i>
Foreign Language	- Pass 1 exam for diploma w/distinction	- <i>Not Required</i>

**Results**

In the 2003 high school graduation cohort, 78% of the students graduated in 4 years. In the 2004 cohort, 76% of the students graduated in 4 years.

**Graduation Rates After Four Years by Graduation Cohort**

Cohort	Cohort Size	Percent Graduating in 4 Years
2003	23	78
2004	25	76

**Evaluation**

The school has met this measure as both the 2003 and 2004 cohorts exceeded the 75% graduation rate requirement. As we continue to strengthen our overall programs in curriculum, instruction, assessment and college advising, we believe that our school will maintain a high level of performance. Greater attention to individual student needs, improvement in special education, ESL, and intervention services, as well as focused professional development as critical element of our ongoing improvement plans.

**Goal 5: Comparative Measure**

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

**Method**

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, district results for the current year are generally not available at this time.

**Results**

Data is not yet available for the local district and comparisons are not possible at this time.

**Graduation Rates of Charter School and Local School District**

Cohort	Charter School		School District	
	Cohort Size	Percent Graduating in 4 Years	Cohort Size	Percent Graduating in 4 Years
2003	23	78	N/A	N/A
2004	25	76		

**Evaluation**

While the local district data is not yet available, we are confident that, given the strong performance of our students and the historically low performance of the students in the local district, our school will continue to outperform the local district.