

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

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

**BRONX PREPARATORY
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Samona Tait, EdD
Head of School

3872 Third Avenue
Bronx, NY 10457
718-294-0841

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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 tenth year of operation, we served more than 670 students in our full span of grades 5-12. We graduated our fourth high school class on June 10th of this year and will reach full capacity of more than 700 students by the fall of 2010. 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 pleased to report that 98% of our fourth graduating class was accepted to colleges across the country. We anticipate that the one student in the graduating class who has not yet been accepted to college will in fact be accepted to several colleges for the spring semester at which time our 4-year track record of 100% college admission will be re-established. Our students will be attending a wide range of colleges and universities including Syracuse, University of Rochester, College of the Holy Cross, and various SUNY and CUNY programs in the fall. They turned down acceptances to many universities including Northeastern, Trinity College, and Clark Atlanta, demonstrating the degree to which they had positioned themselves to choose from an array of schools.

Our academic program differs and deepens at each level. During the 5th – 7th 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; some have been retained in an earlier elementary school grade, while others have identified special education needs and/or English Language proficiency needs. Therefore, it is essential to have this extra time in Math and English. Students also receive 50 minutes of both science and social studies instruction 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. Students are introduced to high school level content in core courses, and they participate in artistic electives with high school students. Our 9th – 12th 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 honors and advanced placement classes as well as college-level courses for credit at local colleges.

Each year students work on an English Language Arts portfolio that will follow them through the grades. They work with their English teachers to set out goals for the portfolio and then select work that demonstrates the accomplishment of these goals. They use a rubric incorporates important focus areas for their grade, to assess the extent to which their work demonstrates mastery in these identified areas. Ultimately they go through a peer review and finally they make a presentation to a panel that consists of students, faculty, and community members during their sophomore and senior years.

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 three groups of graduates over the holiday break, many of them expressed that their experiences in the speech and debate program at Bronx Prep were extremely helpful to them during their first year in college. We continue to seek ways to support skill transfer from these programs to academics. Many of the enrichment programs focus on the development of public speaking, critical thinking, performance, and communication skills, and we are starting to see these efforts yield results in our students' skills in their academic classrooms.

The artistic program is also a critical part of our curricular day. Students spend approximately one hour a day, four days a week participating in artistic classes. Last year, 5th graders took piano, 6th graders participated in visual arts, and 7th - 12th graders were given a choice among musical theater, speech and drama, advanced piano, strings, dance, art, digital photography, journalism, woodwinds, jazz band, choir, 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 students' peers, parents, and artistic experts who pose questions to the presenters based on the standards for each artistic area. The standards include the 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 King and I*, which was not only an outstanding, full Broadway-style production, but also generated a terrific soundtrack CD and DVD. 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, professional theater artists, and parent volunteers to make all of the sets, learning all the intricacies of set design, costuming, and show production. 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. In addition to our regular school-day curricular artistic program, our extended-day program provides students with an opportunity to select from a wide variety of courses including karate, business club, Girl Scouts, strings, choir, gentlemen's club, 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 50 middle and high school students last year. They competed in 20 competitions last year, in and out of state, at places such as the University of Pennsylvania, Yale, and Harvard. Over the course of the season, Bronx Prep students placed first in nine competitions, placed in the top five twenty times, and made it to the final levels of competition twenty-two times. One of our seniors, already champion in New York State for Original Oratory, placed fifth in the National Forensics League in June! The combination of work ethic, talent, and support from parents and staff helped Bronx Prep's students to become one of the top speech teams in the state.

We have also started to develop a stronger athletic program, adding competitive soccer, baseball, and volleyball to our program. Indeed, in our inaugural baseball season, the team finished third in the league and the soccer team performed quite well in the Charter Schools Association Soccer League championships. 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 in 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 multi-day trips 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 Washington DC; 7th graders went to Boston; 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 and those entering the first year of high school start the school year in August, as we believe that their greatest need is for additional time on task in the classroom. 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. This year we also provided an academic summer program for 7th and 8th graders who needed remediation and for those who needed additional preparation before taking high school Regents exams early.

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 90-minute block and focusing on one subject, particularly in Math or English. This program is particularly focused on ensuring that our students have 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 exam preparation. Additionally, rising 9th graders who performed at a 70 or below in a Math or English Language Arts course or did not meet standards on the state tests were required to attend summer school, where they received additional support in the form of basic literacy skill development or specific math concepts.

Finally, some high school students attend summer programs on independent school or college campuses. Some programs that students have attended are Phillips Andover's Math and Science for Minority Students Program (MS²), Phillips Exeter Academy's Summer Session Program, Ithaca College's Piano Institute, and Ananse Shield's Leadership Academy. This summer, for the first time, we had 9 students attend the Usdan Center for the Performing Arts. These external, competitive 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 alumni programs officer and liaison for parent and external relations will be working together to ensure that more students participate 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. College advisors communicate with our alumni through emails, instant messaging, and phone calls. They also make visits to our students on their college campuses, which have been extremely helpful, both for Bronx Prep as a source of critical feedback on the effectiveness of our college preparation efforts, and for the particular students as a source of guidance and support. In

addition, we hold two alumni sessions at Bronx Prep, one during winter break and one after the students returned home for summer. We will continue to use 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. To date, our overall college persistence is 87% and we are excited to have our first class of high school graduates usher in their senior year of college.

The following report summarizes and provides analysis of our performance data for school year 2009-2010. 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 achieve our mission of preparing our students for college. Please note that the school’s accountability plan has been revised per recommendations by SUNY Charter school’s Institute and this report indicates in each goal summary all instances in which measures have been added or revised.

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	97	45	51	27	20	578
2008-09	0	0	0	0	0	106	119	106	107	83	34	41	27	623
2009-10	0	0	0	0	0	107	110	121	105	98	73	30	40	684

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 9th 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, 2009 and June 30, 2010.

Fourth-Year High School Accountability Cohorts

Year	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October 2008	Number Removed During the School Year	Number in Accountability Cohort
2006-07	2003-04	2003	24	0	24
2007-08	2004-05	2004	26	0	26
2008-09	2005-06	2005	29	0	29
2009-10	2006-07	2006	39	0	39

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th 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.

Fourth Year High School Graduation Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2006-07	2003-04	2003	23	1	24
2007-08	2004-05	2004	26	0	26
2008-09	2005-06	2005	29	0	29
2009-10	2006-07	2006	39	0	39

Fifth Year High School Graduation Cohorts

Fifth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2007-08	2003-04	2003	4	2	6*
2008-09	2004-05	2004	4	3	7**
2009-10	2005-06	2005	4	4	8***

* Re: 2003 Cohort- 4 students were 5yr graduates; 1 student was a 6-yr graduate; 1 student has been designated as a drop-out;
 ** Re: Cohort 2004- 4 students were 5 yr graduates; 1 student was a 6yr graduate; 2 students transferred out during the Cohort’s 5th year
 ***Re: 2005 cohort- 4 students were 5 yr graduates (3of whom earned a Bronx Prep Regents Diploma, 1 of whom w/an IEP earned a Bronx Prep local diploma); 2 other students were enrolled elsewhere but were also 5 yr graduates (1 of whom attend the NYCDOE YABC and earned a Bronx Prep Regents Diploma, and 1 of whom transferred to NYCDOE’s CUNY Prep and received a GED);
 2 students have not yet completed all requirements and will be 6-year graduates

¹ 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- is at the very center of our work. As such, our teachers continue to develop and align to the New York State standards our own 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 classical literature and various genres, as well as contemporary authors. Having established a formal middle school writing curriculum with the support of Teachers College Readers and Writers Project (TCRWP), 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 by 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 of English.

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 through nonfiction and fiction materials.

In addition, our emphasis in English Language Arts has fully transitioned from a humanities approach to a more strategic instructional model through which students in grades 5-12 receive instruction explicitly in English Language Arts daily (as distinct from social studies or humanities courses). Further, our instructional model is supported by a peer coaching framework which focuses on the provision of real time professional development (demonstration lessons, team teaching, model lessons, and lesson study) and a curriculum, instruction, and assessment design which is guided by ongoing student assessment. This 5-12 approach allows us to strengthen the learning continuum as preparation for reading, writing, speaking, and listening at the college level.

Goal 1: Absolute Measure

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 5th through 8th grade in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	104	0	0	0	104
6	105	0	0	0	105
7	118	0	0	0	118
8	102	0	0	1	103
All	429	0	0	1	430

Results

As the table above presents, with only one exception, all students enrolled at the time of the test administration were indeed tested. There was one student who was absent and unable to attend school for the make-up testing as well. This year’s testing reflects a continuing trend at our school of increasing enrollment as well as one of ensuring that all students are tested and appropriately counted in our efforts to demonstrate that we are successfully meeting accountability standards.

As the table on the next page indicates, 70% of all tested students who were enrolled in at least their second year at Bronx Prep had a scale score of 650 or higher when they sat for the NY state ELA exam.

³ 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.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	65	104
	Students in At Least 2 nd Year	n/a	n/a
6	All Students	69	105
	Students in At Least 2 nd Year	64	101
7	All Students	86	118
	Students in At Least 2 nd Year	86	114
8	All Students	56	102
	Students in At Least 2 nd Year	57	100
All	All Students	70	429
	Students in At Least 2 nd Year	70	315

Evaluation

As the above chart indicates, we have fallen slightly short of meeting this measure. Across all three tested grades (6-8), 70% of our students who were enrolled in at least their second year performed at or above a scale score of 650. Our work must continue to focus on building their basic comprehension skills and extending their capacity for achievement by strengthening their vocabulary development, and their ability to draw conclusions and make inferences. Moreover, we must develop their ability to write effectively on demand (as opposed to writing effectively only through extensive scaffolding and significant time working through the full writing process from seed idea to publication). We are confident that the improvement strategies that we have identified will continue to yield significant improvement next year as we purposefully focus on increasing scale score performance. These strategies, including identifying students who are on the cusp of grade level performance and providing skill based intervention services for each of them, are more fully described in our 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 four years, the performance of students who were in 6th grade in 2009-2010 significantly improved over that of students who were in 6th grade in 2006-2007. This 18 percentage point improvement in performance in 6th grade is eclipsed by a 30 and 27 percentage point increase in performance for students who were in 7th and 8th grades in 2009-2010 respectively, as compared to students who were in those grades in 2005-2006. 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. Moreover, as indicated by the increasing enrollment over the past four years, we believe that these data are more significantly affirming of the deepening impact of our instructional

programs. These results are consistently stronger over time with increasingly larger populations of students.

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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6*	46	84	53	102	75	108	64	101
7	56	93	71	101	71	104	86	114
8	30	44	42	83	72	104	57	100
All	47	221	55	286	73	316	70	315

*Includes students who repeated 5th grade

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 2009-10 is 155.⁴ 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 on the next page indicates, the performance index (PI) is 130. 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.

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Calculation of 2009-10 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	13	52	32	2	429

$$\begin{array}{rcccccc}
 \text{PI} & = & 52 & + & 32 & + & 2 & = & 96 \\
 & & & & + & & 2 & = & 34 \\
 & & & & & & \text{PI} & = & \mathbf{130}
 \end{array}$$

Evaluation

The Annual Measurable Objective (AMO) for 2009-2010 is 155. The performance of our 5th – 8th grade students resulted in a PI of 130 which falls short the English Language Arts AMO. Therefore, we have not met this measure.

Additional Evidence

As we examine the results of student performance in English Language Arts over time summarized in the chart below, we find that in each year for the past three years, the school’s PI has exceeded the English Language Arts 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 for 2009-2010 was adversely affected by the change in the cut off scores in each level. As a result of the changed cut scores, we saw an increase in students at Levels 1 and 2. This performance stands in distinct contrast to the continual reduction in each of the past three years of the number of students performing at Level 1 and 2. By moving larger percentages of students into Level 3 each year, the school will again achieve and exceed the required improvement in the English Language Arts performance index.

English Language Arts 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		
2006-07	5-8	380	2	48	48	3	148	122
2007-08	5-8	431	1	40	58	1	159	133
2008-09	5-8	442	0	30	69	1	170	144
2009-10	5-8	429	13	52	32	2	130	155

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 chart below indicates, students in grades 6-8 outperformed their peers in CSD 9. While 22% of students in those grades in CSD 9 performed at or above grade level in ELA, 37% of Bronx Prep students in those same grades performed at or above grade level.

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	32	101	23	2719
7	37	114	19	2783
8	42	100	24	3066
All	37	315	22	8568

Evaluation

While 37% of students who have been enrolled at our school for at least two years in grades 6-8 performed at or above grade level in English Language Arts, only 22% of students in the same tested grades in CSD 9 performed at or above grade level in English Language Arts. Therefore, the school met this measure and indeed, exceeded the district’s performance across all three grades by 15 percentage points. Bronx Prep students outperform their district peers in each tested grade level.

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 four years. Indeed, Bronx Prep students have outperformed their local district peers by 10 percentage points or more each year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6*	46	37	53	32	75	56	32	23
7	56	31	71	44	71	54	37	19
8	30	32	42	23	72	39	42	24
All	44	33	55	33	73	50	37	22

*Includes students who repeated 5th grade

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The 2008-2009 results reveal that the middle school students performed at about the same level as expected when compared to middle school students in demographically similar public schools statewide. The overall Effect Size for the middle school was 0.04.

2008-09 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		108	62.1	74.6	-12.5	-1.11
6		118	74.5	71.9	2.6	0.19
7		110	70.9	69.2	1.7	0.11
8		107	72.0	55.1	16.9	0.97
All	67.0	443	70.0	67.9	2.1	0.04

School’s Overall Comparative Performance:
About the same as expected

Evaluation

The school’s aggregate Effect Size was 0.04 and therefore did not meet this measure which required an Effect Size of 0.3 or higher. The Effect Size for the school was most negatively impacted by the performance of the grade 5 students who were only enrolled in the school for one year. Those students in grades 6-8 who have had the benefit of our instructional programs for at least two years either performed at about the same level as expected or at a level higher than expected to a large

degree. Specifically, results for students in grade 8 indicate an Effect Size of 0.97 which suggests that they perform at a level higher than expected to a large degree when compared to demographically similar public school students across the state. Not only does the overall positive Effective Size bode well for our students in comparison to their demographically similar peers across the state, but also these results affirm for us that the longer students receive the benefit of the instructional programs at Bronx Prep, the greater the impact on their academic achievement.

Goal 1: Growth Measure

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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 target, but students in grade 6 and 8 cohorts did not. As a result, only students in the grade 7 cohort successfully halved the difference between the percentage proficient in 2008-2009 and 75% proficient in 2009-2010.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
6	101	61	68	64	NO
7	114	75	Gain	86	YES
8	101	69	72	56	NO
All	316	69	72	70	NO

Evaluation

As only one grade level cohort met and exceeded this measure, the school fell short of the overall measure of having all three cohorts achieve their targets.

Additional Evidence

As the chart below indicates, cohort student performance reflected substantial growth in that 3 of 3 cohorts met the target in the prior year (2008-2009), whereas only one of the cohorts met their targets in this year. Our analysis reveals that this year there was significant slippage in the performance levels.

**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	6-8	0	3
2007-08	6-8	1	3
2008-09	6-8	3	3
2009-10	6-8	1	3

(§) Goal 1: Growth Measure

Each year, the group of students in their second year of middle school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between their previous year's average NCE on the Terra Nova and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in middle school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of middle school in 2009-10. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the 50th NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year. 2009-2010 is the baseline year and this measure will be assessed in spring 2010-2011.

In order to take full advantage of norm referenced testing data, the school shifted from the use of *Stanford 9* to *Terra Nova* which provides more instructionally linked data to teachers and administrators. Students in grades 5-10 sat for the Terra Nova exam in 2009 in order to establish a baseline with the new norm referenced test being administered. The test will be administered again in the fall of 2010 at which time an assessment of student growth will be made.

Results

Results of the Fall 2010 administration of the Terra Nova will be reported in the Fall update of this progress report.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their NYS 8th grade English Language Arts Exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

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 who performed at Level

1 or 2 on the NYS ELA exam when they were in 8th grade and passed the English Regents Exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

As the chart below indicates, for each high school accountability cohort, more than 75% of the cohort members who scored at Level 1 or 2 when they were in 8th grade also passed the high school English Regents exam by their fourth year in the cohort. Specifically, 89%, 86%, 93%, and 95% of the members of each of the last four high school accountability cohorts passed the English Regents exam by their fourth year in the cohort despite having performed at Level 1 or 2 when they were in 8th grade

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Level 1 or 2 in 8 th grade NYS ELA				Percent Passing HS Regents
		Level 1	Level 2	Level 3	Level 4	
2003	24	4	33	N/A	N/A	89
2004	26	0	27	N/A	N/A	86
2005	29	10	41	N/A	N/A	93
2006	39	0	56	N/A	N/A	95

Evaluation

We met and exceeded this measure in that more than 75% of the cohort members who scored at Level 1 or 2 when they were in 8th grade also passed the high school English Regents exam by their fourth year in the cohort. Indeed, each cohort exceeded this measure by 14 percentage points, 11 percentage points, 18 percentage points, and 20 percentage points respectively.

Goal 1: 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 English exam by the completion of their fourth year in the cohort.

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 have until the summer of their fourth year to do so.

Results

In the 2006 cohort, 94% of students passed the New York State English Regents examination by the completion of their fourth year in the cohort.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level ⁵				Percent Passing ⁶
		Level 1	Level 2	Level 3	Level 4	
2003	24	0	4	67	29	96
2004	26	4	8	69	19	88
2005	29	7	7	68	18	86
2006	39	3	0	79	15	94

Evaluation

The school has achieved and exceeded this measure for the 2006 cohort (4-year graduation date 2010) as well as for the previous 2 cohorts (4-year graduation dates 2008 and 2009). The 2006 cohort achieved 94% proficiency, exceeding the measure by 19 percentage points. The slight decrease in cohort performance among our previous two cohorts prompted adjustments to our curriculum, as well as to our academic intervention services. We are confident that these changes will continue to yield substantive improvement for our students.

Additional Evidence

We already see some impact as 80% of the 2007 cohort (4-year graduation date 2011) has already achieved proficiency on the exam by the end of their third year in the cohort. Similarly, more than one-half of the students in the 2012 graduating class have already met this standard after their second year in the cohort.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing						
2004	30	40	26	88				
2005	32	28	29	68	29	86		
2006	48	n/a	44	n/a	37	78	39	94
2007			39	n/a	34	18	30	80
2008					79	n/a	76	58
2009							87	28

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

⁵ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁶ With a score of at least 65

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 2009-2010 is 177. 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, Bronx Prep’s performance index (PI) is 188. The overwhelming majority of students perform at Levels 3, and 4 on the English Regents exam 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 2006 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
39	3	0	79	15

$$\begin{array}{rcccccccc}
 \text{PI} & = & 0 & + & 79 & + & 15 & = & 94 \\
 & & & & 79 & + & & = & \underline{94} \\
 & & & & & & \text{PI} & = & 188
 \end{array}$$

Evaluation

New York State’s Annual Measurable Objective (AMO) for 2009-2010 is 177. The results for the 2006 cohort students yielded a PI of 188 which exceeds the English Language Arts AMO. Therefore, we have successfully met this measure. Indeed, the school’s PI exceeds the annual measurable objective by 11 index points.

Additional Evidence

As we examine the results of high school student performance in English Language Arts, we find that in each year for the past three years, the school’s PI has consistently exceeded the English Language Arts 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.

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

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	24	4	0	67	29	181	159
2004	26	4	7	69	19	184	165
2005	29	7	8	68	18	179	171
2006	39	3	0	79	15	188	177

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 are presented.

Results

The overwhelming majority of Bronx Prep students have passed the English Regents exam by the end of their fourth year in the 2003, 2004, 2005, and 2006 cohorts at the rate of 96%, 88%, 86%, and 94% respectively. The data for the local school district are not yet available for the current cohort; however, Bronx Prep has compared quite favorably in the prior two years for which the data are available. Specifically, the 2003, 2004, and 2005 cohorts exceeded the local district cohort performance by 53 percentage points, 27 percentage points, and 17 percentage points respectively. We anticipate this trend will continue and will report those results as soon as the local district 2006 cohort data are made available.

**English Regents Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	96	24	43	820
2004	88	26	61	1355
2005	86	29	69	1719
2006	94	39	*	*

*District data are not yet available

Evaluation

While the 2006 cohort data are not yet available for the local district, the available data for the cohorts to date indicate that we have met this measure. We have consistently outperformed the local district and anticipate a continuation of strong performance by our students, reflecting ongoing success in meeting and exceeding this measure.

Additional Evidence

As demonstrated on the chart above, each cohort for the past 3 years has exceeded the measure of having at least 75% of students pass the regents exam by the completion of their 4th year in the cohort. We are maintaining a high level of performance over time and continue to outperform the local district. We anticipate that ongoing curriculum and professional development will allow us to maintain and even extend that high level of performance.

Goal 1: Absolute Measure:

Seventy-five percent of 11th graders in the 2004-2005 school year and of 10th 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 10th grade student was expected to write a research paper and defend it as part of their 10th 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 represent literature read in grades 9 – 11; and
- 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 his or her portfolio in front of a committee of English teachers, other educators, peers and/or family members. A rubric was designed that addresses both content specific standards in reading, writing, conventions/grammar, and literature, as well as oral presentations skills.

Results

All students in 10th grade English classes, including those students who had to repeat the course, presented and defended their portfolios and 94% of students received a proficient rating of at least 70% on their work. The portfolios and their defenses were graded on a 100-point scale, and the average rating was 82%.

Evaluation

With 94% of 10th 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, writers, thinkers, listeners, and speakers of English. We see some positive trends in examining the portfolios of our 10th and 11 grade students as well as the 12th grade students' writing. However, 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 12th 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 2009 – 2010, graduating seniors were required to submit their senior thesis or project in History. All seniors participated in a senior history class called Facing History and Ourselves. The theme of the class was identity and students explored both the African Diaspora and the Jewish Holocaust. The senior project for 2009-2010 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; and
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 12th grade *Facing History and Ourselves* course completed their senior thesis project and 100% of the students achieved a proficient or higher rating. The average score was 78 on a 100-point scale.

Evaluation

Students performed at quite a high level in completing their senior projects. With 100% of our 12th grade students scoring above 70, we met this measure. In order to ensure that 100% of next year's seniors also 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 supporting the History coach and providing model lessons in the course 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: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between their previous year's average NCE on the Terra Nova and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2009-10. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the 50th NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive

growth in the subsequent year. 2009-2010 is the baseline year and this measure will be assessed in spring 2010-2011.

In order to take full advantage of norm referenced testing data, the school shifted from the use of *Stanford 9* to *Terra Nova* which provides more instructionally linked data to teachers and administrators. Students in grades 5-10 sat for the Terra Nova exam in 2009 in order to establish a baseline with the new norm referenced test being administered. The test will be administered again in the fall of 2010 at which time an assessment of student growth will be made.

Results

Results of the Fall 2010 administration of the Terra Nova will be reported in the Fall update of this progress report.

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 consistently approaches at 70% in 2009-2010, but has not fully met, the absolute measure of 75% of students performing at or above a scale score of 650 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 and exceed 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 analysis results we find that our students perform at least as well as 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.

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

Type	Measure	Outcome
Absolute	Revised Measure In 2009-2010, 75% of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the state examination.	Approaching (70%)
Absolute	Each year, the school’s aggregate middle school and high school Performance Indices on the State ELA exam will exceed the Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.	MS- Did not meet HS- Achieved
Comparative	Each year, the percentage of Bronx Prep students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in 5 th – 8 th grade will be greater than that of Community School District 9.	Achieved
Comparative	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.	Approaching-
Value Added	Revised Measure Each grade level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-2009 state exam and	6 th grade Cohort – Did not meet 7 th grade Cohort –Achieved 8 th grade Cohort – Did not meet

	75% of students at or above a Scale Score of 650 on the 2009-2010 state exam. If a grade level cohort exceeds 75% at or above a Scale Score of 650 in 2008-2009, that cohort is expected to show at least an increase in the percentage in 2009-2010.	
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8 th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	For each high school Accountability Cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State English Regents exam by the end of their fourth year in high school. Bronx Prep's high school Accountability Cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.	2003 Cohort – Achieved (89%) 2004 Cohort – Achieved (86%) 2005 Cohort – Achieved (93%) 2006 Cohort – Achieved (95%)
Absolute	Seventy-five percent of 10 th graders 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 th 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.	Achieved
Comparative	Each year, the percent of students in Bronx Prep's high school Accountability Cohort who pass the English Regents Exam with a score of 65 or above will exceed the percent of students in Community School District 9's Accountability Cohort who pass the English Regents Exam with a 65 or above.	2005 Cohort - Achieved 2006 Cohort – Data not yet available
Value Added	For the 2009-2010 through 2014-2015 school years, cohorts of 6 th – 10 th grade students enrolled in at least their second year at Bronx Prep will reduce by one half the gap between their average NCE in the previous spring on the Terra Nova and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.	Data not yet available

Action Plan

We have modified all content area departments into grade 5-12 specialty areas with one coach or coordinator serving as the point person for each academic discipline. We will also continue to tap into the instructional expertise of the head of school and principal by assigning each of the disciplines to one of the lead administrators, thereby bringing greater focus and accountability to each instructional team.

Middle school English teachers will continue to teach only English to two classes of 25 or fewer students in daily double periods. As a result, more class time will continue to be devoted to English Language Arts, and English teachers will continue to have dedicated time built into their schedules to plan together.

The school has invested in the *Teachers College Readers and Writers Project (TCRWP)*. The head of school, principal and 2 veteran staff have experience with the curriculum and instructional framework and continue to be supported by *TCRWP* staff to help extend their professional development to the rest of the school staff. In addition, the *TCRWP* professional developer will continue to provide on-site training several times throughout the year to the whole staff.

Implementation of the *TCRWP* curriculum and instructional framework will also support our continuing work to ensure alignment with the standards which are assessed by the New York State testing program. This framework 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 modules and the 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).

We continue to conduct analysis of the data and identify students whose performance has remained flat or has declined. All students will be placed in skill specific academic intervention service groups in order to have their specific developmental needs addressed. Trained intervention specialists, college student 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 8th grade level. We will enlist the support of our guidance counselor and other senior male staff members who run 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.

High School English teachers will also continue to revise the English scope and sequence in grades 9 – 12 in collaboration with the middle school teachers, ultimately developing targeted course syllabi for all courses taught at the high school level. 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 represent literature read in grades 9 – 11; and

- A cover letter that addresses depth and breadth of key New York State English Standards.

In addition, students are required to present their portfolios in front of a committee of English teachers, other adults, peers and/or family members. Rubrics are used 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 high school 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. As student progress through the English department from middle to high school, they prepare to choose among AP English Literature, AP English Composition, Creative Writing Seminar, and other honors courses.

We will also deepen and extend our academic intervention services across grades 5-12. The assistant principal for learning enhancement and the assistant principal for curriculum and instruction will work with the middle and high school staff 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 additional 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 coach who is also the assistant principal for academic advancement. The school's library and media center is also being transformed into the core location for critical literacy support materials including lap top carts, listening centers, and professional learning materials for teachers and parents. 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 continue to be substantively developed such that students engage 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 the coaches and assistant principals may more qualitatively advise classroom teachers as to needed changes in instructional focus.

The redirection of the work of English as a Second Language (ESL) teachers, as well as the addition of another special education teacher will also serve to support our efforts to improve student performance in English Language Arts. At the middle school level certified ESL teachers embed ESL strategies into their instruction and work with content area teachers to focus on the development of academic English. At the high school level, the learning enhancement team (LET) director and an ESL certified teacher will provide support for current English Language Learners (ELLs) as well as those who have only recently tested out of mandated ESL services. The emphasis of the work at the high school level is to support English Language Arts teachers in deepening students grasp of academic English especially as such is needed in critical reading and writing for acquisition of more complex content.

Professional development activities include training for teachers in instructional techniques that 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 New York state standards our own 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 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 (AP) 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 teaching 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. Additional elements of mathematics instruction at Bronx Prep include:

- Increasing the impact of out-of-school learning in mathematics;
- Engaging parents in workshops that center on shifting attitudes toward mathematics and each students' capacity to engage in learning math at high levels; and
- Developing awareness, strategies, and activities that parents can do with their students.

Professional development, led by the assistant principal for curriculum and instruction, who is also the Math department coach, will continue to deepen teachers' capacities to analyze student errors, to address individual student learning styles and needs, and to provide multiple entry points for learners as they 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

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 May 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. Through 200809 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
5	104	0	0	0	104
6	105	0	0	0	105
7	118	0	0	0	118
8	102	0	0	1	103
All	429	0	0	1	430

Results

As the table above presents, with only one exception, all students enrolled at the time of the test administration were indeed tested. There was one student who was absent and unable to attend school for the make-up testing as well. This year’s testing reflects a continuing trend at our school of increasing enrollment as well as ensuring that all students are tested and appropriately counted in our efforts to demonstrate that we are successfully meeting accountability standards.

As the chart on the next page indicates, 82% of students who were enrolled for at least their second year at Bronx Prep performed at or above a scale score of 650 on the NY state mathematics exam.

⁷ 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

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	86	104
	Students in At Least 2 nd Year		
6	All Students	78	105
	Students in At Least 2 nd Year	76	101
7	All Students	86	118
	Students in At Least 2 nd Year	87	114
8	All Students	85	102
	Students in At Least 2 nd Year	84	100
All	All Students	84	429
	Students in At Least 2 nd Year	82	315

Evaluation

With 82% of students in grades 6, 7, and 8 performing at or above a scale score of 650 on the state Mathematics examination, the school exceeded this measure. The performance of students in each individual grade is also noteworthy.

Additional Evidence

Student performance data over the past four years shows that while the school had come close to meeting this measure in 2006-2007, this year is the third consecutive year in which we have met the measure. Indeed, with 82% of students performing at or above grade level, the school has exceeded the measure by 7 percentage points. As we look specifically at the performance of students across the last four years, we find the most significant improvement in grades 7 and 8 with improvements of 22 percentage points and 54 percentage points respectively from school year 2006-2007 to school year 2009-2010.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	78	82	77	85	88	107	76	101
7	65	91	95	101	94	105	87	114
8	30	44	72	67	93	106	84	100
All	63	217	82	253	92	318	82	315

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 Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135⁸. 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 142. Nearly all of the students, 95%, performed at Level 2 or higher.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	5	48	37	10	429

$$\begin{array}{rclclclcl}
 \text{PI} & = & 48 & + & 37 & + & 10 & = & 95 \\
 & & & & + & & 10 & = & 47 \\
 & & & & & & \text{PI} & = & \mathbf{142}
 \end{array}$$

Evaluation

The school’s performance index in 2009-2010 is 142 which exceeds the annual measurable objective of 135; therefore, the school has exceeded this measure. The achievement of 95% of students performing at levels 2 or higher and having 5% of students perform at level 1 resulted in the school’s performance index of 142, exceeding the AMO performance index of 135 by 7 points.

Additional Evidence

The students’ performance in Mathematics has continued to improve over the course of the past four years. In each of the last four years the school’s performance index has significantly exceeded the AMO. The school’s performance index for 2009-2010 was adversely affected by the change in the cut off scores in each level. As a result of the changed cut scores, we saw an increase in students at Levels 1 and 2. This performance stands in distinct contrast to the continual reduction in each of the past three years of the number of students performing at Level 1 and 2. By moving larger percentages of students into Level 3 each year, the school will again significantly exceed the required improvement in the Mathematics performance index. Continuation of this trend positions our students well not only to continue to exceed the accountability measure, but also to achieve the NCLB mandate that all students perform at or above grade level by 2013.

⁸ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**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		
2006-07	5-8	380	4	25	55	15	165	86
2007-08	5-8	431	1	17	63	19	181	102
2008-09	5-8	435	2	12	65	21	181	119
2009-10	5-8	429	5	48	37	10	142	135

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

Forty-seven (47) 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 34% of all students in the same tested grades in the local school district.

**2009-10 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	32*	101	37	2823
7	68	114	35	2943
8	42	100	31	3169
All	47	315	34	8935

*Includes students who repeated Grade 5

Evaluation

The school met this measure as the performance of our students exceeded that of the students in the local district by 13 percentage points. In both grades 7 and 8, Bronx Prep students significantly outperformed their peers in the local district by 33 and 11 percentage points respectively.

Additional Evidence

The school’s performance has consistently outpaced that of the local district for the past four years. Our analysis reveals that Bronx Prep students have outperformed their local district peers by more than 10 percentage points in each of the last four years with the greatest differences of nearly 30 percentage points, having come in the past three school years. While the district students in grade 6 closed the gap a bit in the past three years, Bronx Prep students in grades 7 and 8 have continued to widen the gap between themselves and their district peers over the same three-year period.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	78	45	77	55	88	65	32	37
7	65	37	95	56	94	69	68	35
8	30	28	72	45	93	63	42	31
All	63	39	82	52	92	65	47	34

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The 2008-2009 results reveal that the middle school students performed at a level higher than expected to a medium degree when compared to middle school students in demographically similar public schools statewide. The overall Effect Size for the middle school was 0.51.

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		108	74.1	83.1	-9.0	-0.80
6		118	82.2	75.0	7.2	0.45
7		110	95.3	79.2	16.1	1.14
8		107	92.6	69.5	23.1	1.24
All	67.0	443	86.0	76.7	9.3	0.51

School's Overall Comparative Performance:
<i>Higher than expected to a medium degree</i>

Evaluation

The school's aggregate Effect Size was 0.51 and therefore met this measure which required an Effect Size of 0.3 or higher. The Effect Size for the school was most negatively impacted by the performance of the grade 5 students who were only enrolled in the school for one year by the time they sat for the Mathematics exam. Those students in grades 6-8 who have had the benefit of our instructional programs for at least two years either performed at a level higher than expected to a small degree or at a level higher than expected to a large degree. Specifically, results for students in grades 7 and 8 indicate an Effect Size of 1.14 and 1.24 respectively which suggests that they perform at a level higher than expected to a large degree when compared to demographically similar public school students across the state. Not only does the overall positive Effective Size bode well for our students in comparison to their demographically similar peers across the state, but also these results affirm for us that the longer students receive the benefit of the middle school instructional programs at Bronx Prep, the greater the impact on their academic achievement.

Goal 2: Growth Measure

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current

grade level cohort, not the cohort to which they previously belonged. 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

Having already exceeded the 75% measure for performing at or above a scale score of 650 in previous years, students in grades 7 and 8 were expected to show gains this year. Students in grade 7 did in fact show gains of 5 percentage points. Students in grade 6 had a target of 74.5% performing at or above a scale score of 650. Seventy-six percent (76%) of students in grade 6 performed at a scale score of 650 or higher.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
6	101	74	74.5	76	YES
7	114	82	Gain	87	YES
8	101	95	Gain	83	NO
All	316	84	Gain	82	NO

Evaluation

We partially met this measure as two grade level cohorts, grade 6 and 7, met their targets. While the overall middle school cohort exceeded the 75% measure performing at or above a scale score of 650, the overall cohort did not show a gain in that percentage from last year to this.

Additional Evidence

Student performance reflected a positive growth trajectory for 2 of the last 3 years in which the number of cohorts meeting targets continued to improve. This year reflected a leveling off of scale scores; however, we believe that our continued focus on professional development for teachers and academic intervention both for students who struggle and for students who perform well will result in a reversal of this flattening of scale score performance.

**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
2008-09	6-8	2	3
2009-10	6-8	2	3

(§) Goal 1: Growth Measure

Each year, the group of students in their second year of middle school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE on the Terra Nova and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in middle school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of middle school in 2009-10. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the 50th NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year. 2009-2010 is the baseline year and this measure will be assessed in spring 2010-2011.

In order to take full advantage of norm referenced testing data, the school shifted from the use of *Stanford 9* to *Terra Nova* which provides more instructionally linked data to teachers and administrators. Students in grades 5-10 sat for the Terra Nova exam in 2009 in order to establish a baseline with the new norm referenced test being administered. The test will be administered again in the fall of 2010 at which time an assessment of student growth will be made.

Results

Results of the Fall 2010 administration of the Terra Nova will be reported in the Fall update of this progress report.

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 has administered the New York State Regents Math A, Math B, Geometry, Integrated Algebra and Algebra 2 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 have until the summer of their fourth year to pass a mathematics exam.

Results

Ninety-five percent (95%) of the 2006 cohort 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 high level of performance reflects a solid trend similarly demonstrated by the previous two cohorts, 100% of whose members also passed a Regents Mathematics exam by the end of their fourth year in the cohort.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent at Each Level ¹⁰				Percent Passing ¹¹
		Level 1	Level 2	Level 3	Level 4	
2003	24	0	0	83	17	100
2004	26	0	0	85	15	100
2005	29	3	0	93	4	97
2006	39	3	0	90	5	95

Evaluation

The school met and exceeded this measure as more than 75% of students in the 2006 cohort scored at 65 or higher on a state Mathematics Regents examination by the completion of their fourth year in the cohort. Specifically, 95% of students in the 2005 cohort respectively scored at least 65 on a state Mathematics Regents examination, thereby exceeding this measure by 20 percentage points.

Additional Evidence

While the performance of the first four graduation cohorts for our school far exceeded this measure, examination of student performance of the next three graduation cohorts provides even greater evidence of students' growing achievement. The members of the next three cohorts are well on their way to far exceeding the performance of past cohorts by achieving this standard earlier in their experience and, thereby, continuing to exceed this measure. Specifically, 80% of the members of the 2007 cohort have already passed a Mathematics Regents exam by the end of their third year in the cohort. Seventy-two percent (72%) of students in the 2008 cohort have passed a Mathematics Regents upon completion of their second year in the cohort as have 83% of students in the 2009 cohort at the end of their first year in the cohort. The school continues to maintain a high level of performance.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing						
2004	30	93	26	100				
2005	32	94	29	96	29	97		
2006	48	67	44	86	37	95	39	95
2007			39	44	34	65	30	80
2008					79	61	76	72
2009							87	83

⁹ Based on the highest score for each student on any mathematics Regents exam

¹⁰ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

¹¹ With a score of at least 65

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their NYS 8th grade Mathematics Exam 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 Mathematics exams one of which 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 who performed at Level 1 or 2 on the NYS ELA exam when they were in 8th grade and passed a Mathematics Regents Exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

As the chart below indicates, for each high school accountability cohort, more than 75% of the cohort members who scored at Level 1 or 2 when they were in 8th grade also passed a high school Mathematics Regents exam by their fourth year in the cohort. Specifically, 100%, 100%, 90%, and 93% of the members of each of the last four high school accountability cohorts passed a Mathematics Regents exam by their fourth year in the cohort despite having performed at Level 1 or 2 when they were in 8th grade.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Level 1 or 2 in 8 th grade NYS Math Exam				Percent Passing HS Regents
		Level 1	Level 2	Level 3	Level 4	
2003	24	0	33	N/A	N/A	100
2004	26	0	23	N/A	N/A	100
2005	29	3	21	N/A	N/A	90
2006	39	8	28	N/A	N/A	93

Evaluation

We met and exceeded this measure in that more than 75% of the cohort members who scored at Level 1 or 2 when they were in 8th grade also passed the high school English Regents exam by their fourth year in the cohort. Indeed, each cohort exceeded this measure by 25 percentage points, 25 percentage points, 15 percentage points, and 18 percentage points respectively.

Goal 2: Absolute Measure

2b) 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 2009-10 is 173. 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 190. This high level of performance is supported by achievement of 95% of our students who performed at Level 3 or 4 on a Mathematics Regents exam.

**Mathematics Performance Index (PI)
of 2006 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
39	3	0	90	5

$$\begin{array}{rcccccccc}
 \text{PI} & = & 0 & + & 90 & + & 5 & = & 95 \\
 & & & & 90 & + & 5 & = & \underline{95} \\
 & & & & & & \text{PI} & = & 190
 \end{array}$$

Evaluation

The school has met this measure and exceeded the annual measurable objective by 17 percentage points. With 95% of students performing at or above Level 3, the school is very close to meeting the 2013-2014 NCLB standard of having 100% of students demonstrate proficiency on at least one Mathematics Regents exam. As we continue to strengthen the curriculum and 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 the State’s more targeted and conceptually focused curriculum and assessment programs in Integrated Algebra, Geometry, and Algebra 2 will support our continued achievement of this measure and accomplishment of 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 four years. The performance index has exceeded the AMO by 47 points, 41 points, 29, and 17 points respectively in the last four 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 2007 cohort and 2008 cohort, both of which already demonstrate 80% and 72% 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	24	0	0	83	17	200	153
2004	26	0	0	85	15	200	159
2005	29	3	0	93	4	194	165
2006	39	3	0	90	5	190	173

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

While data are not yet available for the local school district for the 2006 graduation cohort, the high level of performance of Bronx Prep in previous cohorts leads us to predict that our students will continue to outperform their local district peers.

**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	24	43	820
2004	100	26	61	1355
2005	97	29	67	1719
2006	95	39	*	*

*District data are not yet available

Evaluation

While the data are not yet available for the local district and no specific comparison is possible at this time for the 2006 cohort, we are confident that the performance of our students will compare favorably to their district peers. We expect to meet this measure as we have consistently done so across all graduation cohorts to date. Indeed, the past three Bronx Prep graduation cohorts have outperformed the local district by no less than 30 percentage points in the passing rate for Mathematics Regents exams.

Additional Evidence

While not all relevant multi-year data are available for the local district, we are confident that the achievement of our past cohorts and the interim achievement of our 2007, 2008, and 2009 cohorts, in

their third, second, and first years of membership in those cohorts, will continue to reflect positive achievement trends. Bronx Prep will continue to maintain a high level of performance.

(§) Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2009-10. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the 50th NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year. 2009-2010 is the baseline year and this measure will be assessed in spring 2010-2011.

In order to take full advantage of norm referenced testing data, the school shifted from the use of *Stanford 9* to *Terra Nova* which provides more instructionally linked data to teachers and administrators. Students in grades 5-10 sat for the Terra Nova exam in 2009 in order to establish a baseline with the new norm referenced test being administered. The test will be administered again in the fall of 2010 at which time an assessment of student growth will be made.

Results

Results of the Fall 2010 administration of the Terra Nova will be reported in the Fall update of this progress report.

Summary of the Mathematics Goal

Our students continue to perform well in Mathematics exceeding the key absolute measure of 75% of students performing at or above grade level this year by 17 percentage points. 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 All Charter Schools in the state of New York and similar public schools across the city of New York.

The chart on the next page summarizes our performance and highlights the school's continued progress in achieving the specific measures as outlined in our accountability plan.

Type	Measure	Outcome
Absolute	Revised Measure In 2009-2010, 75% of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the state examination.	Achieved (82%)
Absolute	Each year, the school's aggregate middle school and high school Performance Indices on the State math exam will exceed the Annual Measurable Objectives set forth in the State's No Child Left Behind (NCLB) accountability system.	Achieved
Comparative	Each year, the percentage of Bronx Prep students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in 5 th – 8 th grade will be greater than that of Community School District 9.	6 th Grade – Achieved 7 th Grade – Achieved 8 th Grade – Achieved
Comparative	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.	Achieved
Value Added	Revised Measure Each grade level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-2009 state exam and 75% of students at or above a Scale Score of 650 on the 2009-2010 state exam. If a grade level cohort exceeds 75% at or above a Scale Score of 650 in 2008-2009, that cohort is expected to show at least an increase in the percentage in 2009-2010.	6 th grade Cohort – Achieved 7 th grade Cohort – Achieved 8 th grade Cohort – Did not meet
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8 th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	2003 Cohort- Achieved (100%) 2004 Cohort- Achieved (100%) 2005 Cohort- Achieved (90%) 2006 Cohort- Achieved (93%)
Absolute	For each high school Accountability Cohort of Bronx Prep students, 75% of the students will score at least 65 on a New York State Regents mathematics exam by the end of their fourth year in high school.	2003 Cohort- Achieved 2004 Cohort- Achieved 2005 Cohort- Achieved 2006 Cohort- Achieved 2007 Cohort- Achieved in 3 rd year in cohort-
Comparative	Each year, the percent of students in Bronx Prep's high school Accountability Cohort who pass the Mathematics Regents Exam with a score of 65 or above will exceed the percent of students in	2003 Cohort- Achieved 2004 Cohort- Achieved 2005 Cohort- Achieved 2006 Cohort- Data not yet available

	Community School District 9's Accountability Cohort who pass the Mathematics Regents Exam with a 65 or above.	
Value Added	For the 2009-2010 through 2014-2015 school years, cohorts of 6 th – 10 th grade students enrolled in at least their second year at Bronx Prep will reduce by one half the gap between their average NCE in the previous spring on the Terra Nova and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.	Data not yet available

Action Plan

We will continue to have all Math teachers teach only Math to two classes of 25 or fewer students in double periods in the middle school and no more than four classes of 25 in the high school. As a result, increased focused class time will continue to be devoted explicitly to Mathematics instruction, and Math teachers have dedicated time built into their schedules to plan together. We will continue this structure in addition to having the assistant principal for curriculum and instruction serve as the Mathematics department's school-wide coach. Her expertise as a math instructor and coach will be targeted to supporting the teachers through lesson study and intervention support for students. In addition, the principal's work will focus on training the assistant principal's repertoire of 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 student 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 head of school and principal will meet regularly with the academic intervention service providers in order to monitor and support the refinement of remediation and acceleration strategies.

The head of school and principal 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 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, and ongoing evaluation and improvement of teachers' capacity to adjust their instruction in order to meet students' skill development and learning needs. Our transition to course design in alignment with the State's more focused curriculum frameworks and assessment programs in Integrated Algebra, Geometry, and Algebra 2 will continue such that students in the upper middle school grades continue to acquire the core algebraic concepts and prepare for more rigorous course offerings at the high school level including advanced placement.

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 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 explore Science more deeply through core high school courses 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 (AP) courses in Chemistry, Biology, and eventually Physics. Curriculum development continues under the leadership of our principals who are 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 in the sciences 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 8th grade in spring 2010. 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 the data for school year 2009-2010 are not yet available, the most recent data available (2008-2009) indicate that 59% of students performed at or above Level 3 on the NY state Science examination.

**Charter School Performance on 2008-9 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	2	39	48	11	59	106
	Students in At Least 2 nd Year	2	39	48	11	59	106

Evaluation

While an evaluation of the grade 8 student performance will be conducted as soon as the most recent data set is made available, grade 8 students continue to improve toward meeting this measure.

Additional Evidence

Multi-year data analysis reveals that our students have not performed well in 8th grade Science. While the trend of declining performance began to reverse in 2007-2008, student performance still has not yet met our standards and expectations. We attribute the reversal of declining performance to the programmatic changes that allow certified teachers of Science to teach only Science and to the development of curriculum and interim assessment frameworks. We anticipate that these changes, which will be reinforced in the coming years, will allow teachers to continue to more directly address student learning needs in the sciences. Indeed, we see an 8 percentage point growth in grade level performance in the past two years for which data are available.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	31	45	51	93	59	106	*	*
All	31	45	51	93	59	106	*	*

*Data are 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

The most recent data available (2008-2009) are listed in the chart below and indicate that 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 is greater than that of all students in the same tested grades in the local school district.

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	59	106	32	2866

Evaluation

Based on the available data, the school met this measure in that performance of Bronx Prep 8th graders exceeded that of their district peers by 27 percentage points.

Additional Evidence

Analysis of the data available for the past 3 years indicates that the 8th grade students consistently outperform their local district peers. The performance gaps range from a low of 13 percentage points in school year 2006-2007 to a high of 27 percentage points in 2008-2009. This trend leads us to predict that the students will continue to significantly outperform their local district peers.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	31	18	51	31	59	32	*	*
All	31	18	51	31	59	32	*	*

*Data are not yet available

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

Ninety-three (93) percent of students in the 2006 cohort passed a New York State Science Regents exam by the completion of their fourth year in the cohort.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	24	0	17	75	8	83
2004	26	8	15	54	23	77
2005	29	10	7	76	7	83
2006	39	0	5	90	3	93

Evaluation

The school met this measure as more than 75% of the 2006 cohort passed a Science Regents exam by the completion of their fourth year in the cohort. Indeed, all of the previous cohorts also passed a Science Regents exam by the end of the fourth year in their respective cohorts at the rates of 83%, 77%, and 83%. The 2006 cohort exceeded the measure by 18 percentage points. As the school continues to deepen the Science curriculum and more effectively implements interim assessment and academic intervention programs, student performance will continue to improve.

Additional Evidence

The performance of our rising graduation cohorts also provides encouragement about future performance and improvements in teaching and learning in the sciences at Bronx Prep. Members of the 2007 cohort have already passed a Science Regents exam at a 77% rate in their third year in the cohort. Two-thirds of the members of the 2008 cohort (66%) have also already passed a Science Regents exam by the end of the second year in the cohort. Students in their first year in the 2009 cohort have also made significant progress in meeting and exceeding this measure as nearly one half of the cohort has already passed a Science exam. Having past cohorts far exceed the measure and rising cohorts that are more rapidly approaching the measure earlier in their cohort experience suggests that the school will continue to meet and exceed expectations regarding student performance on high school level State Science assessments.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing						
2004	30	70	26	77				
2005	32	75	29	76	29	83		
2006	48	44	44	54	37	70	39	93
2007			39	41	34	68	30	77
2008					79	35	76	66
2009							87	48

¹² Based on the highest score for each student on any science Regents exam

Goal 3: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents Science 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

While data are not yet available for the local district for school year 2009-2010, past performance of Bronx Prep’s students leads us to predict that our students will continue to outperform their district peers.

**Science Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	83	24	37	820
2004	77	26	47	1355
2005	83	29	61	1719
2006	93	39	*	*

*District data are not yet available

Evaluation

As indicated on the above chart, members of Bronx Prep graduation cohorts outperform their local district cohort peers, and we have met this measure. The 2003, 2004, and 2005 cohorts outperformed their peers by 46 percentage points, 30 percentage points, and 22 percentage points respectively. We anticipate that this high level of performance will continue particularly as Bronx Prep’s performance on Science Regents continues to improve.

Summary

While the 2009-2010 Science data are unavailable for our 8th grade students, as well as for the local district students, our high school Science 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 measures 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.

Type	Measure	Outcome
Absolute	In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Examination.	2008-2009- Approaching (59%) 2009-2010 Data not yet available
Comparative	Each year, the percentage of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science Exam will be greater than that of Community School District 9.	2008-2009 - Achieved 2009-2010 Data not yet available
Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on a New York State science Regents exam by the completion of their 4 th year in the cohort. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.	2003 Cohort – Achieved (83%) 2004 Cohort – Achieved (77%) 2005 Cohort – Achieved (83%) 2006- Achieved (93%) 2007 Cohort – Achieved in 3 rd year in cohort) – (77%)
Comparative	Each year, the percent of students in Bronx Prep’s high school Accountability Cohort who pass a Science Regents Exam with a score of 65 or above will exceed the percent of students in Community School District 9’s Accountability Cohort who pass a Science Regents Exam with a 65 or above.	2003 Cohort – Achieved 2004 Cohort – Achieved 2005 Cohort – Achieved 2006 Cohort – Data Not Available

Action Plan

The development of strong curriculum and a focused interim assessment program in Science will continue to be the central elements of our action plan to improve Science learning and achievement. Our Science teachers 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 assistant principals who will train 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 on 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 and other 'smart' devices.

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.

Students study the history and geography of world cultures, the United States and other western nations, as well as eastern nations, from 5th grade Early American History through Advanced Placement History offered in 11th grade. In addition, students study themselves as historians, products of past history, and producers of history through a capstone course in 12th 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 or 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 5th grade in November 2009 and 8th grade in June 2010. 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 are not yet available for 2009-2010. Reported below are the most recently available data (2008-2009). Forty-two percent (42%) of students who were enrolled in at least their second year performed at or above Level 3 on the NY state social studies exam.

**Charter School Performance on 2008-09 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	31	14	45	10	55	108
	Students in At Least 2 nd Year	n/a	n/a	n/a	n/a	n/a	n/a
8	All Students	2	56	38	4	42	104
	Students in At Least 2 nd Year	2	56	38	4	42	104

Evaluation

While we did not meet this measure, the NY SED has ended the administration of the grade 5 and 8 state social studies exam. Therefore, we will report on student performance on school-based assessments in future reports.

Additional Evidence

Analysis of 8th grade performance reveals a trend of improvement; however, overall performance still falls short of our expectations. Changes in faculty assignments, curriculum design, and interim assessments have supported continued improvement such that we are approaching the standards in middle school social studies. We anticipate exceeding performance expectations in the future particularly given the results of our middle school Regents pilot in which 83% of 8th graders who sat for the high school US History Regents exam passed the test.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	27	44	41	93	42	104	*	*
All	27	44	41	93	42	104	*	*

*Data are not yet available

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 are not yet available for 2009-2010. The most recently available data are reported below (2008-2009). Forty-two percent (42%) of students enrolled for at least two years at Bronx Prep performed at or above grade level, while only 23% of students in the local district in the same tested grades performed at or above grade level.

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	42	104	23	2852

Evaluation

While student performance has not yet risen to levels that we expect, our students have consistently outperformed their local district peers over the years, and we expect that we will continue to meet this measure in the future. As soon as data are made available for 2009-2010, we will update this report with an appropriate evaluation of student performance for the current school year.

Additional Evidence

Analysis of previous years' data suggests that Bronx Prep students will continue to outperform their local district peers. As we examine student performance for the past four years for which data are available, we see that in all of those school years Bronx Prep students significantly outperform their peers. The performance gaps of Bronx Prep students' performance over that of their local peers range from a low of 1 percentage points in 2006-2007 to a high of 23 percentage points in 2007-2008. We anticipate that our overall student performance will continue to increase and that the extent to which our students outperform their local district peers will continue to be significant going forward.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	27	10	41	18	42	23	*	*
All	27	10	41	18	42	23	*	*

*Data are 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 9th grade, and in 2009-10 the 2006 Cohort finished its fourth year.

Results

Of the 2006 Cohort, 95% scored at least 65 on the US History Regents exam by the completion of this, their fourth year in the cohort.

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

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	24	4	4	59	33	92
2004	26	4	15	62	19	81
2005	29	9	15	34	42	76
2006	39	3	0	90	5	95

Evaluation

More than 75% of the 2006 cohort scored at least a 65 on the US History Regents exam, and therefore, the school met this measure. Indeed, each of the previous cohorts also passed the US History Regents exam by the end of the fourth year in their respective cohorts at the rates of 92%, 81%, and 76%. The 2006 cohort exceeded the measure by 20 percentage points. As the school continues to deepen the professional development of Social Studies teachers and more effectively implements interim assessment and academic intervention programs, student performance will continue to improve.

Additional Evidence

The performance of our rising graduation cohorts also provides encouragement as we consider future performance and needed improvements in teaching and learning in Social Studies at Bronx Prep. More than three-quarters of the members of the 2007 cohort have already passed the US History Regents exam in their third year in the cohort. Similarly, 62% have also already passed a US History Regents exam by the end of the second year in the cohort. Students in their first year in the 2009 cohort have also made significant progress in meeting and exceeding this measure as more than two-thirds of the members of the cohort (67%) have already passed the US History exam. Having past cohorts far exceed the measure and rising cohorts that are more rapidly approaching the measure earlier in their cohort experience suggests that the school will continue to meet and exceed expectations regarding student performance on this high school level state assessment.

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

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing						
2004	30	50	26	81				
2005	32		29	66	29	76		
2006	48		44		37	51	39	95
2007			39		34	68	30	80
2008					79	38	76	62
2009							87	67

(§) Goal 4: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents U.S. History 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

Available data reflect performance of Bronx Prep graduation cohorts which exceeds that of the high school accountability cohorts from the local district. While the 2006 cohort data are not yet available for the local district, we anticipate that the strong performance of Bronx Prep cohort members will reflect similar results for this current school year.

U.S. History Passing Rate of Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	92	24	30	820
2004	81	26	43	1355
2005	76	29	60	1719
2006	95	39	*	*

*District data are not yet available

Evaluation

Bronx Prep cohorts generally outperform their local district peers in US History and therefore meet and exceed this measure. Indeed, the Bronx Prep cohorts have consistently outperformed their peers by no less than 15 percentage points.

Additional Evidence

The performance trends of Bronx Prep cohorts reflects performance gaps of Bronx Prep students over their district peers of 62, 38, and 16 percentage points respectively in the past three years for which comparative data are available. This trend leads us to predict that our students will continue to perform well and exceed this measure.

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 9th grade, and in 2009-10 the 2006 Cohort finished its fourth year.

Results

As the table below indicates, 89% of the members of the 2006 cohort passed the Global History Regents exam by the completion of their fourth year in the cohort.

Global History Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2003	24	4	0	88	8	96
2004	26	8	4	65	23	88
2005	29	14	3	76	7	83
2006	39	0	3	79	10	89

Evaluation

The school continued to meet and exceed this measure as 89% of the 2006 cohort passed the Global History Regents exam. Indeed, each of the three previous cohorts also passed the Global History Regents exam by the end of the fourth year in their respective cohorts at the rates of 96%, 88% and 83%. The 2006 cohort exceeded the measure by 14 percentage points. As the school continues to deepen the professional development of Social Studies teachers and more effectively implements redesigned curriculum and new courses, as well as interim assessment and academic intervention programs, student performance will continue to improve.

Additional Evidence

The performance of our rising graduation cohorts also provides encouragement as we consider future performance and needed improvements in teaching and learning in Social Studies at Bronx Prep. Members of the 2007 cohort have already passed the Global History Regents exam at a 60% rate in their third year in the cohort. Having past cohorts far exceed the measure and rising cohorts who are approaching the measure earlier in their cohort experience suggests that the school will continue to meet and exceed expectations regarding student performance on this high school level state assessment.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing						
2004	30	53	26	88				
2005	32	47	29	53	29	83		
2006	48	40	44	40	37	73	39	89
2007			39	n/a	34	n/a	30	60
2008					79	n/a	76	30
2009							87	n/a

(§) Goal 4: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing the Regents Global History 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

Available data reflect performance of Bronx Prep graduation cohorts which exceeds that of the high school accountability cohorts from the local district. While the 2006 cohort data are not yet available for the local district, we anticipate that the strong performance of Bronx Prep cohort members will reflect similar results for this current school year.

Global History Passing Rate of Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2003	96	24	30	820
2004	88	26	40	1355
2005	83	29	58	1719
2006	89	39	*	*

*District data are not yet available

Evaluation

Bronx Prep cohorts generally outperform their local district peers in Global History and therefore meet and exceed this measure. Indeed, the Bronx Prep cohorts have consistently outperformed their peers by no less than 25 percentage points.

Additional Evidence

The performance trends of Bronx Prep cohorts reflects performance gaps of Bronx Prep students over their district peers of 66, 48, and 25 percentage points in the past three years for which

comparative data is available. This trend leads us to predict that our students will continue to perform well and exceed this measure.

Summary

While the 2009-2010 Social Studies data are unavailable for our 8th 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 exceeded 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.

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

Type	Measure	Outcome
Absolute	In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies Examination.	2008-2009 – Did not meet 2009-2010 Data Not Available
Comparative	Each year, the percentage of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of Community School District 9.	2006-2007 – Achieved 2007-2008 – Achieved 2008-2009 – Achieved 2009-2010 – Data not yet available
Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.	2003 Cohort – Achieved (96%) 2004 Cohort – Achieved (88%) 2005 Cohort – Achieved (83%) 2006 Cohort – Achieved (89%)
Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State United States History Regents exam by the completion of their fourth year in the cohort. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.	2003 Cohort – Achieved (92%) 2004 Cohort – Achieved (81%) 2005 Cohort – Achieved (76%) 2006 Cohort – Achieved (95%) 2007 Cohort – Achieved in 3 rd year in cohort (80%)
Comparative	Each year, the percent of students in Bronx Prep’s high school Accountability Cohort who pass the Global History Regents Exam with a score of 65 or above will exceed the percent of students in Community School District 9’s Accountability Cohort who pass the Global History Regents Exam with a 65 or above.	2003 Cohort – Achieved 2004 Cohort – Achieved 2005 Cohort – Achieved 2006 Cohort – Data not yet available
Comparative	Each year, the percent of students in Bronx Prep’s high school Accountability Cohort who pass the US History Regents Exam with a score of 65 or above will exceed the percent of students in Community School District 9’s Accountability Cohort who pass the US History Regents Exam with a 65 or above.	2003 Cohort – Achieved 2004 Cohort – Achieved 2005 Cohort – Achieved 2006 Cohort – Data not yet available

Action Plan

In the past few years we made critical staffing changes in the Social Studies department across the school with particular emphasis on building a highly knowledgeable, certified faculty and developing a coaching model that would balance emphasis on curriculum development and establishment of solid core instructional techniques. The focus on professional development will be more strategic going forward as we strive to build a 5-12 continuum of powerful teaching and learning Social Studies. Having increased the staffing level so that Social Studies teachers only teach four Social Studies classes, we also 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 will continue to develop in the coming 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 have begun training a senior History teacher to serve as an instructional coach. His work will be supported and directly supervised by our assistant principals 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 assistant principal for curriculum and instruction and the Social Studies coach will lead the review of the current scope and sequence and course outlines for all Social Studies 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 Social Studies 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 assistant 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 Social Studies, but also will use qualitative data from analysis of student work samples to further refine the scope and sequence by creating model lesson plans.

GOAL 5: HIGH SCHOOL GRADUATION

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

As a college preparatory school, it is our mission to prepare every scholar for college. The school aligns all resources to the achievement of that mission. As we assess our success, we not only examine the absolute measure of this goal, but also analyze course passing, grade promotion, and exam performance trajectory over the course of scholars’ high school experience.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of students in each cohort are promoted to the next grade by the end of August.

In order to be promoted to the next grade at Bronx Prep students must achieve a grade of 70 in each subject area including English language arts, mathematics, social studies, science, and the arts. Attendance as well as performance on standardized tests are also considered in promotion decisions.

Results

As indicated below, the promotion rate for each high school cohort at the end of August 2010 ranged between 87% and 99%.

Percent of Students Promoted by Cohort in 2009-10

Cohort Designation	Number in Cohort	Percent promoted
2006	39	87
2007	30	93
2008	76	89
2009	87	99

Evaluation

We met and exceeded this measure as each of the four high school cohorts were promoted at a rate of 87%, 93%, 89%, and 99%.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Method

This measure serves as a leading indicator of the performance of high school Cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2010, the 2008 cohort completed its second year.

Results

Just under 60% of the 2008 Cohort has passed three regents exams as of August 2010. Nearly the same percentage of the 2007 Cohort also passed three regents as of August 2009 which was the end of their second year in the cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2005	29	45
2006	39	49
2007	34	57
2008	76	58

Evaluation

The school has not yet met this measure. While larger percentages of each cohort passes three regents as they conclude their second year in the cohort, we have not yet had 75% of the cohorts do so.

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 9th grade in the same year and graduate four years later. In 2009-10 the 2006 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.

Results

In 2010, 87% of the members of the 2006 Cohort completed all requirements and were graduated from Bronx Prep.

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

Cohort Designation	Number in Cohort	Percent Graduating
2003	24	75
2004	26	73
2005	29	72
2006	39	87

Evaluation

The school met and exceeded this measure by having 87% of the cohort meet the 4-year graduation rate standard. We exceeded this measure by 12 percentage points. 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 and continue to exceed this measure. Greater attention to individual student needs, improvement in special education, ESL, and intervention services, as well as focused professional development are critical elements of our ongoing improvement plans.

(§) Goal 5: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2005 Cohort completed its fifth 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.

Graduation Requirements

Academics	Bronx Prep	New York State
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>
Regents	Bronx Prep	New York State
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

As the chart below indicates, 91%, 92%, and 93% of each of our first three high school graduation cohorts were graduated after the completion of their fifth year in the cohort.

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

Cohort Designation	Number in Cohort	Percent Graduating
2003	24	91
2004	26	92
2005	29	93

Evaluation

We fell slightly short of this measure by 4, 3, and 2 percentage points in each graduation cohort respectively. As we improve support for each student to meet our increased standards and expectations, we see that each cohort performs better in reaching graduation requirements by the end of their fifth year in the cohort.

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

Available data reflect graduation rates for Bronx Prep students that exceed that of their local district peers. Regarding the 2003 cohort and the 2004 cohort, the most recent cohorts for which the local district data are available, the Bronx Prep cohort 4-year graduation rates exceed that of the local district by 20 and 13 percentage points respectively. We do know that the 4 year graduation rate for 2005 cohort of the entire borough of the Bronx is 58%. Bronx Prep’s 2005 Cohort graduation rate is 72%.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2003	24	75	1003	55
2004	26	73	1355	60
2005	29	72	*	*
2006	39	87	*	*

*District data are not yet available

Evaluation

Examination of the available data suggests that the school meets this measure. This evaluation will be updated as soon as the most recent district data are made available. As noted above, the 2003 and 2004 cohorts of Bronx Prep outpaced the performance of the local district by 20 and 13 percentage points respectively. Similarly, the 2005 Cohort of Bronx Prep outpaced the entire borough of the Bronx by 19 percentage points. Therefore, given past performance, we anticipate that Bronx Prep will continue to outperform the local district and exceed this measure in the future.

Goal 6: Bronx Prep students will be prepared for college.

The college preparation process begins in grade 5 and continues through grade 12. Bronx Prep tracks the college application and admission process for every student. Indeed, every student is required to submit copies of their admissions letters as a part of the process leading to graduation. Similarly, the school tracks the progress of every graduate through electronic communication, parent follow up, as well as visits to the college campuses to which students transition after high school graduation. In assessing the extent to which our students are fully prepared for college, we not only consider their performance on standardized college admissions tests, acquisition of diplomas associated with college ready standards, and actual admission to college, but also we examine the extent to which students actually go to college and thrive on their campuses. The evolution of our school structure, including the expansion of the college and alumni programs office, is directly tied to the extent to which we view our mission as being reflective of students' increased access to, preparation for, and completion of college.

Goal 6: Absolute Measure

Each year, the average performance of students in the 10th will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessments. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

As the chart below indicates, students in 10th grade in 2009-2010 at Bronx Prep on average scored 373.5 in Critical Reading and 393 in Mathematics. In that same year, the state averages for 10th graders were 404 in Critical Reading and 421 in Mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2006-07		23	404	409	464	420
2007-08		25	379	402	405.6	416
2008-09		33	360	400	391.5	424
2009-10		66	373.5	404	393	421

Evaluation

The average performance of students in 10th grade at Bronx Prep did not exceed the state average on the PSAT tests in Critical Reading and Mathematics. We fell short of meeting this measure by approximately 30 points in each area. As a college preparatory school, we have focused our

improvement efforts and resources on building strong curricular and instructional programs. While we have established a track record of consistently and successfully preparing students for college, as exemplified by both college admission rates and college persistence rates, we recognize the need to ensure that students are better prepared for the early indicators of college readiness. As such, we have created an orientation and test sophistication program for all students in grade 10 which will be comprised of a 4-week training session in September. All grade 10 students will then sit for the mid-October PSAT test administration. We anticipate that focused orientation and test preparation strategy development will result in improved student performance.

Goal 6: Absolute Measure

Each year, the average performance of students in the 12th will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

As the chart below indicates, 12th grade students at Bronx Prep on average scored 433 in Reading and 457 in Mathematics on the SAT in 2009-2010. Students in 12th grade across the state averaged scores of 501 and 515 in Reading and Mathematics respectively in that same year.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2006-07		21	470	503	490	518
2007-08		20	461	502	492	515
2008-09		28	465	502	507	515
2009-10		39	433	501	457	515

Evaluation

The average performance of students in 12th grade at Bronx Prep did not exceed the state average on the SAT tests in Reading and Mathematics. We fell short of meeting this measure by more than 45 points in each area. As a college preparatory school, we have focused our improvement efforts and resources on building strong curricular and instructional programs. While we have established a track record of consistently and successfully preparing students for college, as exemplified by both college admission rates and college persistence rates, we also recognize the need to ensure that students are better prepared for college admissions tests. We are now positioned well to dedicate both human resources as well as financial resources to improved preparation for the SAT. As such, we have

created two programs, SAT 11 and SAT 12, through students in grades 11 and 12 will receive direct test preparation and sophistication strategies leading up the administration of the SAT exam and ACT exams. All grade 11 students will then sit for the March SAT test administration and the November administration when they become seniors. All grade 12 students will sit for the November SAT test administration. We anticipate that focused orientation and test preparation strategy development will result in improved student performance.

Goal 6: Absolute Measure

Each year, Bronx Prep will demonstrate preparation of its students for college through attainment of the Regents Diploma with Advanced Designation or Regents Diploma with Honors by at least 30% of the total graduating class.

Method

This measure examines the graduating class in each year, and the type of diploma earned by each graduate. In order to earn a Regents Diploma with Advanced Designation, students must pass 7-8 exams including (1) English, (2-3) Math, (1) US History, (1) Global History, (2) Science, and (1) Foreign Language. In order to earn a Regents Diploma with Honors a student must pass 5 exam with average score of 90 or higher including Regents exams in (1) English, (1) Math, (1) US History, (1) Global History, and (1) Science. In order to earn an Advanced Designation Regents Diploma with Honors, a student must pass 7-8 exams with an average score of 90 or higher on Regents exams in (1) English, (2-3) Math, (1) US History, (1) Global History, (2) Science, and (1) Foreign Language. In order to earn the highest level of diploma issued by Bronx Prep, the Bronx Prep Regents Diploma with Distinction including (1) English, (2-3) Math, (1) US History, (1) Global History, (2) Science, and (1) Foreign Language, maintain a grade point average of 85 or higher, take 2 SAT II Exams, and have a record of consistently demonstrating the 7Cs- our school’s core values: caring, community, commitment, confidence, curiosity, character, and competence.

Results

As the table below indicates, 5% of the 2010 graduating class has earned a Regents Diploma with Honors or with Advanced Designation.

Percent of Students Earning Each Diploma

Year of Graduating Class	Number in Graduating Class	% Earning Regents Diploma	% Earning Regents w/Honors	% Earning Regents w/Advanced Designation	% Earning Bronx Prep Diploma w/Distinction
2003	18	5	13	0	5
2004	23	14	7	2	5
2005	26	14	7	0	6
2006	40	37	2	0	1

Evaluation

We did not meet this measure as less than 30% of the total graduating class of 2006 earned a Regents Diploma with Advanced Designation. We believe that our creation of an academic advising and advancement program will be extremely beneficial in addressing this measure in the future. The

assistant principal for academic advancement will work closely with the college programs director and department chairs in order to ensure that students are not only aware of the requirements for each diploma type, but also prepared to make good decisions about course taking. As students more fully engage in their own academic planning with the support of the assistant principal and his team, we are confident that students will meet and exceed the requirements for advanced designation and honors at much higher rates in the future.

Goal 6: Absolute Measure

Each year, every student graduating from Bronx Prep will be accepted to at least one college.

Method

This measure examines the graduating class in each year, and the acceptance rate of that group of students to at least one college.

Results

As the table below indicates, 98% of the 2006 graduating class has been accepted to at least one college.

Percent of Students who Are Accepted to At Least 1 College

Year of Graduation	Number Graduating Class	Number Accepted to 1 College	% Accepted to >1 College
2007	18	18	100
2008	23	23	100
2009	26	26	100
2010	40	39	98

Evaluation

We have met this measure for the past three years and will again meet this measure as we anticipate that the one remaining member of the graduating class will be admitted to college in January 2011. We understand that this measure serves as a critical indicator of progress toward achievement of our mission to prepare students for college. While our cohort sizes have been small in these early years of our school’s evolution, we are singularly focused on maintaining this high level of performance with larger cohorts as enrollment continues to increase.

Additional Evidence

Each year we have successfully met this measure and will continue to do so. As the attached list of college attendance demonstrates, we have developed a solid foundation for success in preparing students for college.

Goal 6: Absolute Measure

Each year, Bronx Prep will demonstrate college attendance through matriculation of at least 75% of the graduating class as college freshman in the fall after graduation.

Method

This measure examines the graduating class in each year, and the matriculation rate of that group of students in college as freshman in the fall semester immediately following their graduation from high school.

Results

As the table below indicates, 93% of the 2010 graduating class will matriculate as freshman this fall. As stated above, one student will attend trade school in the fall and will not enroll in college until the spring semester. Two other students are deferring matriculation until the spring and following fall semester respectively.

Percent of Students who Are Accepted to At Least 1 College

Year of Graduating Class	Number in Graduating Class	% Matriculating in Fall Semester
2003	18	100
2004	23	100
2005	26	100
2006	40	92

Evaluation

We continue to meet and exceed this measure for each of the four graduating classes. However, our efforts are being re-doubled in alumni support particularly given the extent to which our students face increasing financial aid challenges as they work to complete their journey to higher education. As our alumni programs officer continues to follow up with our graduates, we find that many families are faced with unanticipated economic challenges including the loss of jobs. As a result, several graduates are deferring matriculation. We will continue to work with those alumni and their families to provide as much guidance and support as is possible such that the plans to matriculate either in January or September 2011 indeed can be accomplished and the journey may continue for all Bronx Prep alumni.

Goal 7: NCLB

Under the state’s NCLB accountability system, Bronx Prep’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 2009-2010 school year is Good Standing.

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, our primary point of admission is grade 5 and we must, therefore, take all of the responsibility for any underperformance by our high school students as we spend four years preparing our middle school 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
2008-09	Good Standing
2009-10	Good Standing

Summary of Additional Academic Measures: College Preparation and High School Graduation

Goal V: Bronx Prep students will meet all requirements for high school graduation.

Goal VI: Bronx Prep students will be prepared for college

Goal VII: Bronx Prep’s accountability status will be “Good Standing”.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in each high school accountability cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	2006 Cohort- Achieved (87%) 2007 Cohort- Achieved (93%) 2008 Cohort- Achieved (89%) 2009 Cohort- Achieved (99%)
Absolute	Each year, 75 percent of students in the high school accountability cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	2006 Cohort- Did not meet 2007 Cohort- Did not meet 2008 Cohort- Approaching (57%)
Absolute	Each year, 75 percent of students in the high school accountability cohort will graduate after the completion of their fourth year in the cohort.	2003 Cohort- Achieved (75%) 2004 Cohort-Approaching (73%) 2005 Cohort-Approaching (73%) 2006 Cohort- Achieved (87%)
Absolute	Each year, 95 percent of students in the high school accountability cohort will graduate after the completion of their fifth year in the cohort.	2003 Cohort- Approaching (91%) 2004 Cohort- Approaching (92%) 2005 Cohort - Approaching (93%)
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	2007 10 th graders-Did not meet 2008 10 th graders-Did not meet 2009 10 th graders-Did not meet 2010 10 th graders-Did not meet
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	2007 12 th graders-Did not meet 2008 12 th graders-Did not meet 2009 12 th graders-Did not meet 2010 12 th graders-Did not meet
Absolute	Each year, Bronx Prep will demonstrate preparation of its students for college through attainment of the Regents Diploma with Advanced Designation or Regents Diploma with Honors by at least 30% of the total graduating class.	2007 graduating class- Achieved (72%) 2008 graduating class- Achieved (30%) 2009 graduating class- Approaching (27%) 2010 graduating class- Did not meet (5%)
Absolute	Each year, every student graduating from Bronx Prep will be accepted to at least one college.	2003 Cohort- Achieved 2004 Cohort- Achieved 2005 Cohort- Achieved 2006 Cohort – approaching (1

		student to be admitted in January 2011)
Absolute	Each year, Bronx Prep will demonstrate college attendance through matriculation of at least 75% of the graduating class as college freshman in the fall after graduation.	2003 Cohort - Achieved 2004 Cohort - Achieved 2005 Cohort - Achieved 2006 Cohort - Achieved
Absolute	Under the state's NCLB accountability system, Bronx Prep's Accountability Status will be "Good Standing" each year.	Achieved

UNIQUE PROGRAMMATIC FEATURES

Goal 8

Bronx Prep students will demonstrate performance skills.

Goal 8: Absolute Measure

In the spring of each academic year beginning in 2005-2006, 70% of Bronx Prep 7th – 10th grade students will achieve a rating of proficient or better in performance of (or presentation of) an artistic piece to a jury of artistic instructors.

Method

All students in grade 7-10 must demonstrate their evolving mastery of an area of artistic endeavor through performance in front of a jury. These performances are assessed by faculty, students, parents, and experts in the specific artistic area who evaluate each student’s grasp of the vocabulary and critical concepts, as well as his or her ability to demonstrate standards of excellence relative to that discipline. Each performance is evaluated on a 100-point scale with students being required to perform at least at the 70% level in order to be considered proficient.

Results

This year % of students in the 7th – 10th grades achieved a rating of proficiency or better in performance of an artistic piece before a jury of artistic instructors.

Evaluation

We have met and exceeded this measure by 30 percentage points. For the last three years, all students in grades 7-10 have met and surpassed this measure. Indeed, each year, the average score for students on the artistic juries has been above 80%.

Average Score on Artistic Jury

Year	Piano	Strings	Guitar	Woodwinds	Theater (Speech and Drama)	Visual Arts	Dance	Band	Digital Photography
2006-2007	91	91	n/a	79	84	91	n/a	83	83
2007-2008	90	87	89	96	93	87	84	84	84
2008-2009	86	90	84	98	84	90	86	88	85
2009-2010	74	82	70	75	85	84	79	87	77

Summary of the Unique Programmatic Feature Goal

Bronx Prep students excel in the arts and we are proud that once again they have performed at levels which meet and exceed our expectations. They perform annually in the spring musical, place well in the National Forensics’ League speech and debate competitions, and are admitted to increasingly

competitive music camps and arts programs such as Ithaca College’s Piano Institute and the young artists’ programs at Cooper Union and Rhode Island School of Design. This year for the first time, Bronx Prep graduates have been admitted to colleges specializing in the arts. Further, we now have Bronx Prep alumni who are pursuing either dual majors or minors in an artistic discipline in college. Their overall performance and individual performances give us confidence that they will continue to explore their talents in ways that position them well as they journey to higher education.

Type	Measure	Outcome
Absolute	In the spring of each academic year beginning in 2005-2006, 70% of Bronx Prep 7 th – 10 th grade students will achieve a rating of proficient or better in performance of (or presentation of) an artistic piece to a jury of artistic instructors.	Achieved

Goal 9

Bronx Prep students will develop and demonstrate character skills and community involvement.

At Bronx Prep, character development remains anchored in the study and practice of the 7Cs - curiosity, competence, character, community, commitment, confidence, and caring. As we have grown in size and complexity of student programs, we now report to parents our assessment of student development through bi-weekly scholarly reports rather than maintaining a system of weekly scholar-dollars. Twice each month parents receive a report that reflects our assessment of the student's academic and social growth as we believe the two aspects of student development are inextricably linked. Second, we require that students demonstrate their development through actions that affect others rather than simply demonstrating for their teachers how they are becoming people of character. As such, students in the middle school complete a minimum of 2 community service projects each year.

Goal 9: Absolute Measure

Each month teachers and administrators assess Bronx Prep students (scholars) regarding their development of our core values, the Seven Cs. By the end of each academic year, 70% of Bronx Prep scholars will have satisfactory ratings in their development of the 7Cs.

Method

Advisors, grade leaders and the dean monitor students' development and demonstration of the Seven Cs-caring, commitment, community, character, confidence, curiosity, and courage- over the course of the year. Middle school scholars are expected to demonstrate these characteristics throughout the year and these developing qualities are assessed at the end of the school year as a part of the end of year trip qualification process.

Results

This year, well over 90% of middle school scholars received satisfactory ratings in their development of the 7Cs.

Evaluation

Middle school students again met this measure and indeed exceeded this measure by successfully demonstrating their development of Bronx Prep's essential characteristics over the course of the year and thereby receiving an invitation to their respective grade level end of year trips.

Goal 9: Absolute Measure

Each year the Bronx Prep middle school community will display community involvement by completing a minimum of two community service projects.

Method

Grade leaders and the middle grades advisor monitor students' engagement in community service over the course of the year. The middle school as an entire community participates in at least two grade-wide projects each year: production of a public service documentary on an issue of the

students' choice and raising funds to support struggling families in our community, city, state, nation, or the world.

Results

This year, in continuing partnership with the Tribeca Film Institute, students created a documentary film on issues that adversely affect adolescents as they come of age in urban America. All students participated either through their English Language Arts class or through their artistic class. In addition, the entire middle school helped to raise money to support families who, beyond the struggles they face in a recessive economy, were struck by tragedies this year including storms or floods which destroyed their homes.

Evaluation

Middle school students again met this measure and indeed exceeded this measure by also serving others through:

- Collection of canned goods for families who live in temporary housing;
- Serving families in need at a temporary housing shelter;
- Organization and beautification of our school space such that other community-based organizations may use our gym, cafeteria, library, auditorium, or classrooms; and
- Participation in projects outside of school which are sponsored by service organizations such as the Children's Aid Society, *Americorp's* Young Heroes, Kittay House (Jewish Home for Aged), Covenant House (Shelter for Teens), and the 92nd St Y.

Goal 9: Absolute Measure

By the end of their senior year all high school students will complete at least 100 hours of individual community service.

Method

The high school guidance counselor and coordinator of student affairs track students' accrual of community service hours. Students report on their community service projects during community meetings, in college preparation classes with the college counselors, and in advisory monitoring sessions with the guidance counselor.

Results

All high school seniors completed at least 100 hours of individual community service this year.

Evaluation

The school has again met this measure. At the high school level, the expectation that students serve others is well established and is, therefore, a broader standard to be met by all those who will be graduated from Bronx Prep. Throughout the high school program, students continue building on service learning opportunities that they began in middle school and embark on new opportunities to serve, including:

- Raising money for various causes that concern families in our community, city, state, nation, and the world including diabetes, asthma, breast cancer, and the need for blood donation;
- Serving as tutors to their younger peers;
- Serving as musical coaches, speech and debate coaches, and after-school enrichment coaches for their younger middle school peers;

- Participating in projects outside of school sponsored by *Americorp's* City Heroes;
- Collecting and providing clothing for teenagers who live in temporary housing;
- Creating programs in their neighborhoods such as sharing college preparation and application resources in their local community centers; and
- Volunteering in senior citizen centers, nursing homes, and children's after school programs.

Goal 9: Absolute Measure

In the spring of each academic year, Bronx Prep will earn a satisfactory or better rating from 70% of Bronx Prep parents/guardians on a survey assessing how Bronx Prep fosters their child's character development and community involvement.

Method

Beginning in school year 2007-2008, Bronx Prep began participating in the NYC DOE Progress reporting system (see attachment) a part of which includes extensive surveying of parent, student, and teacher satisfaction and engagement with the school.

Results

In 2009-2010, the percent of parents who were satisfied with Bronx Prep's efforts to show respect for and develop respect among students was 90%.

Evaluation

Bronx Prep again met and exceeded this measure this year by 20 percentage points.

Summary of Unique Programmatic Features (continued)

Type	Measure	Outcome
Absolute	Each month teachers and administrators assess Bronx Prep students (also known as scholars) regarding their development of our core values, the Seven Cs. <ul style="list-style-type: none"> • Curiosity- a desire to learn • Competence- academic excellence • Character- moral excellence and strength • Community- consideration for individuals and the environment • Commitment- a promise to achieve; going the extra mile • Confidence- belief in yourself • Caring- being a good teammate By the end of each academic year 70% of Bronx Prep scholars will have satisfactory ratings in their development of the 7Cs.	Achieved
Absolute	Each year the Bronx Prep middle school community will display community involvement by completing a minimum of two community service projects.	Achieved
Absolute	By the end of their senior year all high school students will	Achieved

	complete at least 100 hours of individual community service.	
Absolute	In the spring of each academic year, Bronx Prep will earn a satisfactory or better rating from 70% of Bronx Prep parents / guardians on a survey assessing how Bronx Prep fosters their child's character development and community involvement	Achieved

Organizational Viability

Goal 10

Bronx Prep parents and students will be satisfied with the Bronx Prep program.

Bronx Prep continues to pay close attention to the extent to which parents are satisfied with the school. In order to assess parent satisfaction, we examine four measures: parent satisfaction with how Bronx Prep fosters character and civic responsibility; parent satisfaction as demonstrated by positive responses to survey questions; parent satisfaction as demonstrated by re-enrollment of their students at the school each year; and parent satisfaction as demonstrated by student attendance.

Goal 10: Absolute Measure

Each year parents will express satisfaction with the school's program, based on the school's Parent Satisfaction Survey in which at least two thirds of all parents provide a positive response to each of the survey items.

Method

Similarly, we used the results of the NYC DOE progress report surveys to assess the extent to which parents found overall satisfaction with the school's programs.

Results

In 2009-2010, 93% of parents indicated their satisfaction with the school.

Evaluation

Bronx Prep met and exceeded this measure. As we continue to provide quality programs that yield improving student achievement and that are more responsive to students' individual needs as well as more directly engaging for parents, we believe that parents will continue to be overwhelmingly satisfied with our school.

Goal 10: Absolute Measure

Each year, 90% of all students enrolled during the course of the year return the following September.

Method

In order to calculate the re-enrollment, we take into account the number of students who leave during the course of a given school year, the number of students who leave at the end of a given school year, as well as the number of students who return after having been discharged at some point during a given school year.

Results

The percentage of parents who re-enrolled their students in September 2009 as compared to those who were enrolled in September 2008 was 93%.

Student Re-enrollment at Bronx Prep

Total Enrolled September 2005	Number Still Enrolled September 2006	Percent Re-enrolled 91%
432	395	
Total Enrolled September 2006	Number Still Enrolled September 2007	Percent Re-enrolled 90%
506	457	
Total Enrolled September 2007	Number Still Enrolled September 2008	Percent Re-enrolled 92%
566	522	
Total Enrolled September 2008	Number Still Enrolled September 2009	Percent Re-enrolled 93%
627	580	

Evaluation

Bronx Prep met this measure as more than 90% of all students enrolled during the course of the 2008-2009 school year re-enrolled for the 2009-2010 school year. We believe that improvement in student achievement, expansion of parent training and workshops, and on-going success of our college preparation program will continue to serve as strong motivation for our parents to remain as committed to Bronx Prep as we are committed to their children.

Goal 10: Absolute Measure

Each year the school will have an attendance rate of at least 95%.

Method

Daily attendance data is collected throughout the school year. These data are analyzed in the aggregate and the total number of student absences is calculated as a percentage of the total number of days attended.

Results

Bronx Prep’s attendance rate for 2009-2010 was 96%.

2009-10 Attendance

Grade	Average Daily Attendance Rate
5	97%
6	97%
7	96%
8	96%
9	96%
10	94%
11	95%
12	93%
Overall	96%

Evaluation

Bronx Prep met and exceeded this measure with an attendance rate of 96%. Each year Bronx Prep students attend school at an average rate of 95% or higher. Specifically for the last five years, attendance has been 96%, 96%, 98%, 98%, and 96% respectively.

Attendance 2006-07 to 2009-10		
School Year	Student Count	Attendance Rate
2005-2006	395	96%*
2006-2007	457	96%
2007 -2008	522	98%
2008-2009	623	98%
2009-2010	684	96%
<i>*Source for 2005-2006 Data is State Report Card</i>		

We are confident that student attendance will continue to meet and exceed this measure and that parents will continue to be satisfied with our school.

Summary of the Organizational Viability Goal

In order to assess the extent to which parents are satisfied with Bronx Prep’s program, we consider not only their stated responses on questionnaires to questions regarding satisfaction, but also their assessment of our support of their children’s character development, our efforts to engage parents as partners in their children’s education, and our production of results that motivate them to re-enroll their children with us each year and to ensure that their children attend school at a high rate. On all such measures, Bronx Prep continues to meet and exceed expectations. Our parents continue to be satisfied with our programs through which their children develop their academic and social skills and prepare for higher education.

Type	Measure	Outcome
Absolute	Each year parents will express satisfaction with the school’s program, based on the school’s Parent Satisfaction Survey in which at least two thirds of all parents provide a positive response to each of the survey items.	Achieved
Absolute	Each year, 90% of all students enrolled during the course of the year return the following September.	Achieved
Absolute	Each year the school will have an attendance rate of at least 95%	Achieved

Organizational Viability (continued)

Goal 11
Bronx Prep will comply with applicable laws and regulations.

Bronx Prep is subject to many of the same laws and regulations as other enterprises. There are also additional rules unique to charter schools. Members of the Bronx Pre community are expected to become familiar with the laws and regulations bearing on their areas of responsibility. Many but not all legal requirements are embedded in school-wide policies. School business is conducted in accordance with legal requirements, including contractual commitments undertaken by individuals authorized to bind the school to such commitments. Further, adherence to applicable laws and regulations is tested annually by external auditors.

The Bronx Prep Board of Trustees takes very seriously its governance and fiduciary responsibilities as a board of education. The Board ensures compliance with all applicable laws and regulations as all resources- human, capital, and financial- are targeted to the achievement of the overall mission.

Goal 11: Absolute Measure

Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Bronx Prep by-laws and charter.

Each year the school is assessed by the Charter School's Institute and by external auditors. In addition, during the third year of each charter, the school is assessed by the State Education Department. Finally, in the fourth year of each charter, the school is thoroughly assessed by the Charter School's Institute as a part of the charter renewal process. The school continues to substantially comply with federal education law and NLCB guidelines being found in good standing each year and having federal title funds as well as federal funds for individuals with disabilities approved and allocated annually. Further, the school continues to comply with the NY State Charter Schools Act, Freedom of Information Laws, and Open Meeting Laws, as well as the provisions of the Bronx Prep by-laws and charter meeting requirements set forth in the accountability plan. Bronx Prep significantly outperforms schools in the local district, maintains parent and community support, and provides full access to parents, community, and stakeholders in the evaluation of our work through appropriately noticed public board meetings, annual accountability progress reports, and a comprehensive complaint and grievance procedure which allows concerns to be heard by the Board of Trustees, Charter Schools Institute, and Board of Regents.

Goal 11: Absolute Measure

Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Other systems, policies, procedures, and controls that are in place in order to ensure that legal and charter requirements are met have been codified in the school's policies and procedures manual, standard operating procedures manual, and student/parent handbook. These include the code of conduct and related discipline procedures, personnel policies, budgeting procedures, compensation policy, and fiscal and operational controls. Such policies, procedures, and controls are reviewed by our Board of Trustees annually with appropriate insight and guidance provided by independent counsel as well as the Charter Schools Institute's lead counsel.

Goal 11: Absolute Measure

Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Bronx Prep has established an explicit budgeting and reporting cycle. Coordinated by the Head of School and Chief Financial and Operating Officer, fiscal year planning begins the previous fall with executive staff level review of current and future needs as incorporated into the current long-range

plan. Particular attention is paid to staffing levels to ensure that an appropriate, sustainable student/staff ratio is maintained, this being the most critical determinant of budgetary control. Through the winter, iterative budget development with staff and members of the Finance Committee of the Board of Trustees continues. In late winter, upon release of preliminary per pupil funding information by New York State, the Board approves a draft budget so that school level leaders can make more specific plans and begin staff recruitment. Final Board budget approval is given in June following third quarter current year projections and the release of final per pupil funding rates.

Following school opening, the Board approves a revised budget projection that incorporates final hiring and opening enrollment information. Variances and updated projections are reviewed by the Finance Committee and the Board at quarterly intervals. Required quarterly financial reports are submitted to SUNY Charter Schools Institute and to NCB Capital Impact, holder of the mortgage loan on the property. Bi-monthly invoices detailing enrollment are submitted directly to the New York City Department of Education with copies to SUNY CSI and the New York State Department of Education. Budgets and progress reports are submitted, as requested, to funding foundations.

Goal 12

Bronx Prep will practice sound decision-making and use its resources prudently in order to effect student learning.

As stated above, the Bronx Prep Board of Trustees takes very seriously its governance and fiduciary responsibilities as a board of education. The Board ensures that all resources- human, capital, and financial- are targeted to the achievement of the overall mission. School resources may only be used for activities on behalf of the school with the ultimate benefit to the students of Bronx Prep. They may not be used for private gain or personal purposes. Members of the Bronx Prep community are expected to treat school property and resources with care and to adhere to all laws, policies, and procedures for the acquisition, use, maintenance, record keeping, and disposal of school property. Moreover, the Board examines closely the extent to which Bronx Prep realizes all possible efficiencies while maintaining a high level of student achievement and parent satisfaction.

Goal 12: Absolute Measure

Each year Bronx Prep will operate on a balanced budget, meaning actual revenues will meet or exceed actual expenses.

The allocation of public funds as well as the annual development of private funds results in Bronx Prep generating revenues each year which meet or exceed actual expenses. As indicated in the attached report of fiscal performance, revenues for 2009-2010 exceeded expenses by more than \$790,000 of which \$350,000 in grants is applicable to periods other than 2008-2009. The strategy that we employ here is necessary not only to meet the accountability standard of operating on a balanced budget, but also to compensate for the lack of facilities funding available to charter schools. Unlike district public schools, Bronx Prep must raise funds beyond programmatic operating costs to ensure that the loan taken to subsidize the construction of our school facility is paid off in full and on time. In addition, Bronx Prep must accumulate reserves for necessary future capital replacement and renewal needs. Prudent fiscal planning and budget management positions us well to meet our obligations.

Goal 12: Absolute Measure

At the end of each fiscal year, unrestricted net assets will be equal to or exceed 2% of the school's operating budget for the upcoming year.

As indicated in our most recent audited financial statements, Bronx Prep's unrestricted net assets totaled more than \$2.5 million at the end of fiscal year 2009 which far exceeds the required percentage of the school's operating budget currently projected for 2009-2010 at \$10.7 million.

Goal 12: Absolute Measure

Each year Bronx Prep will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.

Bronx Prep has taken corrective action in order to address compliance deficiencies identified by the State Education Department and the Charter Schools Institute. Specifically, the school addressed non-compliance with teacher certification requirements and was recognized in the charter renewal process for having successfully done so. Bronx Prep received a full five-year renewal of its charter in 2009-2010.

The Audit Committee of the Board of Trustees oversees the external audit and adherence to policies concerning conflict of interest and ethics. The yearly audited financial statements are produced in October for distribution to all requesting government agencies and funding foundations. During this most recent five-year period, there have been significant changes in auditing standards requiring more thorough documentation and reporting of internal controls. With recommendations from its auditors and the 2006 audit by the New York State Comptrollers Office, Bronx Prep has tightened its own internal standards, expanding its written Fiscal Policies and Procedures to properly document the internal controls necessary for sound fiscal operation. As Bronx Prep approaches its full size, the school has become more able to employ a sufficient number of administrative staff to support the level of segregation of duties that can satisfy the needs of internal control. This includes review of purchasing for quality and cost-effectiveness, oversight of compliance with grant agreements, and review of disbursements and payroll for timeliness and accuracy.

Bronx Prep employs a risk management consultant to complete a yearly review of risk exposures and insurance coverage to safeguard assets and operations. Insurance policies include property and casualty (including business interruption and extra expense), general liability, umbrella liability, D&O, Crime (bonding), Auto, Workers Compensation, and student accident. The consultant also makes yearly recommendations on safety procedures and control of facility exposures. The State Education Department also provides specific recommendations through its monitoring visit and compliance report which is issued during the third year of each charter.

Summary of the Organizational Viability Goal (continued)

Bronx Prep remains a viable school organization as we continue to demonstrate both compliance with and effective application of all applicable laws, rules, and regulations. We report in a timely manner on our academic progress as well as our fiscal and operational functioning. This year we responded fully to compliance concerns that were raised and began the school year in full compliance with teacher certification requirements. We had already developed support programs for our teachers

including on-site graduate courses taught in partnership with Mercy College as well as no-interest educational loans that allowed teachers to complete courses as needed to meet licensing requirements. As continue these supports for faculty in their pursuit of permanent professional certification, we are confident that our teachers will not only be certified and highly qualified, but also will continue to be increasingly effective in providing high quality education for our students.

We believe that by complying with and effectively applying all applicable laws, rules, and regulations, by operating in fiscally prudent ways, and by continuing to improve the academic achievement of our students, we will continue to be a viable organization. Our families will continue to entrust their most valued assets to us and our partners and stakeholders will continue to invest in our work as we prepare young people for college.

Type	Measure	Outcome
Absolute	Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Bronx Prep by-laws and charter.	Achieved
Absolute	Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.	Achieved
Absolute	Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.	Achieved
Absolute	Each year Bronx Prep will operate on a balanced budget, meaning actual revenues will meet or exceed actual expenses.	Achieved
Absolute	At the end of each fiscal year, unrestricted net assets will be equal to or exceed 2% of the school's operating budget for the upcoming year.	Achieved
Absolute	Each year Bronx Prep will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.	Achieved