

**BRONX PREPARATORY
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 30, 2011

By Kristin Kearns Jordan and Nancy Garvey

3872 Third Avenue
Bronx, New York 10457
718-294-0841

Dr. Samona Joe Tait prepared the data and evaluation and Kristin Kearns Jordan and Nancy Garvey summarized the action plan for this 2010-2011 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Lawrence Bascom	Committees: Audit (Chair), Compensation, Finance, Committee on Trustees (Chair)
Carlton Charles	Committees: Audit & Finance
Kavita Dolan	Committees: Accountability, Development, Strategic Planning ¹
Deborah Evangelakos	Committees: Accountability, Development, Strategic Planning
Lilieth Ferguson	(Parent Representative) Committees: Accountability
Lee Flanagan	Committees: Accountability, Development, & Committee on Trustees
Nancy Garvey	(Board Vice Chair) Committees: Compensation, Development, Finance (Chair), & Strategic Planning
Philip Gelston	Committees: Accountability (Chair), Committee on Trustees, & Compensation
Steve Guggenheimer	Committees: Accountability & Strategic Planning
Kristin Kearns Jordan	(Board Secretary) Committees: Development (Chair), Compensation, Committee on Trustees, & Strategic Planning
Yuliana Kim-Grant	Committees: Accountability & Development
Scott Nelson	(Board Chair) Committees: Accountability, Compensation, Development, Finance, & Strategic Planning
Andrew Paul	Committees: Strategic Planning
Richard Schubart	Committees: Committee on Trustees

¹ The strategic planning committee was an ad-hoc committee in the 2010-2011 school year.

Sharon Simpson	Committees: Development & Committee on Trustees
Ravi Suria	Committees: Finance
Phil Wharton	(Board Treasurer) Committees: Audit, Finance, Committee on Trustees, & Strategic Planning

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 eleventh year of operation, we served nearly 700 students in our full span of grades 5-12 and graduated our fifth high school class in June. 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 100% of our fifth graduating class was accepted to colleges across the country. Our students will be attending in the fall a wide range of colleges and universities including University of Rochester, Penn State University, Hampton University, University of Rhode Island, and various SUNY and CUNY programs.

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 45 minutes of both Science and Social Studies instruction 5 times per week and participate in a 4-day per week artistic block. All students have physical education class 2-3 times per week. Eighth grade is an important 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 the beginning of 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. This year we doubled the number of Advanced Placement course offerings and continued our partnership with The New School. Building on this partnership with local colleges, we also re-established a *College Now* program so that students will be able to dual-enroll in courses at Lehman College in the fall.

Each year students work on critical pieces of writing in their English Language Arts classes. Building on the Teachers College Reading and Writing Project model, students complete focused writing units of study across their middle school years and carry forward those critical writing skills that prepare them for theme based writing courses as well as Advanced Placement English courses through the high school. Students work with their English teachers to set reading and writing goals and then align major elements of their course work to the accomplishment of these goals. Specific rubrics which incorporate important focus areas for their grade are also used 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 reflecting who they are as critical, creative readers and writers to a panel that consists of students, faculty, and community members during their eighth grade and sophomore and senior years.

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 business club, Girl Scouts, math club, science club, art, community service, robotics and construction, cooking, theater, journalism, step, sports, recycle a bike, show choir, and academic enrichment. The enrichment program is further enhanced as faculty members provide office hours at lunch, and before and after school, during which time students avail themselves of tutoring, remediation, and academic enrichment.

The artistic program, the Bronx Prep Performing Arts Academy, is also a critical part of our curricular day. Students spend approximately three hours per 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. Finally, the Performing Arts Academy is further strengthened by the work of the high school students and alumni who serve as peer tutors, mentors, role models, and teaching assistants for the middle school students throughout their artistic endeavors.

One of Bronx Prep's favorite events is our annual musical. The musical is a wonderful experience for all involved; it spans grades 5-12, allowing for many mentoring opportunities that benefit both the younger and the older students. This year our students performed *Guys and Dolls*, which was an outstanding, full Broadway-style production that 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, choreography, costumes, and sets. They worked with a group of professional theater artists, Bronx Prep alumni, and parent volunteers to make all of the sets, learning all the intricacies of set design, costuming, and show production.

Another example of a successful artistic program is our speech team, which consists of over 50 middle and high school students. 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, the team earned top honors in the NY state forensics championships for the third year. In addition to ranking first in the state in duo interpretation, our team members placed third in the state in varsity oral interpretation, fourth in New York in original oratory, and among the top ten in dramatic interpretation. These impressive results led to Bronx Prep's overall ranking of 11th place in New York state and placement in the national competition in Dallas this year.

Beyond the phenomenal success of our speech team members at the competitive state and national forensics level, we see a powerful impact of this program on students' overall development. Many of the enrichment programs focus on the development of public speaking, critical thinking, performance, and communication skills. As we continue to meet periodically with our first four groups of graduates over holiday breaks, many of them report 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 the speech programs to academics.

We have also developed a strong athletic program, including competitive soccer, baseball, basketball, cheerleading, and volleyball. 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. We have also added intramural co-ed flag football, and cross country running to our athletic program offerings. 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 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 from Maine to North Carolina.

To push 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 students to the high school curriculum, expectations, and culture. This year we also provided an academic summer program for 6th through 8th graders who needed remediation and for those 8th graders who needed additional preparation before taking early administration of high school Regents exams.

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 five to ten students with one to two teachers, meeting for a 120-minute block and focusing on one subject, particularly in Math or English. This program is explicitly focused on ensuring that our students acquire critical college readiness skills. During the summer, we also offer core content classes, which allow students who do not perform well in a particular core course during the school year to demonstrate knowledge needed for them to meet standards for the class and advance to the next grade. This program also focuses on Regents exam preparation. Additionally, rising 9th graders who performed at a 70 or below in a Math or English Language Arts course or who do not meet standards on the state tests are required to attend summer school, where they receive additional support in the form of basic literacy skill development or specific math concepts.

Finally, many high school students attend summer programs on independent school or college campuses, including 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. We are particularly pleased to continue our partnership with the internationally renowned 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 program officer and college advisors 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 advising 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. The alumni program officer communicates with our alumni through emails, instant messaging, social media networking, and phone calls. More importantly, he visits our students on their college campuses and brings alumni back to campus for focused debriefings and activities, 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 to the two alumni sessions at Bronx Prep, one during winter break and one after the students return home for summer, we have created an alumni summer intensive during which our most recent graduates spend three days working with more advanced alumni on transitioning to college and making one's freshman year a successful anchor for the rest of the college experience. 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 81% and we are overjoyed to have members of our first class of high school graduates receive undergraduate degrees in four years from SUNY Albany, SUNY Buffalo State, City College, Hunter College, Dickinson College, Hobart and William Smith College, and the College of the Holy Cross. We could not be more proud and thank our alumni for blazing the trail upon which the next generation of Bronx Prep scholars now travel.

The following report summarizes and provides analysis of our performance data for school year 2010-2011. Here we discuss 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 Schools 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
2010-11	0	0	0	0	0	88	104	106	115	86	92	69	28	688

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 Accountability Cohort, according to two points in time: BEDS Day in October and June 30 of that same school year.

Fourth-Year High School Accountability Cohorts

Accountability Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day of their 9 th grade year	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	1	38
2010-11	2007-08	2007	28	0	28

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, death, transferred by court order, or leaving 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 ² (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	37	1	38
2010-11	2007-08	2007	27	1	28

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 (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***
2010-11	2006-07	2006	3	1	4****

* 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 (3 of 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 attended 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

****Re: 2006 Cohort – 3 students were 5 yr graduates; 1 student last attended in 2007 remains in the cohort

²Number 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 have begun to develop and align to the new Common Core 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 so that students are exposed to classical literature and various genres, as well as contemporary authors. Having established a structured middle school writing curriculum with the support of Teachers College *Readers and Writers Project (TCRWP)*, our school will continue to deepen the writing capacity of our students through implementation of the College Board's *SpringBoard* program which maps backward from the high school level writing of Advanced Placement English courses into the middle level grades. The alignment in the writing curriculum is mirrored by the development of a full 6-12 *SpringBoard* reading curriculum which focuses on teaching critical reading across literary genres and radically increasing the rigor and 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 at Bronx Prep must be driven both by best practices in the teaching of reading and writing and by effective assessment of student products. Bronx Prep had made significant progress toward data-driven instruction by initiating an interim assessment process several years ago through which teachers assessed the reading and writing skills that students had mastered and strategically planned lessons based on those skills that had not been mastered. This year Bronx Prep became distracted by an unsuccessful attempt to restructure the school to encourage greater grades 5-12 curricular continuity. During this period of confusion the effective practice of administering interim assessments was largely lost. The original school structure has been restored, and the practice of administering interim assessments will be restored, and consistently administered, as well. These restorations, as well as effective leadership recruitment and the curricular changes described above represent concerted efforts to improve student performance in English Language Arts.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.³

Method

The school administered the New York State Testing Program English language arts assessment to students in 5 through 8 grade in April 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores³, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

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.

³ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
5	88	0	0	0	88
6	105	0	0	0	105
7	107	0	0	0	107
8	115	0	0	0	115
All	415	0	0	0	415

Results

As the table above presents, all students enrolled at the time of the test administration were tested. 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 table below indicates, 60% of all tested students who were enrolled in at least their second year at Bronx Prep had a scale score at or above the time adjusted cut scores when they sat for the NY state ELA exam.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	61	88
	Students in At Least 2 nd Year	0	5
6	All Students	58	105
	Students in At Least 2 nd Year	57	94
7	All Students	76	107
	Students in At Least 2 nd Year	75	102
8	All Students	51	115
	Students in At Least 2 nd Year	51	113
All	All Students	61	415
	Students in At Least 2 nd Year	60	314

Evaluation

As the above chart indicates, we have fallen short of meeting this measure. Across all tested grades (5-8), 60% of our students who were enrolled in at least their second year performed at or above the time adjusted cut scores. Our work must continue to focus on building basic comprehension

⁴Students 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.

skills and extending students' 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 described above and later in this report will yield significant improvement next year as we purposefully focus on increasing scale score performance. Some of these strategies, like administering interim assessments and a return to a structure with principals at both the middle and the high school level, are a return to past practices. Others, like the adoption of the more rigorous Springboard curriculum, are new initiatives.

Additional Evidence

As we compare the experiences of students over multiple years, we find that while there has been a slight overall increase over four years, year to year student performance has been inconsistent. That is, student performance at each grade level as well as over all three grades reflects a positive four-year trend from 2007-2008 to 2010-2011, with 6th and 7th grade performance increasing by 4 percentage points; 8th grade by 9 percentage points; and all three grades by 5 percentage points. Yet, year to year student performance over all three grades improved significantly from 2007-2008 to 2008-2009, remained essentially flat from 2008-2009 to 2009-2010, and declined from 2009-2010 to 2010-2011. These trends in performance suggest that the impact of instruction at our school can be significant, but we need to improve consistency of improvement in each class as it advances to strengthen overall performance.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	53	102	75	108	64	101	57	94
7	71	101	71	104	86	114	75	102
8	42	83	72	104	57	100	51	113
All	55	286	73	316	70	315	60	314

*Data for grade 5 students who were held over are not included as this group represents a relatively small number (average n=5). For the purposes of consistency in the multi-year comparisons, grade level cohorts include grades 6-8 throughout this report.

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.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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 all 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. Data for grade 5 students who were held over are not included as this group represents a relatively small number (average n=5). For the purposes of consistency in comparisons, grade level cohorts include grades 6-8 throughout this report.

Results

As the chart below indicates, students in grades 6-8 outperformed their peers in CSD 9. While 20% of students in those grades in CSD 9 performed at or above Level 3 in ELA, 28% of Bronx Prep students in those same grades performed at or above Level 3

**2010-11 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	24	94	24	2795
7	26	102	18	2808
8	33	113	19	2925
All	28	309	20	8528

Evaluation

While 28% 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 20% 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 exceeded the district's performance across all three grades by 8 percentage points. Bronx Prep students are equal to or outperform their district peers in each tested grade level. Given the low absolute level of the ELA scores, however, we believe that our performance must become significantly higher in the future.

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 8 percentage points or more each year. We also observe, however, that this performance gap has narrowed. It is Bronx Prep's plan to reverse this trend.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	53	32	75	56	32	23	24	24
7	71	44	71	54	37	19	26	18
8	42	23	72	39	42	24	33	19
All	55	33	73	50	37	22	28	20

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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

The 2009-2010 results reveal that the middle school students performed at higher level than expected to a small degree when compared to middle school students in demographically similar public schools statewide. The overall Effect Size for the middle school was 0.44.⁵

2009-10 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		n/a					
4		n/a					
5		104	23.1	34.2	-11.1	-7.2	
6		106	31.1	28.0	3.1	.21	
7		119	38.7	24.8	13.9	1.00	
8		102	43.2	25.6	17.6	1.20	
All		84	431	34.1	28.1	6.1	.44

School's Overall Comparative Performance:

Higher than expected to a small degree

⁵ This analysis was performed using Bronx Prep's percentage of students receiving free and reduced lunch, rather than the school's percentage of students receiving free lunch. As a result, the effect size is likely overstated.

Evaluation

The school's aggregate Effect Size was 0.44 and therefore met and exceeded 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, the majority of whom 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.

Goal 1: Growth Measure

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. Data for grade 5 students who were held over are not included as this group represents a relatively small number (average n=5). For the purposes of consistency in the multi-year comparisons, grade level cohorts include grades 6-8 throughout this report. 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 2009-2010 and 75% proficient in 2010-2011.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	94	68	71.5	57	No
7	101	71	73	75	Yes
8	112	88	Gain	52	No
All	307	77	Gain	61	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 reflects the school's capacity to drive substantial growth, in that 3 of 3 cohorts met the target in 2008-2009. The school clearly underperformed relative to potential in the last two years, as cohort performance levels slipped in 2009-2010 and remained essentially flat in 2010-2011.

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
2007-08	6-8	1	3
2008-09	6-8	3	3
2009-10	6-8	1	3
2010-11	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 2010-11. 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 2010-11 and the 50th NCE in 2011-12. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year. 2010-2011 is the baseline year and this measure will be assessed in fall 2011-2012.

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. The school piloted the new assessment in 2009-2010 and students in grades 5-10 sat for the Terra Nova exam in the fall of 2010 in order to establish a baseline. The test has been administered again in the fall of 2011, and when the results come in an assessment of student growth will be made.

Results

Results of the Fall 2011 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 or at least 55 if they have an IEP. 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%, 95%, and 88% of the members of each of the school's five 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
2007	28	0	57	N/A	N/A	88

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, 20 percentage points, and 13 percentage points respectively. We acknowledge that while the 2007 cohort exceeded the accountability measure, its performance reflects a decrease in comparison to the previous cohort. We are confident that continued adjustments to our curriculum, pedagogical support to teachers and a general refocusing on the classroom will yield substantive improvement for our students.

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 or at least 55 if they have an IEP. 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 2007 cohort, 93% 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 ⁶				Percent Passing ⁷
		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
2007	28	0	7	64	18	93

Evaluation

The school has achieved and exceeded this measure for the 2007 cohort (4-year graduation date 2011) as well as for the previous 4 cohorts (4-year graduation dates 2007, 2008, 2009, 2010). The 2007 cohort achieved 93% proficiency, exceeding the measure by 18 percentage points.

Additional Evidence

We anticipate improvement on this measure in coming years, as 78% of the 2008 cohort (4-year graduation date 2012) has already achieved proficiency on the exam by the end of their third year in the cohort. Similarly, nearly three quarters (73%) of the students in the 2013 graduating class have already met this standard after their second year in the cohort.

⁶ 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.

⁷ With a score of at least 65 (or 55 if the student has an IEP)

English Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing						
2005	29	68	29	86				
2006	44	n/a	37	78	39	94		
2007	39	n/a	34	18	30	80	28	93
2008			79	n/a	76	58	74	78
2009					87	28	82	73
2010							84	19

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.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 1: Comparative Measure

Each year, the percent of 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 the 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, 2006, and 2007 cohorts at the rate of 96%, 88%, 86%, 94%, and 89% 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 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, 17 percentage points, and 24 percentage points respectively. We anticipate this trend will continue and will report those results as soon as the local district 2007 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	70	2109
2007	89	28	*	*

*District data are not yet available

Evaluation

While the 2007 cohort data are not yet available for the local district, the available data for the cohorts to date indicate that we have met and exceeded 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 in the past 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 continuing to outperform the local district. We anticipate that ongoing curriculum and professional development, as well as a return to our traditional leadership structure, 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

English teachers collect student writing in preparation for creating a portfolio of student work. In addition, each 10th grade student is expected to write a research paper and defend it as part of their 10th grade English final exams.

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 presentation skills.

Results

All students in 10th grade English classes, including those students who had to repeat the course, presented and defended their portfolios and 54% 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 71%.

Evaluation

With less than 75% of 10th grade English students having received a rating of proficient or higher on their portfolios, the school did not meet this measure. Our teachers, by rigorously assessing students in this measure of college readiness skills, have demonstrated their commitment to ensuring that Bronx Prep students graduate college ready. 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. 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 2010 – 2011, 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 2010-2011 was based on this class.

Results

All students in the 12th grade *Facing History and Ourselves* course completed their senior thesis project but only 65% of the students achieved a proficient or higher rating.

Evaluation

With less than 100% of our 12th grade students scoring above 70, we did not meet this measure. Students' struggles with writing and conducting the level of research required for the senior thesis lead us to adjust the supports which are built 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, we will raise the level of rigor in students' study of History by requiring much more intensive reading and writing in history coursework.

(§) 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 2010-11. 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 2010-11 and the 50th NCE in 2011-12. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year. 2010-2011 is the baseline year and this measure will be assessed in fall 2011-2012.

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. The school piloted the new assessment in 2009-2010 and students in grades 5-10 sat for the Terra Nova exam in the fall of 2010 in order to establish a baseline. The test will be administered again in the fall of 2011 at which time an assessment of student growth will be made.

Results

Results of the Fall 2011 administration of the Terra Nova will be reported in the Fall update of this progress report.

Summary of the English Language Arts Goal

The school has not consistently achieved its goals regarding middle school ELA performance. While middle school state assessment results fall short of our expectations, we do see, however, that as students move into the high school grades, they are performing at 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. Bronx Prep students also consistently outperform their peers in the local district, though given the low absolute level of District 9 performance, we believe that students should be outperforming the district by a greater margin. 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 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	<p>Revised Measure In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.</p>	Approaching (60%)
Absolute	<p>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.</p>	<p>As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.</p>
Comparative	<p>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 5th – 8th grade will be greater than that of Community School District 9.</p>	Achieved
Comparative	<p>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.</p>	Achieved
Value Added	<p>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.</p>	Did not achieve
Absolute	<p>Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 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.</p>	Achieved
Absolute	<p>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</p>	<p>2003 Cohort – Achieved (96%) 2004 Cohort – Achieved (88%) 2005 Cohort – Achieved (86%)</p>

	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.	2006 Cohort – Achieved (94%) 2007 Cohort – Achieved (89%)
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.	Did not achieve
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.	Did not achieve
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 – Achieved 2007 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

The school took significant measures this summer to address ELA performance that is not to the standard to which Bronx Prep holds itself accountable.

The board recruited a new head of school, Edwina Branch-Smith, who has both demonstrated effectiveness leading schools in the South Bronx and experience teaching at the collegiate level. As a result of these K-12 and postsecondary experiences, Ms. Branch-Smith has a deep understanding of college readiness and how to organize curriculum, instruction and assessment to ensure that students attain these skills. She was known to the school through her previous experience providing math and science professional development to the teachers as well as informal leadership coaching to the former head of school and the former high school principal.

A board oversight committee reorganized the school, returning to a structure with a head of school supported by principals at both the high school and the middle school levels. The 1-year experiment with a one-principal model had led to inadequate leadership support of both the middle and the high school divisions.

These leadership and structural changes will create a better environment in which to initiate implementation of the College Board *SpringBoard* program in grades 6-12, to support our continuing work to ensure alignment with the new Common Core standards. The units of study in *SpringBoard* focus on themes, one for each grade 6-12: changes, choices, challenges, coming of age, culture and community, the American dream, and multiple perspectives. The units are organized around essential questions in reading and writing with which faculty will align current scope and sequence documents. The essential questions are intended to deepen student thinking and analysis as they consider how, why, in what ways, under what circumstances, and with what implications they understand, experience, influence, and are affected by the various themes as readers, writers, and people. The *SpringBoard* units also provide a specific set of academic vocabulary development strategies such that teachers at each grade level have structured, focused embedded lessons that build students' understanding and facility with the level of vocabulary needed for them to perform well in rigorous, Advanced Placement level courses and on college admissions tests.

Assessment is also a critical aspect of *SpringBoard* and each unit of study also includes two embedded writing assessments and a reading unit test bank of passages and questions. Building student stamina for assessment in terms of length, intensity, and rigor is specifically addressed as the units of study include both extended and on-demand assessments which require that students write and speak critically and analytically about their ideas and understanding of material that they have read. Faculty will continue to refine existing test preparation modules, which are 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).

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. Similarly at the high school level, the assistant principal for learning enhancement ensures that ESL teachers 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

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 students be prepared to succeed in 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.

In order to ensure that students are adequately prepared for highly rigorous, college preparatory mathematics courses at the high school level, we have pushed the acquisition of algebraic concepts into the middle school. Students prepare for the high school Integrated Algebra Regents in grade 8, and middle school scope and sequence documents are being refined in order to ensure full alignment with the new Common Core standards.

Goal 2: Absolute Measure

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination⁸.

Method

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grade in May 2011. 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

⁸ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores⁸, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
5	88	0	0	0	88
6	105	0	0	0	105
7	107	0	0	0	107
8	115	0	0	0	115
All	415	0	0	0	415

Results

As the table above presents, all students enrolled at the time of the test administration were tested. 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 below indicates, 85% of students who were enrolled for at least their second year at Bronx Prep performed at or above the 2010-2011 time adjusted cut scores on the NY state mathematics exam.

⁹ 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 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	80	88
	Students in At Least 2 nd Year	80	5
6	All Students	76	105
	Students in At Least 2 nd Year	83	94
7	All Students	76	107
	Students in At Least 2 nd Year	75	102
8	All Students	95	115
	Students in At Least 2 nd Year	95	113
All	All Students	84	415
	Students in At Least 2 nd Year	85	314

Evaluation

With 85% of students in grades 5, 6, 7, and 8 performing at or above the time adjusted cut scores on the state Mathematics examination, the school exceeded this measure.

Additional Evidence

Student performance data over the past four years shows that the school has met the measure. Indeed, with 85% of students performing at or above the time adjusted cut scores, the school has exceeded the measure by 10 percentage points. As we look specifically at the performance of students across the last four years, we find the most significant improvement in grade 8 with improvements of 23 percentage points from school year 2007-2008 to school year 2010-2011.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	77	85	88	107	76	101	83	94
7	95	101	94	105	87	114	75	102
8	72	67	93	106	84	100	95	113
All	82	253	92	318	82	315	85	309

Data for grade 5 students who were held over are not included as this group represents a relatively small number (average n=5). For the purposes of consistency in the multi-year comparisons, grade level cohorts include grades 6-8 throughout this report.

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.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure

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. Statewide cut scores are applied for the purpose of consistency in comparison to the local district and for the purposes of consistency in the multi-year comparisons, grade level cohorts include grades 6-8 throughout this report. Data for the school's grade 5 students who were held over are not included as this group represents a relatively small number (average n=5).

Results

Fifty-six (56) 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 37% of all students in the same tested grades in the local school district.

**2010-11 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	45	94	38	423
7	47	102	38	418
8	73	113	36	395
All	56	309	37	1236

Evaluation

The school met this measure as the performance of our students exceeded that of the students in the local district by 19 percentage points. In grade 8, Bronx Prep students significantly outperformed their peers in the local district by 37 percentage points.

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 at least 13 percentage points in each of the last four years. While the greatest difference of 30 percentage points occurred three years ago, the trend of widening the gap between Bronx Prep scholars and their district peers has begun to recur with this past year's performance.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	77	55	88	65	32	37	45	38
7	95	56	94	69	68	35	47	38
8	72	45	93	63	42	31	73	36
All	82	52	92	65	47	34	56	37

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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

The 2009-2010 results reveal that the middle school students performed at a level higher than expected to a small degree when compared to middle school students in demographically similar public schools statewide. The overall effect size for the middle school was 0.37.¹⁰

2009-10 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		N/A					
4		N/A					
5		104	42.3	47.0	-4.7	-.25	
6		106	33.9	40.5	-6.6	-.34	
7		119	68.1	38.7	29.4	1.42	
8		102	42.2	31.7	10.5	.52	
All		84	431	47.3	39.5	7.8	.37

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

Evaluation

The school’s aggregate Effect Size was 0.37 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 and 6 students. Those students in grades 7-8 who have had the benefit of our instructional programs for a more significant amount of time either performed at a level higher than expected to a medium 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 1.42 and .52 respectively which suggests that they perform at a level higher than expected when compared

¹⁰ This analysis was performed using Bronx Prep’s percentage of students receiving free and reduced lunch, rather than the school’s percentage of students receiving free lunch. As a result, the effect size is likely overstated.

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

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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 the time adjusted cut score in previous years, students in grades 6, 7 and 8 were expected to shows gains this year. Students in grade 8 did in fact show gains of 7 percentage points. Students in grades 6 and 7, however, did not show gains.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	94	88	Gain	83	NO
7	101	78	Gain	75	NO
8	112	88	Gain	95	YES
All	307	85	Gain	85	NO

Evaluation

We partially met this measure as one grade level cohort, grade 8, met its target. While the overall middle school cohort exceeded the 75% measure performing at or above the time adjusted cut scores, the overall cohort remained flat at 85% and did not show a gain in that percentage from last year to this.

Additional Evidence

Student performance reflected a positive growth trajectory for two of the last three years, in which two of the three cohorts met targets. This year, however, reflected an overall leveling off of scale scores. We believe that our strong interventions described in the English Language Arts section above will result in a reversal of this flattened scale score performance in mathematics, as well.

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
2007-08	6-8	1	3
2008-09	6-8	2	3
2009-10	6-8	2	3
2010-11	6-8	1	3

(S) 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 2010-11. 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 2010-11 and the 50th NCE in 2011-12. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year. 2010-2011 is the baseline year and this measure will be assessed in fall 2011-2012.

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. The school piloted the new assessment in 2009-2010 and students in grades 5-10 sat for the Terra Nova exam in the fall of 2010 in order to establish a baseline. The test will be administered again in the fall of 2011 at which time an assessment of student growth will be made.

Results

Results of the Fall 2011 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 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

Eighty-nine percent (89%) of the 2007 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 previous cohorts, with over 95% 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 Cohort¹¹

Cohort Designation	Number in Cohort	Percent at Each Level ¹²				Percent Passing ¹³
		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
2007	28	0	18	79	0	89

Evaluation

The school met and exceeded this measure as more than 75% of students in the 2007 cohort scored at 65 or higher on a state Mathematics Regents examination by the completion of their fourth year in the cohort. Specifically, 89% of students in the 2007 cohort scored at least 65 on a state Mathematics Regents examination, thereby exceeding this measure by 14 percentage points.

¹¹ Based on the highest score for each student on any mathematics Regents exam

¹² 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.

¹³ With a score of at least 65 or 55 if the student has an IEP

Additional Evidence

While the performance of the first five graduation cohorts for our school far exceeded this measure, examination of student performance of the next three graduation cohorts provides additional 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, 86% of the members of the 2008 cohort have already passed a Mathematics Regents exam by the end of their third year in the cohort. Eighty-eight percent (88%) of students in the 2009 cohort have passed a Mathematics Regents upon completion of their second year in the cohort as have 82% of students in the 2010 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	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing						
2005	29	96	29	97				
2006	44	86	37	95	39	95		
2007	39	44	34	65	30	80	28	89
2008			79	61	76	72	74	86
2009					87	83	82	88
2010							84	82

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 or 55 if they have an IEP. 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%, 93%, and 89% of the members of each of the school's five 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
2007	28	0	54	N/A	N/A	89

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, 18 percentage points, and 14 percentage points respectively.

Goal 2: Absolute Measure

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

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 2: Comparative Measure

Each year, the percent of 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 exams 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 2007 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	68	2109
2007	89	28	*	*

*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 2007 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 25 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 2008, 2009, and 2010 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 2010-11. 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 2010-11 and the 50th NCE in 2011-12. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year. 2010-2011 is the baseline year and this measure will be assessed in fall 2011-2012.

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. The school piloted the new assessment in 2009-2010 and students in grades 5-

10 sat for the Terra Nova exam in the fall of 2010 in order to establish a baseline. The test will be administered again in the fall of 2011 at which time an assessment of student growth will be made.

Results

Results of the Fall 2011 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 the time adjusted cut scores this year by 10 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 below 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	<p>Revised Measure In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination.</p>	Achieved (85%)
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.	As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.
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.	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	<p>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.</p>	Did not achieve
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 2004 Cohort- Achieved 2005 Cohort- Achieved 2006 Cohort- Achieved 2007 Cohort- Achieved
Absolute	For each high school Accountability Cohort of Bronx Prep students, 75% of the students will	2003 Cohort- Achieved 2004 Cohort- Achieved

	score at least 65 on a New York State Regents mathematics exam by the end of their fourth year in high school.	2005 Cohort- Achieved 2006 Cohort- Achieved 2007 Cohort- Achieved
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 Community School District 9's Accountability Cohort who pass the Mathematics Regents Exam with a 65 or above.	2003 Cohort- Achieved 2004 Cohort- Achieved 2005 Cohort- Achieved 2006 Cohort- Achieved 2007 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

As the school continues to move toward all students succeeding on state middle and high school math assessments, we will focus intensely on supporting college readiness in mathematics. This work will be supported through leadership focus on the classroom, elimination of programmatic distractions from the core work of teaching and learning, and the establishment of rigorous professional development protocols. Guided by the Danielson framework, leaders of the mathematics team (and other departmental teams in the school) will support effective instructional practices through this common technique of providing feedback to teachers on their instructional practices.

The Danielson initiative is part of a larger school improvement program organized through PICCS [The Partnership for Innovation in Compensation for Charter Schools]. PICCS is a comprehensive program designed to recruit, retain, develop and reward top quality teachers and school leaders at charter schools. Led by the Center for Educational Innovation - Public Education Association (CEI-PEA), PICCS is funded through federal grants from the Teacher Incentive Fund program, which supports development of performance-based compensation systems to drive increases in student performance.

A more rigorous mathematics curriculum will also be phased in. Over the next few years, the College Board *SpringBoard* program will be implemented in grades 6-12 as a continuation of our work to ensure alignment with the new Common Core standards which are assessed by the New York State testing program. The implementation of the *SpringBoard* program will serve as the basis of our next level of curriculum and instruction development beginning in 2011-2012 with Grade 6 and high school Integrated Algebra *SpringBoard* program materials. Subsequently

SpringBoard will be implemented in Grade 7 and high school Geometry and Algebra 2 courses in 2012-2013, and in Grade 8 and high school Algebra 2 and Pre-calculus in 2013-2014. In addition, we have also added a Fundamentals in Mathematics course which will provide needed review for students who do not pass the Integrated Algebra Regents and struggle with basic math skills.

The units of study in *SpringBoard* are organized around essential questions with which faculty will align current scope and sequence documents. The essential questions are intended to deepen student thinking and analysis as they develop critical understanding of how, why, and under what conditions mathematics concepts, theorems, and algorithms hold true. Across grades 6-8 students master number concepts, operations, patterns, and relationships; linear patterns, equations, and relationships; basic 2-dimensional, and 3-dimensional geometry; data analysis, proportional relationships, probability, and statistics. In high school units of study, students demonstrate mastery of algebra 1 and 2, geometry, and pre-calculus. Given this progression of mathematics content across the grades, the essential questions build students' grasp of mathematical logic and truths, as well as their understanding of how such logic and truths relate to real world problems and their solutions. The *SpringBoard* units also provide a specific set of academic vocabulary development strategies such that teachers at each grade level have structured, focused embedded lessons that build students' understanding and facility with the level of vocabulary needed for them to perform well in rigorous, advanced placement level courses and college admissions tests.

Assessment is also a critical aspect of *SpringBoard*, and each unit of study also includes two to three embedded writing assessments and a test bank of problems. Building student stamina for assessment in terms of length, intensity, and rigor is specifically addressed as the units of study include both extended and on demand assessments which require that students solve problems, write and speak critically and analytically about mathematics ideas and concepts. Faculty will continue to refine existing test preparation modules, which are used to teach students specific test-taking strategies, as well as develop their capacity to apply their developing numeracy skills to specific tasks including the state assessment and college admissions testing contexts. Further, the test preparation modules and the associated professional development will help teachers to expand their repertoire of instructional techniques.

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 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 Common Core standards 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.

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 the sciences. Curriculum development continues under the leadership of our new head of school, whose curricular expertise is in physics.

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 will be strengthened as teachers engage students in increasing amounts and levels of non-fiction and science-fiction reading and responses to literature.

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 2011. 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 2010-2011 are not yet available, the most recent data available (2009-2010) indicate that 57% of students performed at or above Level 3 on the NY state Science examination.

Charter School Performance on 2009-2010 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	3	40	41	16	57	99
	Students in At Least 2 nd Year	3	40	41	16	57	99

Evaluation

Based on the most recent data available, we did not meet this measure as less than 75% of students performed at or above Level 3 on the New York State Science examination.

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 and essentially remained flat. Our new head of school Edwina Branch-Smith plans to leverage her deep knowledge of science content and instructional techniques to lead both a curricular review in the science department and more rigorous pedagogical feedback to science teachers in grades 5-12.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	51	93	59	106	57	99	*	*
All	51	93	59	106	57	99	*	*

*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 (2009-2010) 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.

**2009-10 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	57	99	33	2950

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 24 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 over performance ranges 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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	51	31	59	32	57	33	*	*
All	51	31	59	32	57	33	*	*

*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 or a 55 if they have an IEP. 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-six (96) percent of students in the 2007 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 Cohort¹⁴

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
2007	28	0	11	89	0	96

Evaluation

The school met this measure as more than 75% of the 2007 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%, 83%, 93%, and 96%. The 2007 cohort exceeded the measure by 21 percentage points. As the school reviews the Science curriculum and focuses a greater level of organizational energy on the work of the classroom, performance on this measure should 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 2008 cohort have already passed a Science Regents exam at a 76% rate in their third year in the cohort. More than three-fourths of the members of the 2009 cohort (78%) 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 2010 cohort have also made significant progress in meeting and exceeding this measure as more than one half of the cohort (58%) has already passed a Science exam. Having past cohorts far exceed the measure and rising cohorts that are approaching achievement of 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.

¹⁴ Based on the highest score for each student on any science Regents exam

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing						
2005	29	76	29	83				
2006	44	54	37	70	39	93		
2007	39	41	34	68	30	77	28	96
2008			79	35	76	66	74	76
2009					87	48	82	78
2010							84	58

Goal 3: Comparative Measure

Each year, the percent of 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 exams 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 2010-2011, 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	67	1719
2006	93	39	68	2109
2007	96	28	*	*

*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, 2005, and 2006 cohorts outperformed their peers by 46 percentage points, 30 percentage points, 16 percentage

points, and 25 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.	Did not Achieve
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.	Achieved
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 Cohort - Achieved (93%) 2007 Cohort - Achieved (96%)
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 - Achieved 2007 Cohort - Data Not Yet Available

Action Plan

As we continue to focus on middle school students’ preparation for the rigorous study of Science through the high school, students in grades 5-7 continue to progress through the NY state curriculum framework focusing each year on deeper study of general scientific inquiry including the use of technology, our physical setting, and the living environment. In grade 8

students either complete a final year of general science or move into the Regents level study of the living environment. Once students enter high school, they continue their study of science and have a more rigorous program of study, moving beyond the Regents level to Advanced Placement courses and other coursework leading to genuine college readiness.

To support both English and science instruction, the school will focus intensely 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 other departments.

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. All graduating students from Bronx Prep are assessed in a senior level Social Studies 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.

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.

As SED has eliminated the middle school Social Studies testing program, schools omit reporting on this measure.

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.

As SED eliminated the middle school Social Studies testing program, schools omit reporting on 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 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 or a 55 if they have an IEP. 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 2010-11 the 2007 Cohort finished its fourth year.

Results

Of the 2007 Cohort, 96% 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
2007	28	0	4	61	32	96

Evaluation

More than 75% of the 2007 cohort passed 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%, 76%, and 95%. The 2007 cohort exceeded the measure by 21 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 two-thirds of the members of the 2008 cohort (70%) have already passed the US History Regents exam in their third year in the cohort. Similarly, 70% members of the 2009 cohort 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 2010 cohort have also made significant progress in meeting and exceeding this measure as more than half of the members of the cohort (55%) 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	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing						
2005	29	66	29	76				
2006	44	n/a	37	51	39	95		
2007	39	n/a	34	68	30	80	28	96
2008			79	38	76	62	74	70
2009					87	67	82	70
2010							84	55

(S) Goal 4: Comparative Measure

Each year, the percent of 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 2007 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	63	2109
2007	96	28	*	*

*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

Bronx Prep students outperformed their district peers by 62, 38, 16, and 32 percentage points respectively in past 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 2010-11 the 2007 Cohort finished its fourth year.

Results

As the table below indicates, 79% of the members of the 2007 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
2007	28	7	11	61	18	79

Evaluation

The school continued to meet and exceed this measure as 79% of the 2007 cohort passed the Global History Regents exam. Indeed, each of the 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%, 83%, and 89%, respectively. The 2007 cohort exceeded the measure by 4 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. More than one- half of the members of the 2008 cohort (54%) have passed the Global History Regents exam in their third year in the cohort. Having past cohorts exceed the measure and having redesigned the Global History courses as full 2-year sequences, we anticipate that rising cohorts will meet the measure 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	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing						
2005	29	53	29	83				
2006	44	40	37	73	39	89		
2007	39	n/a	34	n/a	30	60	28	79
2008			79	n/a	76	30	74	54
2009					87	n/a	82	17
2010							n/a	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 exams 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 2007 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	59	2109
2007	79	28	*	*

*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 outperformance of Bronx Prep students versus their district peers of 66, 48, 25, and 30 percentage points in the past 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 state has ended the Social Studies 8th grade Social Studies testing program, and high school data for the local district students is not yet available, our multi-year high school data reflect 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.	The 8 th grade testing program has been eliminated by the State Education Department
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.	The 8 th grade testing program has been eliminated by the State Education Department
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	2003 Cohort – Achieved (96%) 2004 Cohort – Achieved (88%) 2005 Cohort – Achieved (83%)

	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.	2006 Cohort – Achieved (89%) 2007 Cohort – Achieved (79%)
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 (86%)
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 – Achieved 2007 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 – Achieved 2007 Cohort – Data not yet available

Action Plan

We will make critical staffing changes in the Social Studies department with particular emphasis on building a highly knowledgeable, results-oriented faculty and developing a coaching model that will balance emphasis on content knowledge and establishment of solid instructional techniques. Use of the Danielson framework will provide a common language to school leaders as they support and give feedback to teachers of social studies and other content areas.

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 middle school team will engage in similar planning processes with the middle school teachers so that we establish continuity across the grades. Finally the school's leadership has a focus on a more effective formative use of assessment in social studies as in other departments. Supported by data tools acquired through our participation in the PICCS [Partnership for Innovation in Compensation for Charter Schools] consortium, the leadership and faculty will focus on regular assessment of students' skills and content knowledge, and lesson planning aimed directly at what students have not yet mastered.

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

At least seventy-five percent of students in Cohort 2007 and Cohort 2010 passed their core academic subjects and were promoted to the next grade. However, fewer than 75% of the students in Cohort 2008 and Cohort 2009 satisfied this measure.

Percent of Students Promoted by Cohort in 2010-11

Cohort Designation	Number in Cohort	Percent promoted
2007	28	79
2008	74	69
2009	82	66
2010	84	76

Evaluation

With only two of the four high school accountability cohorts passing their core academic subjects, we fell short of meeting this measure.

(§) 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 2011, the 2009 cohort completed its second year.

Results

Of the three high school Graduation cohorts, only one, the 2009 cohort, had over 75 percent of students score at least 65 on at least three different New York State Regents exams required for graduation.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2007	28	61
2008	74	64
2009	82	77

Evaluation

With only the 2009 cohort meeting the criteria that over 75 percent pass at least three Regents exams by their second year in the cohort, Bronx Prep did not meet this measure.

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 2010-11 the 2007 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

Seventy-nine (79%) percent of students in the high school graduation cohort graduated after their fourth year in the cohort.

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
2007	28	79

Evaluation

The school met this measure as more than 75% of the students in the graduation cohort graduated after their fourth year in the cohort.

(§) 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 2010-11 the 2006 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	.5 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, 97% of each of our fourth high school graduation cohort was 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
2006	38	97

Evaluation

We exceeded this measure by 2 percentage points in the 2006 Cohort, but fell short by 2-4 percentage points in the 2003, 2004 and 2005 Cohorts. 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 exams 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 2005 cohort, the most recent cohort for which the local district data are available, the Bronx Prep cohort 4-year graduation rates exceed that of the local district by 8 percentage points.

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	1924	64
2006	39	87	*	*
2007	28	79	*	*

*District data are not yet available

Evaluation

The data most recently available indicates that the school met this measure as the graduation rate exceeded that of the local district. Bronx Prep's 2006 Cohort graduation rate 87% and

2007 Cohort graduation rate of 79% suggest that the students will continue to outperform their district peers.

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. 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 in college 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 consider their performance on standardized college admissions tests, acquisition of diplomas associated with college ready standards, and actual admission to college, as well as 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 our mission of supporting 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 on one of the most commonly used early high school college prep assessments. Students receive a scale score in critical reading, writing and mathematics. 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 2010-2011 at Bronx Prep on average scored 380 in Critical Reading and 430 in Mathematics. In that same year, the State averages for 10th graders were 405 in Critical Reading and 424 in Mathematics.

10th Grade PSAT Performance by School Year

School Year	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	406	416
2008-09	33	360	400	392	424
2009-10	66	374	404	393	421
2010-11	83	380	405	430	424

Evaluation

We are approaching this measure as the average performance of students in 10th grade at Bronx Prep exceeded the State average on the PSAT test in Mathematics but did not exceed the state average in Critical Reading. We fell short of meeting this measure by approximately 25 points in Critical Reading. 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. In addition to interventions to our English Language Arts programs as described above, 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 should 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 440 in Reading and 441 in Mathematics on the SAT in 2010-2011. The State averaged scores are not yet available.

12th Grade SAT Performance by School Year

School Year	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
2010-11	28	440	*	441	*

*Data are not yet available

Evaluation

Given the historical track record of student performance on the SAT, we recognize the need to ensure that students are better prepared for college admissions tests. We are now positioned to increase both human resources as well as financial resources to improve preparation for the SAT. We have created two programs, SAT 11 and SAT 12, through which students in grades 11 and 12 will receive direct test preparation and learn sophistication strategies leading up to the administration of the SAT exam and ACT exams. All grade 11 students sit for the March SAT test administration. All grade 12 students 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 exams with an 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, with an average score of 90 or higher, Regents exams in English, Math (2 exams), US History, Global History, Science, and 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

We have not met this measure. Per the table below, our students are not earning an advanced Regents Diploma with Honors or with Advanced Designation.

Percent of Students Earning Each Diploma

Graduating Class	Number in Graduating Class	% Earning Regents Diploma	% Earning Regents w/Honors	% Earning Regents w/Advanced Designation	% Earning Bronx Prep Diploma w/Distinction
2011	25	88	0	0	0

Evaluation

We did not meet this measure with none of the graduating class of 2011 earning a Regents Diploma with Honors or Advanced Designation. We believe that more resolute school-wide focus on the work of the classroom, as well as our creation of an academic advising and advancement program will be beneficial in addressing this measure in the future. A re-invigorated guidance function supported by improved data resources will help 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 students should begin to meet and exceed the requirements for advanced designation and honors 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, 100% of the 2011 graduating class has been accepted to at least one college.

Percent of Students 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	40	100
2011	25	25	100

Evaluation

We have met this measure. 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. It is also the school's intention to ensure that the maximum number of students are gaining acceptance to and matriculating in rigorous, 4-year colleges where persistence track records are strong. Examination of recent college lists shows a slight decrease in the percentage of students attending this most rigorous category of postsecondary schools.

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, 80% of the 2011 graduating class matriculated as freshman in the fall after their graduation.

Percent of Students Matriculating in College

Graduation Cohort	Number in Graduating Class	% Matriculating in Fall Semester
2003	18	100
2004	23	100
2005	26	100
2006	40	92
2007	25	80

Evaluation

We have met and exceeded this measure for each of our graduating classes. However, we are increasing our efforts in alumni support because our students face increasing financial aid and life 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 extreme challenges including the loss of jobs or other life circumstances. As a result, several graduates are deferring matriculation. We will continue to work with those alumni and

their families to provide guidance and support of their plans to matriculate either in January or September 2012, so 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 2010-2011 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 students entering Bronx Prep after five years of elementary education.

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
2010-11	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.	2007 Cohort- Achieved 2008 Cohort- Did not meet 2009 Cohort- Did not meet 2010 Cohort- Achieved
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.	2007 Cohort- Did not meet 2008 Cohort- Did not meet 2009 Cohort -Achieved
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.	2005 Cohort-Approaching (72%) 2006 Cohort- Achieved (87%) 2007 Cohort- Achieved (79%)
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.	2005 Cohort - Approaching (93%) 2006 Cohort- Achieved (97%)
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.	2011 10 th graders-Approaching
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.	2011 12 th graders- Data not yet available
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.	2011 graduating class- Did not meet
Absolute	Each year, every student graduating from Bronx Prep will be accepted to at least one college.	2007 Cohort- Achieved
Absolute	Each year, Bronx Prep will demonstrate college attendance through matriculation of at least 75% of the graduating class as	2006 Cohort - Achieved (92%) 2007 Cohort - Achieved [80%]

	college freshman in the fall after graduation.	
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 more than 90% 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 20 percentage points. For the last four years, 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
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
2010-2011	91	94	80	90	*	88	84	75	86

*Speech and Drama transitioned to an extended day program and no courses were offered during the regular instructional day in 2010-2011 for which theater juries would have been held. Student performance in speech and drama were assessed based on participation and achievement in the National Forensics League and the spring musical respectively.

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 through 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 transitioned to scholarly reports rather than maintaining a system of weekly scholar-dollars. In 2010-2011, once a month, parents received 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, 80% 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-school grade advisors 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 series of documentary films about ways in which they are creating change in their communities and positively impacting the world around them. Projects in which students engaged and were the subject of the films include: health, nutrition, and food justice; understanding differences and stopping bullying; and engaging the community and local government in maintaining a local public park. In addition, the entire middle school helped to raise money and collect food to support families who, beyond the struggles they face in an economic recession, were struck by tragedies this year including storms or floods which destroyed their homes.

Evaluation

Middle school students again 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;
- Working with *Meals on Wheels* to support the provision of food to members of the broader community who are homebound;
- Organization and beautification of our school space such that other community-based organizations may use our gym, cafeteria, library, auditorium, or classrooms; and
- Provision of the informational, public service documentary films described above and produced through the *Tribeca Teaches* program.

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 monitoring sessions with the coordinator of student activities.

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, and breast cancer;
- 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; and
- Volunteering in senior citizen centers, churches, 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 ([http://schools.nyc.gov/OA/SchoolReports/2010-11/Progress Report 2011 EMS X703.pdf](http://schools.nyc.gov/OA/SchoolReports/2010-11/Progress%20Report%202011%20EMS%20X703.pdf)) a part of which includes extensive surveying of parent, student, and teacher satisfaction and engagement with the school.

Results

In 2010-2011, 98% of parents expressed satisfaction with the range of activities for community involvement provided for their child and 88% of parents gave positive responses to survey questions regarding respect for, by, and among students.

Evaluation

Bronx Prep again met and exceeded this measure.

Summary of Unique Programmatic Features (continued)

Type	Measure	Outcome
Absolute	<p>Each month teachers and administrators assess Bronx Prep students (also known as scholars) regarding their development of our core values, the Seven Cs.</p> <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 <p>By the end of each academic year 70% of Bronx Prep scholars will have satisfactory ratings in their development of the 7Cs.</p>	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 complete at least 100 hours of individual community service.	Achieved
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

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 2010-2011, 97% of parents indicated their satisfaction with the school and 100% of parents provided a positive response to each survey item indicating that they agreed or strongly agreed with positive statements, were satisfied or very satisfied, and disagreed or strongly disagreed with negative survey item statements.

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 2010 as compared to those who were enrolled in September 2009 was 91%.

Student Re-enrollment at Bronx Prep

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

Total Enrolled September 2008	Number Still Enrolled September 2009	Percent Re-enrolled
627	580	93%

Total Enrolled September 2009	Number Still Enrolled September 2010	Percent Re-enrolled
690	632	91%

Evaluation

Bronx Prep met this measure as more than 91% of all students enrolled during the course of the 2009-2010 school year re-enrolled for the 2010-2011 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 2010-2011 was 95%.

2009-10 Attendance

Grade	Average Daily Attendance Rate
5	96%
6	97%
7	95%
8	96%
9	95%
10	94%
11	89%
12	88%
Overall	95%

Evaluation

Bronx Prep met this measure with an attendance rate of 95%. 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%, 98%, 98%, 96% and 95% respectively.

Attendance 2006-07 to 2010-11		
School Year	Student Count	Attendance Rate
2006-2007	457	96%
2007 -2008	522	98%
2008-2009	623	98%
2009-2010	684	96%
2010-2011	688*	95%
<i>*Calculation is based on FTE students in 2010-2011</i>		

We will work to ensure that student attendance will continue to meet and exceed this measure and that parents will continue to be satisfied with our school. Our goal is to increase student attendance from the current 95% level to the 98% level achieved in 2007-2008 and 2008-2009.

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 Prep community are expected to become familiar with the laws and regulations bearing on their areas of responsibility. Many 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 and student/parent handbook. These include the code of conduct and related discipline procedures, personnel policies, budgeting procedures, 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.

Three lawyers currently sit on the Bronx Prep board. If issues arise where board members lack specific relevant legal expertise, the school has benefitted from the support of pro bono legal counsel to provide advice on policies, incidents and other legal issues facing the school. The school has engaged legal counsel with expertise in areas ranging from real estate to human resources.

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.

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 or early spring,

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.

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 2010-2011 exceeded expenses by more than \$170,000. 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 finance 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 \$2.78 million at the end of fiscal year 2010, which exceeds the required percentage of the school's operating budget currently projected for 2011-2012 at \$11.3 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 received a full five-year renewal of its charter in 2009-2010. There have been no compliance deficiencies identified by the State Education Department and the Charter Schools Institute during the first year of Bronx Prep's third charter.

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.

Bronx Prep employs a risk management consultant to complete a regular 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 we 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