



**BRONX PREPARATORY
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Benjamin Feit, Chief of Staff, Carlos Mojica, Director of Accountability, and Katrina Ballard, Regional Manager, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Nancy A. Garvey	Chair Audit, Compensation, Accountability, Finance, Executive, Committee on Trustees, Alumni Council Liaison
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Philip Wharton	Compensation, Finance
Ravi Suria	Audit, Compensation, Finance
Yuliana Kim-Grant	Governance, Accountability, Executive, Committee on Trustees

Emmanuel George has served as Bronx Prep's Executive Director since July 1, 2014.

INTRODUCTION

The mission of Bronx Preparatory Charter School (“Bronx Prep”) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Over its nearly 14 years of operation, Bronx Prep Charter School has developed a deserved reputation as a widely respected institution serving a high-needs pocket of New York City. Bronx Prep has provided a quality alternative to thousands of public school students whose parents chose to enroll them in its program rather than send them to the zoned schools in Community School District 9 that — on the balance — have failed to offer consistently excellent educational opportunities. Bronx Prep has a proud history and a sizable contingent of active alumni.

In its third charter term, however, Bronx Prep’s performance has faltered. Fearing that it was failing to make good on its mission of preparing underserved middle- and high-school students for higher education, community involvement, and lifelong success through a structured, caring environment of high academic expectations, the Bronx Prep Board of Trustees considered a host of options to strengthen the school’s performance. Specifically, the Board recognized that it needed additional support in the areas of curriculum and assessment systems, professional development, data management and analysis, operations, and finance in order to satisfy both its own expectations and the exacting targets outlined in its accountability plan.

In January of 2014, officers of the Board engaged Democracy Prep Public Schools (DPPS) to discuss the possibility of Bronx Prep joining the Democracy Prep network. Unique among peer charter management organizations, Democracy Prep has established a track record of successfully turning around low-performing public charter schools on the verge of closure or non-renewal, and in the past seven years, DPPS has been among the highest performing Charter Management Organizations (CMOs) on the New York City Department of Education’s Progress Report. Having been approached by the Board in this fashion, Democracy Prep crafted a comprehensive turnaround proposal designed to address the school’s specific areas of need and to raise its performance in a systematic, thoughtful manner consistent with the approach it adopted at Harlem Day Charter School and at Freedom Academy Charter School in Camden, New Jersey. In 2012, Harlem Prep became the most successful turnaround of a public school in New York State history, surging from the 3rd percentile citywide to the 96th in its first year as a Democracy Prep school.

Democracy Prep schools embody a refined *no excuses* approach. In addition to incorporating the traditional attributes that researchers have proven to be correlated with improved student learning outcomes — extended school days and years, rigorous college-prep academics, ongoing use of data to inform instructional decisions and resource allocation, consistent cultural and academic expectations, and exceptional talent at all levels — DPPS’s strategic vision requires the infusion of three unique elements. Democracy Prep commits to educating all scholars, providing authentic civic engagement, and operating solely on public funds.

On April 30, Democracy Prep entered into a management agreement with the Bronx Prep Board of Trustees to serve as the school’s operator beginning in the 2014-15 school year. Upon SUNY’s

approval of Charter Revision Request, Democracy Prep assumed management of Bronx Prep for the remainder of its charter term and began implementing the turnaround plan.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11						88	104	106	115	86	92	69	28	688
2011-12						88	85	113	97	108	78	67	58	694
2012-13						84	88	79	111	108	81	66	64	681
2013-14						83	80	82	77	114	79	67	54	636

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 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 its accountability rules and cohort definitions:

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

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2011-12	2008-09	2008	71	2	69
2012-13	2009-10	2009	76	2	74
2013-14	2010-11	2010	66	9	57

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the

following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	70	0	70
2012-13	2009-10	2009	74	0	74
2013-14	2010-11	2010	57	0	57

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	26	0	26
2012-13	2008-09	2008	66	0	66
2013-14	2009-10	2009	70	0	74

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Bronx Prep students will become proficient readers and writers of the English language.

Background

The English language arts program at Bronx Prep works with students to become proficient readers, writers, speakers and listeners of English. We strive to have students whose literacy will be part of their preparation to become college ready. Literacy across the curriculum is emphasized, in particular to support students reading and writing non-fiction and the symbolic language in charts and graphs. This is important as we transition in NYS to the Common Core State Standards.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in grades 5 to 8 in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	83	0	0	0	83
6	80	0	0	0	80
7	82	0	0	0	82
8	77	0	0	0	77
All	322	0	0	0	322

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

Bronx Prep did not meet the English language arts (ELA) goal of at least 75% proficiency for scholars enrolled in at least their second year on the New York State exam. Results were far below this goal, with 13.7% of all returning grade 5 to 8 scholars scoring at a Level 3 or 4 cut score on the exam. Grade 8 was closest to reaching the ELA goal with 23% of scholars scoring proficient, and only 9% of returning grade 6 scholars scored at least a 3 or 4.

Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	21.6	83	0	4
6	10	80	9	76
7	9.7	82	10.1	79
8	22	77	23	74
All	15.8	322	13.7	233

Evaluation

Although Bronx Prep scholars fell well short of proficiency goal 1.1, Bronx Prep scholars scored better on the English language arts exam the longer they were enrolled in the school. Longevity achievement is evidenced by the percent of scholars scoring proficient or advanced in grade 8, a cohort in which almost all scholars were enrolled in at least their second year at Bronx Prep. The percentage of proficient scholars in grade 8 was over twice the percentage of proficient scholars in grade 7, demonstrating Bronx Prep's ability to fill in the gaps.

The gaps, however, are not filled quickly enough; despite the jump from grade 7 to grade 8, no cohort reached higher than 23% scoring a 3 or 4 on the English language arts exam. In addition, the difference in proficiency from grades 6 to 7 is negligible.

Additional Evidence

Academic achievement in English language arts has significantly decreased in 2013-14. In 2011-12, 27.7% of grade 6 to 8 scholars enrolled in at least their second year scored proficient or advanced. The following year, with the introduction of the Common Core State Standards (CCSS), 29.2% of the same demographic achieved proficiency, showing a slight increase. The subsequent drop to 13.7% of returning scholars scoring a 3 or 4 this year correlates with the departure of Bronx Prep's Head of School, who was temporarily replaced by the Board of Trustees Chair and the Chair of the Board's Governance Committee.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5	0	0	0	0	0	4
6	28.6	84	7.9	88	9	76
7	25.2	111	18.2	77	10.1	79
8	33.7	95	10.8	111	23	74
All	27.7	327	29.2	290	13.7	233

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

Results

Bronx Prep's English language arts (ELA) PLI value of 76 is approaching the AMO for 2013-14, which is 89. The largest group of scholars, or 44%, scored at a level 2.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	40	44	14	2

$$\begin{array}{rclclclcl}
 \text{PI} & = & 44 & + & 14 & + & 2 & = & 60 \\
 & & & & 14 & + & 2 & = & \underline{16} \\
 & & & & & & \text{PLI} & = & 76
 \end{array}$$

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Bronx Prep did not meet the 2013-2014 ELA AMO as set by the state. However, its PLI was close to the objective as stated. A large percentage of students in the Level 2 category were close to the level 3 threshold – increased teacher and student supports as described in the action plan below will allow scholars to make the jump into proficiency and raise the school’s PLI.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

Results

Bronx Prep scholars in grade 8 who were enrolled in at least their second year outperformed the district students on the state English language arts exam by 11 percentage points, which is double the percent of district students scoring proficient. Overall, however, Bronx Prep’s scholars performed at a level comparable to the surrounding district, outperforming the district students by 2.7 percentage points.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0	4	11	2650
6	9	76	10	2768
7	10.1	79	11	2789
8	23	74	12	2915
All	13.7	233	11	11122

⁵ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Evaluation

Bronx Prep scholars enrolled in at least their second year met the goal of outperforming scholars attending schools in the zoned community school district, albeit by a slim margin. Grade 5 did not outperform district scholars, which is likely because the only returning scholars in that grade level were four retained scholars. Grades 6 and 7 each scored one percentage point lower than district scholars, but the larger gap in the grade 8 comparison contributes to the overall higher average for Bronx Prep versus the district.

Additional Evidence

The 2013-14 school year was the first year Bronx Prep scholars did not outperform the district across grade levels; the two years prior, all returning scholars scored the same or better than district students.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5					0	11
6	28.6	25.8	7.9	7.9	9	10
7	25.2	22.7	18.2	10.5	10.1	11
8	33.7	22.2	10.8	9.5	23	12
All	29.2	23.6	12.3	9.3	13.7	11

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁶

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the

⁶ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

In every grade excluding 7th, Bronx Prep produced a negative effect size on the 2012-2013 English Language Arts exam.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	86.9	82	14.6	18.7	- 4.1	-0.33
6	90.9	88	7.9	12.4	- 4.5	-0.44
7	88.6	77	18.2	15.6	2.6	0.21
8	79.3	111	10.8	20.1	- 9.3	-0.78
All	85.9	358	12.5	16.9	- 4.4	-0.38

School's Overall Comparative Performance:
Lower than expected

Evaluation

Bronx Prep's overall effect size was -0.38, indicating the school underperformed. The 7th grade produced the only positive result among grades, with 8th grade conversely producing the most negative.

Additional Evidence

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size

2010-11	5-8	67.3	415	27.9	36.7	-0.54
2011-12	5-8	59.9	378	29.4	44.2	-0.95
2012-13	5-8	85.9	358	12.5	16.9	-0.38

Goal 1: Growth Measure⁷

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁸

Results

In 2012-13, grades 7 and 8 demonstrated higher growth on the state English language arts exam than the statewide median. Grade 7 scholars were in the 65.9th Mean Growth Percentile, and grade 8 scholars scored in the 57.6th Mean Growth Percentile. Scholars demonstrate an increased level of growth as they are with Bronx Prep longer, as demonstrated by the increase in Mean Growth Percentile by grade level in 2012-13.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5	39	50.0
6	48.8	50.0

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

7	65.9	50.0
8	57.6	50.0
All	53.3	50.0

Evaluation

The year Common Core State Standards were introduced (CCSS), a year that presented a great challenge for schools across the State of New York, Bronx Prep scholars met the goal of reaching a higher Mean Growth Percentile than the statewide median in grades 5 to 8. Bronx Prep scholars scored in the 53.3rd Mean Growth Percentile, 3.3 points above the median. Grades 7 and 8 demonstrated the highest percentile, suggesting scholars that attended Bronx Prep the longest performed the best.

Additional Evidence

While previous years' data are not readily available, Bronx Prep scholars exhibit growth well above the statewide average in grades 7 and 8.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Average
	2010-11 ⁹	2011-12 ⁷	2012-13	
3				50.0
4				50.0
5			39	50.0
6			48.8	50.0
7			65.9	50.0
8			57.6	50.0
All			53.3	50.0

Summary of the English Language Arts Goal

Bronx Prep consistently demonstrates the highest academic achievement in the upper grades at the middle school level, suggesting scholars are more likely to reach performance goals the longer they are enrolled. With the introduction of Common Core State Standards (CCSS) in 2012-2013, Bronx Prep did not decline in overall proficiency, although scholars did not meet the goal of 75% proficiency or higher on the New York State ELA exam. That year, Bronx Prep scholars did outperform their counterparts in surrounding district schools. In the most recent 2013-14 school year, teachers and staff have experienced challenging changes in leadership, and organizational challenges have lead to a decline in ELA proficiency scores. Bronx Prep will now reap the benefit of becoming part of the Democracy Prep Public Schools Network, which grants teachers and staff

⁹ Grade level results not available.

access to professional development and curricular resources more aligned with CCSS. Furthermore, Democracy Prep’s Executive Director will lead the development of stronger instruction and school culture, which will ultimately lead to better academic results.

Bronx Prep scholars demonstrated higher growth than the state median in 2013-14, reaching the 53rd Mean Growth Percentile overall and the 69.5th percentile in grade 7. With strong leadership and resources moving forward, Bronx Prep now has the capacity to push scholar growth even further.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

Action Plan

Democracy Prep is committed to demonstrating objectively that students are learning a rigorous curriculum and preparing for success in college. In order to accomplish this goal, Bronx Prep has begun utilizing DPPS Common Core aligned curricular materials and assessments. For the 2014-15 school year, Democracy Prep has already introduced Lead Planners, or master teachers with demonstrated student results who spearhead lesson planning and development for their respective subjects. Overseen by Curriculum Specialists at the Network, the Lead Planners ensure every Democracy Prep middle school teacher has access to high-quality, Common Core aligned plans for every lesson throughout the year so they can focus most of their attention on instruction. Teachers also make small adjustments to the lesson plans to fit the needs of their individual scholars.

English language arts instruction at Bronx Prep in the middle grades has adopted the following DPPS curriculum:

Reading (8 hours per week) - The Middle Schools at DPPS use an adapted Balanced Literacy Approach in our reading classes. All reading classes in Democracy Prep Middle Schools will be 100

minutes in length that will be split into two 50-minute halves. The first 50 minutes will be the skills portion of the block where scholars will be taught skills addressed in the aims that will be derived from the DPPS Standards, which are an enhanced version of the newly created NYS Common Core Standards. The latter 50 minutes will be dedicated to the novel study that will accompany in the skills portion of the lesson. In this portion of the Reading Lesson, teachers will push scholars to effectively demonstrate comprehension of the books that are read with a push to respond to literature based questions integrating the Six Traits of Writing (shown below) that will be emphasized in our Writing classes.

Writing (4.5 hours per week) - Writing Classes are the complement to the Reading Classes that happen daily in our school. Together, they comprise what is considered ELA. Every DPPS Middle School scholar has five 50-minute blocks of writing class per week. Our scholars are held accountable to the DPPS Internal Academic Standards, which are derived from the New York State Common Core Standards. In Writing Class, scholars will be expected to effectively implement the Six Traits of Effective Writing at appropriate times. Those traits are:

1. **Ideas** – Good writing has clear ideas, a purpose, or focus.
2. **Organization** – Good writers create pieces that have a clear beginning, middle, and end regardless of the genre of writing being demonstrated.
3. **Voice** – Good writers connect with their audience, clearing illuminating the purpose for writing using a voice that pushes the audience to internalize what is being written
4. **Word Choice** – Good writers appropriately use sophisticated language throughout their pieces in order to deliver the intended message. Strong nouns, verbs, and adjectives are used throughout all pieces in order to convey the message of the author.
5. **Sentence Fluency** – Sentences should vary in length with a variety of sentences beginnings used. The writing should flow smoothly from sentence to sentence.
6. **Conventions** – Strong writing is edited for grammar, punctuation, capitalization, and spelling so the writer’s ideas are easily understood.

Academic results and failure to demonstrate progress are major factors in Bronx Prep’s Board of Trustees decision to hire Democracy Prep Public Schools for the management of the school’s operations and academics. Under Democracy Prep’s leadership, Bronx Prep teachers will no longer teach multiple content areas as they did in previous years. Beginning with the 2014-15 school year, all teachers at the middle and high school levels will be responsible for one content area only, allowing them to focus on refining their craft in that particular academic subject.

For the current 2014-15 school year, Democracy Prep Public Schools has appointed an Executive Director with extensive school leadership experience influencing high scholar growth at DPPS, along with two school principals at each level. The Executive Director is responsible for providing professional development and feedback to the principals, along with setting the culture and expectations of the school.

As an added support, teachers will have access to DPPS Regional professional development, during which all Democracy Prep teachers across the New York City region will receive curriculum support tailored to their specific subject, as described above. Network professional development will

supplement weekly, in-house training provided by principals and content-area leaders, which are differentiated and aligned to the Democracy Prep instructional models and mission.

Much of weekly campus-based professional development will center on monitoring progress and thoughtful use of data to fill in gaps for Bronx Prep scholars. DPPS assessments measure academic progress extensively and precisely using a wide variety of ongoing assessment tools. In addition to city, state, and privately developed assessments, pre-test and post-test assessments developed by the school are frequent, relevant, and aligned with state standards.

All assessment data will be scrupulously analyzed using sophisticated statistical methods including multivariate regression analysis, scatter plot analysis, and test item analysis. In addition to helping understand the needs of individual students, assessment results help develop and modify curriculum and instructional methods.

At the beginning of each year, teachers of the six core subjects will administer pre-test Comprehensive Examinations (comps) based on state standards that have been planned backwards from the point of college preparation at the end of grade 11. Passing the comprehensive exam at the end of each subject will be required to be promoted to the next grade, but it is not a one-time high stakes exam. Students will have a great deal of preparation for the exam through six-week assessments, weekly assessments, and other tests and quizzes. Those students who earn a grade of less than 70% on the Comprehensive Exam will have at least one additional opportunity to take and pass the exam and be promoted in Summer Academy.

The most frequent formative tests take place weekly in every core class. These teacher-designed tests are scored based on objective and externally validated rubrics. A second assessment is a system of six-week assessments pioneered by other “no excuses” high performing charter schools. These systems test cumulative knowledge and provide robust assessment data on a routine basis in advance of the year-end exams. Using a backwards planning format, comps are broken down into six-week assessments that represent cumulative progress towards end-of-year goals and align with Common Core. Six-week assessments correspond with the six marking periods. Bi-weekly tests and frequent quizzes will be given in all core subjects and daily evaluations of student performance on “Do Now” assignments, homework, and classroom activities will be evaluated and monitored closely. Families receive a weekly progress report detailing academic performance using more than 4,000 graded assignments each year. Assessments are carefully analyzed to identify individual or group academic gaps.

As summative assessments, middle school students take a nationally-normed test such as the Northwest Evaluation Association’s Measures of Academic Progress (MAP), as well as year-end comprehensive examinations (comps) in a pre- and post-test format allowing administrators to evaluate which methods, lessons, and teachers are providing the most value-added growth to cohorts of students over time.

Frequent evaluations ensure that teachers and families know exactly where each student stands in relation to our rigorous standards and what each student needs to do to make progress

toward conceptual mastery. Assessments ensure that group instruction, lesson planning, and student support can be adjusted in direct response to their results. The Bronx Prep faculty works together for three weeks prior to the opening of the summer Prep Academy to revise and practice lesson plans, modify curriculum for English Language Learner (ELL) and Special Education students, and design a fully integrated assessment system.

Democracy Prep campuses are provided with network data analysis support at key points during the school year to provide important data that will inform the organization of curriculum and instruction. Network data updates will be provided before the school year commences, at the close of each trimester, and at the end of the school year. At the end of the summer before the school year opens, the DPPS Data team to the extent possible provides base line data to the campuses on incoming students. At the end of each trimester interim assessment results are analyzed by student, class, cohort, campus, and network to provide full data reports to determine trends that will inform the implementation of curriculum for the following trimester. At the end of year the network data team provides an end of year profile with a comprehensive overview of each trimester to provide clarity in planning for the upcoming school year.

With support of data and curriculum from campus and network resources, Bronx Prep will make modifications in real-time based on feedback from instructional personnel and assessment data that reveals programmatic strengths and weaknesses.

ENGLISH LANGUAGE ARTS

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. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma.¹⁰ 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

¹⁰ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

Bronx Prep met the goal of having 75% of students pass the English Regents exam with a score at or above 65%.

**English Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹¹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	66	91
2009	72	91
2010	57	95

Evaluation

Bronx Prep was able to meet this goal for each cohort at the four-year designation, leading up to its most recent class of 2010 finishing up with an outstanding 95% of students passing the ELA exam. This exhibits year-to-year growth in proficiency, which in turn demonstrates college readiness.

Additional Evidence

Passing rates for each cohort make a significant jump on a year-to-year basis. Bronx Prep’s newest class did not attempt the English Regents exam last year, but they will be on track to perform to the same standards starting in the 2014-2015 school year.

English Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	73	63	60	75	57	95
2011	89	20	83	58	76	83
2012			80	21	75	31
2013					78	-

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the 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.

Method

¹¹ Based on the highest score for each student on the English Regents exam

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma.

Results

60 percent of students in the 2009 cohort who tested at 1 or 2 on the grade 8 English language arts exam achieved proficiency by the end of high school.

English Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	16	75
2008	30	93
2009	15	60

Evaluation

Bronx Prep did not meet the 75 percent goal laid out in its accountability goal, but it has shown progress in the past in bringing students up to proficiency during their high school years.

Goal 1: Absolute Measure

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

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of **166**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible

¹² Based on the highest score for each student on the English Regents exam

APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

Bronx Prep achieved an APL of 151 for its 2010 high school accountability cohort.

**English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
57	5	39	47	9

$$\begin{array}{rcccccccc}
 \text{PI} & = & 39 & + & 47 & + & 9 & = & 95 \\
 & & & & 47 & + & 9 & = & \underline{56} \\
 & & & & & & \text{APL} & = & 151
 \end{array}$$

Evaluation

While Bronx Prep did not meet the AMO set by the state, an APL of 151 shows high growth from its corresponding PLI in the middle school of 76. This trend demonstrates that students’ learning outcomes improve the longer they stay with Bronx Prep.

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

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 school compares the performance of students in their fourth year in the charter school Accountability Cohort 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 school presents most recently available school district results.¹³

Results

Bronx Prep outperformed its district according to the most recently available data.

**English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District ¹⁴	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	90	66	67	2120
2009	91	72	66	2059
2010	95	57	N/A	N/A

Evaluation

Bronx Prep students consistently outperform their district counterparts on the English Regents exam on a year-to-year basis.

Goal 1: Growth Measure

(S) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth

¹³ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

¹⁴ District results for the 2009 cohort are not yet available.

grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School English Language Arts Goal¹⁵

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	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.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the 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.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) 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.	Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

Action Plan

To build a culture and instructional program that rivals the best schools in the country, Democracy Prep believes it is essential to instill rigorous academic expectations and firm behavioral standards. Only the best will be acceptable from our students, teachers, and leaders. We communicate our **“Work Hard. Go to College. Change the World!”** motto in four essential ways: 1) *Rigorous academics with frequent evaluation;* 2) *Exemplary teaching;* 3) *More time to learn engaging curriculum;*

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

4) A respectful school culture with a disciplined environment; and 5) A focus on data.

Prior to the 2014-15 school year, universal systems holding teachers and students to high expectations were absent at Bronx Prep, especially in regard to student behavior and lesson planning review. Thus, Democracy Prep has implemented its approach to school culture and discipline, which consists of our core DREAM Values. Democracy Prep will bring a stricter interpretation of standard school rules (enforcement of universal class conduct rules, enforcement of a uniform policy, common hallway expectations). In addition, lesson plan submission and feedback at Bronx Prep now reflects the systems that exist at Democracy Prep high schools. Every Bronx Prep teacher will have an assigned leader—either principal, assistant principal, or content chair—that will review teachers’ materials weekly, review the execution of the materials in class, and provide substantive feedback that will be tracked over time to ensure instructional efficacy. All staff has been normed on these systems during August professional development prior to the beginning of the 2014-15 school year.

Democracy Prep’s Academic Team has evaluated the courses that are offered at Bronx Prep to determine what adjustments could be made to the program. This evaluation was used to make specific recommendations to the Bronx Prep leadership team. Democracy Prep has exchanged the prior year’s curricular materials (scope and sequence documents, book lists, archived curricular materials) for classes at Bronx Prep that also exist at Democracy Prep’s high schools in Harlem. For classes that do not fully align, Democracy Prep will make curricular adjustments. For example, current ELA classes at Bronx Prep high school involve both literature studies and writing. Democracy Prep has separate classes for both content areas and has implemented that structure at Bronx Prep in 2014-15.

In grades 9-11, scholars will take one block of Literature and one block of Writing. Both courses must balance the high rigor of the Common Core with increased practice and support. In grade 12, scholars will take a single block of English, either AP Language and Composition or an Advanced Senior Seminar. Both courses utilize advanced practices from Freshman Literature courses, in which scholars are responsible for considerable reading outside of class.

Within the literature classes, scholars will focus on vocabulary and literary analysis. Vocabulary instruction will focus on SAT and ACT-aligned words and will present multiple and repeated opportunities for scholars to practice using these words. Scholars will have the opportunity to enjoy texts from throughout the canon. True rigor, however, comes through the presentation of assignments and activities that push scholars to grapple with information and demonstrate their understanding through professional and high quality written and oral presentations. As scholars progress through the Democracy Prep High School, they will practice writing analytical papers of increasing complexity and length.

In Democracy Prep literature classes, scholars are exposed to a variety of texts that are both from the traditional canon (*Beowulf*, *The Odyssey*) and more modern texts (*The Bluest Eye* and *The Brief and Wondrous Life of Oscar Wao*). Our work in ensuring that our literature classes align to common core has been trifold. We create rigorous, open-ended questions, prompting scholars to develop their own claims. We train scholars to choose appropriate evidence equivalent to collegiate-level claims. Finally, we encourage scholars to debate and critique the quality and validity of claims.

These shifts are executed by a decrease in teacher talk time, an increase in authentic analytical writing, and increased Socratic seminars. Scholars in grade 9 are provided with more scaffolding, which is then gradually released over the course of the year, as well as over the course of their high school career.

During our previous writing program, scholars were taught grammatical skills and wrote essays. After making Common Core shifts in writing, we now focus less on grammar-in-isolation (though that is still part of the class) and more on authentic writing pieces that push scholars to apply correct grammatical skills. Scholars in writing class read and analyze multiple nonfiction texts and various forms of media—two significant shifts made by the CCSS in ELA instruction. Nonfiction texts are analyzed for their usage of rhetoric and other literary devices; these devices are then utilized in scholar-produced pieces. As scholars move through high school, the pieces that they write are longer, and the expectation of analysis quality increases.

MATHEMATICS

Goal 2: Mathematics

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

Background

The mathematics program at Bronx Prep works with students to become proficient in all aspects of the subject. Similar to the literacy program, the school will strive to have students college ready in the area of mathematics.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 5 to 8 in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year.

2013-14 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁶			Total Enrolled
		IEP	ELL	Absent	
3	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A
5	83	0	0	0	83
6	79	0	0	1	80
7	82	0	0	0	82
8	77	0	0	0	77
All	321	0	0	1	322

Results

Grade 7 scholars performed best on the New York State math exam, with 31.7% scoring a Level 3 or 4 cut score, and results held constant for grade 7 scholars enrolled in at least their second year at Bronx Prep. No significant pattern can be discerned across grade levels or between returning and new students: 26.1% of all grade 5 to 8 students scored proficient, while 24.6% of scholars enrolled in at least their second year scored a Level 3 or 4 cut score.

Performance on 2013-14 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	28.9	83	0	4
6	21.5	79	20	75
7	31.7	82	32.7	79
8	22	77	21.6	74
All	26.1	321	24.6	232

Evaluation

None of the Bronx Prep grades 5 to 6 met the goal of 75% students at proficiency on the English language arts (ELA) exam in their second year.

Additional Evidence

Performance in math at Bronx Prep began declining the year Common Core State Standards (CCSS) were introduced. In 2011-12, 51.7% of returning scholars in grades 6 to 8 scored proficient or advanced, and the following year, only 16.2% of the same demographic scored a 3 or 4 which correlates with inclusion of CCSS on the exam. Last year, returning scholar proficiency increased to

¹⁶ 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.

24.6%, signaling some adaptation to Common Core but that further curricular improvement is required. Democracy Prep’s Common Core aligned Network-wide middle school curriculum and professional development opportunities will provide Bronx Prep with an opportunity to raise the bar of rigor in math and other subject areas.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5					0	4
6	35.3	85	11.4	88	20	75
7	63.9	111	18.2	77	32.7	79
8	56	93	18.9	111	21.6	74
All	51.7	289	16.2	276	24.6	232

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁷

Results

Bronx Prep’s math PLI value of 98 exceeds the 2013-14 AMO of 86, though the largest group of students, or 46%, scored in a Level 2.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

¹⁷ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

321	28	46	22	4
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 46 & + & 22 & + & 4 & = & 72 \\
 & & & & 22 & + & 4 & = & \underline{26} \\
 & & & & & & \text{PLI} & = & 98
 \end{array}$$

Evaluation

Bronx Prep exceeded the state’s AMO by 12 points. While this is encouraging, Bronx Prep must bring students up to proficiency to match the state’s increasing expectation in the following years.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁸

Results

Bronx Prep scholars who returned to the school after their first year outperformed district scholars in all grade levels on New York State math exams. Overall, 24.6% of Bronx Prep returning scholars in grades 5 to 8 scored a Level 3 or 4 cut score while 15% of district students in those grades were proficient or advanced.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0	4	18	2745
6	20	75	16	2864

¹⁸ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

7	32.7	79	12	2846
8	21.6	74	14	2697
All	24.6	232	<u>15</u>	11152

Evaluation

Bronx Prep achieved the comparative measure of outperforming district students on the state math exam, beating the district by 9.6 percentage points. Particularly notable were results in grade 7, where scholars almost tripled the performance of the district students with 32.7% proficiency compared to 12%.

Additional Evidence

Bronx Prep has outperformed district students on the New York State math exam for the past three consecutive years. The smallest gap between Bronx Prep and district scores occurs the year Common Core State Standards (CCSS) were introduced. In 2011-12, 51.7% of returning scholars in grades 6 to 8 scored proficient or advanced, beating out the district by 17.3 percentage points.

The following year, 16.2% of the same demographic scored a 3 or 4, which correlates with inclusion of CCSS on the exam, and outperforms the district proficiency by 4.7 percentage points. Last year, returning scholar proficiency increased to 24.6%, signaling an adjustment to the new standards.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5					0	18
6	35.3	25.8	11.4	12.7	20	16
7	63.9	36.8	18.2	10.3	32.7	12
8	56	40.7	18.9	11.5	21.6	14
All	51.7	34.4	16.2	11.5	24.6	<u>15</u>

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according

to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁹

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Bronx Prep's overall effect size is slightly negative at -0.02. 7th and 8th grade produced positive effect sizes, while 5th and 6th grades produced negative sizes.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	86.9	82	14.7	19.0	- 4.3	-0.29
6	90.9	88	11.4	15.7	- 4.3	-0.28
7	88.6	77	18.2	13.1	5.1	0.34
8	79.3	111	18.9	16.8	2.1	0.13
All	85.9	358	15.9	16.3	- 0.3	-0.02

School's Overall Comparative Performance:
Lower than expected

Evaluation

Bronx Prep did not meet its goal with an effect size of -0.02. On the whole, the school performed about as expected, with split results among the grades.

¹⁹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Additional Evidence

Bronx Prep’s scores have not approached its goal of a 0.30 effect size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5-8	67.3	415	53	50.5	0.08
2011-12	5-8	59.9	377	47.2	56.1	-0.48
2012-13	5-8	85.9	358	15.9	16.3	-0.02

Goal 2: Growth Measure²⁰

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12, including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.²¹

Results

In 2012-13, grades 7 and 8 demonstrated higher growth on the state math exam than the statewide median. Grade 7 scholars were in the 66.4th Mean Growth Percentile, and grade 8 scholars scored in the 71.2nd Mean Growth Percentile. Scholars demonstrate an increased level of growth as they are with Bronx Prep longer, as illustrated by the increase in Mean Growth Percentile by grade level in 2012-13.

²⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

²¹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5	31.3	50.0
6	50.7	50.0
7	66.4	50.0
8	71.2	50.0
All	56.4	50.0

Evaluation

The year Common Core State Standards were introduced (CCSS), a year that presented a great challenge for schools across the State of New York, Bronx Prep scholars met the goal of reaching a higher Mean Growth Percentile than the statewide median in grades 5 to 8. Bronx Prep scholars scored in the 56.4th percentile, 6.4 points higher than the statewide average. Grades 7 and 8 demonstrated the highest percentile, suggesting scholars that attended Bronx Prep the longest performed the best.

Additional Evidence

Bronx Prep’s growth percentile climbs in the higher grades, suggesting that students perform better the longer they are enrolled in the school.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Average
	2010-11 ²²	2011-12 ¹⁴	2012-13	
3				50.0
4				50.0
5			31.3	50.0
6			50.7	50.0
7			66.4	50.0
8			71.2	50.0
All			56.4	50.0

²² Grade level results not available.

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Academic results and failure to demonstrate progress are major factors in Bronx Prep's Board of Trustees decision to hire Democracy Prep Public Schools for the management of the school's operations and academics. Under Democracy Prep's leadership, Bronx Prep teachers will no longer teach multiple content areas as they did in the previous charter term. Beginning with the 2014-15 school year, all teachers at the middle and high school levels will be responsible for one content area only, allowing them to focus on refining their craft in that particular academic subject.

Another significant change during the 2013-14 school year at Democracy Prep includes the introduction of Lead Planners, or Master teachers with demonstrated student results who spearhead lesson planning and development for their respective subjects. Overseen by Curriculum Specialists at the Network, the Lead Planners ensure every Democracy Prep middle school teacher has access to high-quality, Common Core aligned plans for every lesson throughout the year so they can focus most of their attention on instruction. Teachers also make small adjustments to the lesson plans to fit the needs of their individual scholars.

Math curriculum at Bronx Prep has been adjusted to match the structure at other Democracy Prep middle schools, as outlined below:

Math (8 hours per week) - In DPPS Middle Schools, scholars take have two blocks of Mathematics (split into courses – Math A and Math B) instruction each day. The internal DPPS standards used for teaching both Math Courses are derived from the New York State Common Core Standards. Math A is a skills based class that pushes the scholars to have an understanding of standard mathematics

applications. Math B is a problem-solving course that pushes scholars to use their understanding of basic mathematics applications in order to solve complex, multi-step problems. Scholars in grades 6-8 need to pass both courses each year in order to earn promotion to the next grade.

In grade 6, our focus areas include number sense, operations with fractions, introduction to algebra, comparing quantities and using percent. In grade 7, the focus areas include writing and solving equations and inequalities, creating and solving expressions, number operations with rational numbers, probability, and statistics. Our grade 8 focus areas include linear equations, scientific notation and exponents, solving expressions with polynomials, linear associations, Pythagorean Theorem, right triangle trigonometry, radical and irrational numbers, and volume and surface area for three dimensional figures. Grade 8 scholars who demonstrate exemplary progress in both classes will earn the right to take grade 9 Algebra regents at the end of their grade 8 year.

In addition to the curricular shifts, there has been a strong instructional push for authentic assessments, project-oriented learning, and the analysis of math models.

As an added support, teachers will have access to DPPS Regional professional development, during which all Democracy Prep teachers across the New York City region will receive curriculum support tailored to their specific subject, as described above. Network professional development will supplement weekly, in-house training provided by principals and content-area leaders, which are differentiated and aligned to the Democracy Prep instructional models and mission.

MATHEMATICS

Goal 2: Absolute Measure

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

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma.²³ This measure requires students in each Accountability Cohort to achieve the requisite score on 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. Students have until the summer of their fourth year to pass a mathematics exam.

Results

²³ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

Bronx Prep scholars have exceeded the goal of 75% of students passing the New York State Math Regents with at least a 65%. The 2010 Accountability Cohort demonstrated even greater achievement than previous cohorts, with an impressive 98% passing the math Regents compared to 95% and 91% pass rates of the previous two cohorts.

**Mathematics Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	66	91
2009	72	95
2010	57	98

Evaluation

The 2010 cohort exceeded their goal in Mathematics by 23 percentage points, which is an increase of 3 points from the previous cohort, keeping consistent with an overall upward trend. Scholars have not only met and exceeded the absolute measure goal in math but have also demonstrated almost the entire class is prepared to succeed in college.

Additional Evidence

Passing rates for each cohort have kept consistent or made modest increases year-to-year, demonstrating the longer a scholar is educated at Bronx Prep, the closer he or she is to reaching college readiness. Though the initial pass rate for the 2013 cohort is relatively low, scholars have historically demonstrated year-to-year growth.

Mathematics Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	75		60	95	57	98
2011	73		83	82	76	84
2012			80	61	75	69
2013					78	35

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 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.

²⁴ Based on the highest score for each student on the Mathematics Regents exam

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma.

Results

Cohorts who did not score a Level 3 or 4 on the New York State mathematics exam as eighth graders exceeded expectations for their later performance on the math Regents exam. Of the 18 scholars in the 2007 Accountability Cohort who were not proficient in grade 8, 78% passed the Regents with a 65% or higher. The 2008 cohort did even better, as 92% passed the Regents with a 65% or higher. Finally, all of the 2009 cohort who were not proficient in math in grade 8 passed the math Regents with a 65% or higher.

Mathematics Regents Passing Rate with a Score of 65 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	18	78
2008	13	92
2009	3	100

Evaluation

Bronx Prep scholars were able to meet this measure, demonstrating significant growth over time, the school's ability to fill in knowledge gaps for students and scholars' readiness for college.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort

²⁵ Based on the highest score for each student on the Mathematics Regents exam

must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of 148.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

Bronx Prep reached almost the highest possible APL, with a score of 198, exceeding the goal by 50. Most scholars (93%) achieved a Level 3 on the Regents exam, meaning they did not only pass but pass with a high score.

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
57	0	2	93	5

$$\begin{array}{rccccccccc}
 \text{PI} & = & 2 & + & 93 & + & 5 & = & 100 \\
 & & & & 93 & + & 5 & = & \underline{98} \\
 & & & & & & \text{APL} & = & 198
 \end{array}$$

Evaluation

Bronx Prep exceeded this measure; most scholars scored a Level 3 on the Regents exam.

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics

produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort 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 school presents most recently available school district results.²⁶

Results

Bronx Prep scholars in the high school Accountability Cohort met the goal of passing the math Regents exam at a higher rate than the nearby school district.

Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District ²⁷	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	97	70	68	2120
2009	100	74	70	2059
2010	98	57	N/A	N/A

Evaluation

Cohorts in 2008 and 2009 outperformed the local district by about 30 percentage points each year, not only meeting the comparative goal but reaching almost the highest possible pass rates.

²⁶ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

²⁷ District results for the 2009 cohort are not yet available.

Goal 2: Growth Measure

(S) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School Mathematics Goal²⁸

Bronx Prep achieved all goals in 2013-2014’s accountability measures.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 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.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2012-13 school district results.)	Achieved

²⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Action Plan

As described above, Democracy Prep has implemented new systems and high expectations at Bronx Prep for the 2014-15 school year, including a standard behavioral system, DPPS-developed curriculum, lesson planning review and high-quality professional development. Additionally, as with English language arts, expectations and standards have increased for high school math students across the country, a change Democracy Prep welcomes. Regents exams are now aligned to Common Core State Standards, making the adaptation of DPPS' math curriculum at Bronx Prep especially important.

In preparation for the new standards and increased rigor, Democracy Prep has been utilizing the CCSS modules on engageny.com. These modules were created assuming that a scholar had moved through the K to 8 CCSS curriculum. Given that our scholars have not had this training, teachers are working on both building up math skills and pushing the analytical skills that are honed through the modules.

Democracy Prep's work in high school math began two years ago when teachers began incorporating more scholar voice and questioning. This year, the modules have given us clear examples of what lessons should look like. Simultaneously, teachers have to fill in the gaps for our new and IEP scholars who need more foundational work. We are continuing to work on this challenge through coaching sessions, inquiry groups, and lesson plan studies.

The math department at any Democracy Prep High School must focus on equipping scholars with not only the foundational skills, but also on the ability to apply these skills in a variety of situations. Scholar mastery is only demonstrated once scholars can be successful on increasingly open-ended assignments that require scholars to articulate high levels of critical thinking in both writing and in speech. Math curriculum is focused on presenting opportunities for scholars to make real-life applications. To those ends, problems will allow scholars to not only demonstrate mastery of skills in isolation (necessary when building automaticity), but also push them to identify the correct method of solution and apply math skills.

In addition to ensuring the scholars who have consistently performed well on old assessments are brought up to speed to meet the high bar of rigor on new, Common Core aligned exams, Democracy Prep also brings to Bronx Prep a commitment to educating all scholars, including those with special needs. Democracy Prep realizes that all students, regardless of whether they are classified as at-risk students, learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students — regardless of the pace at or style in which they learn — until they reach mastery. At Democracy Prep, this learning support comes through multiple means:

- Clear, engaging, high-quality lessons in the classroom with low student-to-teacher ratios (not including support from the Academic Collaboration Team);
- The increased learning time that we provide relative to schools in the surrounding district schools;

- Pull-out and push-in instruction by Academic Collaboration Team (ACT) Members and related services such as counseling, speech, and occupational and physical therapy for student who require it; and
- Mandatory after-school and Saturday program tutoring for students who require additional individual and small-group attention, as determined by assessment data regardless of Special Education or English Language Learner classification

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students at-risk of academic failure who may not have an official classification are given the remediation and intervention they need to meet the high standards that we set at Democracy Prep.

Bronx Prep’s new instructional model incorporates supports for all students struggling academically, not just those with disabilities. All students languishing substantially below grade level — regardless of classification — will receive increased attention through small-group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. Bronx Prep will also provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is disabled and eligible for special education and related services.

For teachers to determine the areas on which scholars need the most scaffolding and support, Bronx Prep plans to utilize a host of formative assessments throughout the year. The most frequent formative tests take place weekly in every core class. These teacher-designed tests are scored based on objective and externally validated rubrics. Bi-weekly tests and frequent quizzes will be given in all core subjects and daily evaluations of student performance on “Do Now” assignments, homework, and classroom activities will be evaluated and monitored closely. Families receive a weekly progress report detailing academic performance using more than 4,000 graded assignments each year. Assessments are carefully analyzed to identify individual or group academic gaps.

Three times per year, students take a nationally-normed test such as the Northwest Evaluation Association’s Measures of Academic Progress (MAP), as well as midterm exams and end-of-trimester comprehensive examinations (comps) in a pre- and post-test format allowing administrators to evaluate which methods, lessons, and teachers are providing the most value-added growth to cohorts of students over time.

SCIENCE

Goal 3: Science

Bronx Prep students will become proficient in the application of scientific skills and concepts

Background

At Bronx Prep students must complete 4 years of science to graduate, one year more than NYSED requires for high school graduates. Bronx Prep currently offers regents level courses in Living Environment, Earth Science, Chemistry and Physics. In 2011-12, half of our 8th grade students were in Living Environment class with the goal of increasing this number to 100 percent. We achieved this goal during the 2012-13 school year. Bronx Prep offers the full complement of science courses to our high school students and during the 2012-13 school year as well as one advanced placement course in Biology. We will offer environmental science advanced placement in 2013-14. We had several teacher designed elective courses including anatomy and applied physics for high schools Bronx Preparatory Charter School 2012-13 Accountability Plan Progress Report students. We hired a full time Living Environment teacher for 8th grade during this year and a new Earth Science teacher in the high school.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in grade 8 in 2013-2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Bronx Prep students did not take the 8th grade exam during the 2013-14 academic year and the CSD 9 data are unavailable. Starting in 2012-13, all 8th graders at Bronx Prep took the high school level course in living environment.

**Charter School Performance on 2013-14 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

Data not applicable.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4						
8	62	95				
All	62	95				

Goal 3: Comparative Measure
 Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

Bronx Prep students did not take the NYSED 8th grade science exam during the 2013-14 academic year. Our students took the high school level course in living environment and the culminating regents exam with a pass rate of 89 percent.

**2013-14 State Science Exam
 Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

Data not available.

Additional Evidence

Data not available.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8	62	38				
All	62	38				

Summary of the Science Goal

Bronx Prep does not have its students take the 8th grade state exam. New measures must be developed to capture Bronx Prep’s science proficiency in 8th grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Not Applicable
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Not Applicable

Action Plan

Similar to changes described above, Democracy Prep will also implement Lead Planners and Regional Professional development for science teachers at Bronx Prep. Bronx Prep teachers have adapted DPPS curriculum in all of the sciences, as well.

The goal of the DPPS Middle School Science Program is to prepare the scholars for the DPPS High School Science Program. Every scholar in a DPPS Middle School will take five 50-minute periods of Science each week, totally 4.5 hours per week. Scholars in Bronx Prep science classrooms will be expected to demonstrate mastery of the major branches (Life, Biology, Astronomy, Physical, Health) of Science in order pass the Science courses. Scholars are expected to pass our internal and external (grade 8 NYS State Science Exam) assessments in order to get full credit for passing our Science courses.

Democracy Prep has recently made adjustments in science curriculum to better align to the Common Core State Standards. The number of standards per class has been greatly reduced from approximately 150 standards per class to approximately 70. We have made comparable pushes for ELA integration in our science courses, as well, to ensure that deeper thinking and literacy integration are happening in each of our classes.

SCIENCE

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. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

Scholars in all recent cohorts met the absolute goal of 75% passing the New York State Science Regents Exams. 2009 was particularly notable, as 93% of scholars passed the exam with a score of 65% or higher.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	66	89
2009	70	93
2010	57	90

Evaluation

Each year, the Accountability Cohorts have exceeded the absolute goal by over 10 percentage points. In 2008, 89% of scholars passed the science Regents with at least a 65%. The most recent cohort to sit for the exam, 2010, saw 90% of its scholars passing.

Additional Evidence

Each year, cohorts saw a modest increase in scores on the science Regents exam. The 2010 cohort increased pass rates by 8 percentage points from 2012-13 to 2013-14. The 2013 cohort has begun with a 68% percent pass rate, and with continued improvements in performance as seen across previous cohorts, the 2013 group will reach the absolute measure, indicating college readiness in science.

²⁹ Based on the highest score for each student on a science Regents exam

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010			60	82	57	90
2011			83	87	76	89
2012			80	70	75	71
2013					78	68

Goal 3: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort 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 school presents most recently available district results.

Results

Bronx Prep met the goal of outperforming pass rates of the nearby district on the science Regents exam. Of the 2008 cohort, 89% passed with a 65% or higher, while 66% of the local school district accountability cohort met the same target. Similarly, 93% of the 2009 cohort passed the science Regents with a 65% or higher while 66% of the local district did the same.

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	89	66	66	2120
2009	93	70	66	2059
2010	90	57		

Evaluation

Each cohort depicted below has outperformed the local district significantly in regard to science Regents pass rates. The 2009 cohort outperformed the nearby district by 27 percentage points, with a 93% pass rate. A passing score is a 65% or higher.

Action Plan

Democracy Prep High school scholars must take four years of science instruction. Science instruction at Democracy Prep focuses on imparting knowledge of the content while also having scholars practice “thinking like a scientist.” To those ends, scholars will routinely utilize critical thinking skills and analysis to better gain a deep, conceptual understanding of the content.

Literacy plays a significant role in any science class. More traditional uses of literacy include reading chapters from the textbook or lab instructions and guidelines. However, literacy also provides impactful opportunities for application when scholars can grapple with real –life applications. For example, scholars may read a New York Times article on genetic engineering. While reading, scholars would need to identify the exact connection between DNA and genetics, in what ways scientists can manipulate and DNA, and evaluate the ethical concerns of such a practice. By engaging in high-level thinking that scaffolds up Bloom’s taxonomy, we ensure that scholars have a deep understanding of the content.

Science demonstrations and labs must play a key role in any science curriculum. As per the 2013-2014 Regents requirements, all scholars must complete 900 minutes of lab work. It remains the responsibility of the science teacher to ensure sufficient opportunities for at least 1000 lab minutes, with time built in to the trimester to accommodate scholars who were absent or suspended. The teacher is responsible for clear systems and setting clear expectations about the importance of the lab minutes, how to write an exemplary lab, tutoring scholars who fail to write exemplary labs, and providing clear make-up opportunities. Scholars are responsible for taking advantage of these practical hands on opportunities.

Writing will also play a significant role in science education. Most commonly, scholars will routinely be asked to explain their answers, using specific science content to defend their thinking. The ability to explain one’s understanding of science through the written word demonstrates higher-level thinking skills and mastery, specifically when scholars are prompted to critique, predict, and analyze.

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the

completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Bronx Prep 2008 and 2009 Accountability Cohorts met the absolute goal of 75% of students passing the New York State Regents History Exam, with pass rates of 86% and 89%, respectively. The 2010 cohort did not meet the 75% pass rate, as only 56% of scholars passed with a score of 65% or higher.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	70	86
2009	74	89
2010	57	56

Evaluation

The 2008 and 2009 cohorts at Bronx Prep, which contained a similar number of students in each, exceeded the absolute goal of a 75% pass rate. The 2010 group included a smaller number of students, and that group did not reach a 75% pass rate on the US History Regents Exam.

Additional Evidence

The year-to-year performance on the US History Regents Exam varies across cohorts of students at Bronx Prep. The 2010 cohort decreased passing rates from 2012-13 to 2013-14, yet the subsequent cohort, 2011, increased from 42% passing to 68% passing. The 2012 cohort remained the same from year to year. The 2013 cohort represents the smallest percentage passing, though they have further opportunities to demonstrate growth.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	73		60	72	57	56
2011	89		85	42	76	68
2012			80	49	75	49
2013					78	16

³⁰ Based on the highest score for each student on a science Regents exam

Goal 4: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort 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, school presents the most recently available district results.

Results

Bronx Prep scholars largely outperformed the local district Accountability Cohorts on the US History Regents Exam. The 2008 and 2009 cohorts achieved pass rates of 84% and 89%, respectively, while the nearby district cohorts of the same year passed at rates of 63% and 64%.

**U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	84	70	63	2120
2009	89	74	64	2059
2010	56	57		

Evaluation

The Accountability Cohorts at Bronx Prep outperformed district cohorts by over 20 percentage points each year, demonstrating higher expectations and better preparation for success in college.

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 pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

All Accountability Cohorts who recently took the New York State Regents Global History exam exceeded the goal of a 75% pass rate. Of the 2008 cohort, 80% passed the exam with a score of 65% or higher. The following two years, 91% of the 2009 and 2010 cohorts passed with a 65% or higher.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	70	80
2009	74	91
2010	57	91

Evaluation

The most recent two groups of Bronx Prep scholars who sat the exam exceeded the absolute goal for the Global History Regents Exam by 16 percentage points.

Additional Evidence

Each cohort has demonstrated high year-to-year growth, with pass rates almost doubling for some cohorts. The 2010 cohort had 37% passing the Global History exam with a 65% or higher, and the following year, 62% passed. The 2011 cohort began with a 37% pass rate and increased to a 62% pass rate the following year. Finally, none of the 2012 cohort passed in 2012-13, but last year, 53% of scholars scored at least a 65%.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	73		60	63	57	91
2011	89		83	37	76	62
2012			80	0	75	53
2013					78	0

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

³¹ Based on the highest score for each student on a science Regents exam

The school compares the performance of students in their fourth year in the charter school high school Total Cohort 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 school presents most recently available district results.

Results

Bronx Prep scholars met the comparative goal of achieving higher pass rates than the local school district on the Global History Regents Exam. The 2008 Bronx Prep cohort achieved an 80% pass rate while 60% of the district cohort passed with a 65% or higher. In 2009, 91% of Bronx Prep scholars and 62% of local district scholars passed the exam.

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2008	80	70	60	2120
2009	91	74	62	2059
2010	91	57		

Evaluation

As in other subject areas, Bronx Prep scholars outperformed the nearby local district by 20 percentage points or more each year.

Action Plan

Social studies instruction at Democracy Prep focuses on both the facts and details of history, which form the basis of cultural literacy, Core Knowledge, and the development of historical thinking skills. Such historical thinking skills include, but are not limited to: using background information to identify potential author bias; utilizing diction and author’s word choice to ascertain tone or bias; and interpreting a graph, chart or other data to predict changes, determine trends, and form coherent hypothesis about causes and effects.

Literacy is a significant part of any social studies class, as scholars must routinely grapple with a variety of texts, including: textbooks; academic secondary sources, academic journal articles; and primary source documents. The rigor of such lessons is determined not by the complexity of the texts, but the level of questioning that is provided and the quality of answer expected from the scholar.

Scholars in history class will regularly show what they know through writing samples: responding to a daily essential question with evidence, explaining how bias is conveyed in a primary source document, or predicting what could have happened if one historical variable was shifted. Within a trimester, scholars must routinely practice writing long pieces, especially for the Regents, AP Level

Document-Based Regents essays, Regents-Level Thematic essays. Each trimester, scholars must write no fewer than three essays per trimester, with at least one of each type of essay per trimester. Each essay cycle must involve a peer editing cycle that utilizes Regents anchor essays and a revision process.

NCLB

Goal 5: NCLB

Bronx Prep’s accountability status will be “Good Standing”

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

Results

Bronx Prep was in good standing for 2013-2014.

Evaluation

Bronx Prep was deemed in need of improvement in 2011-12, but was in good standing for the subsequent two years.

NCLB Status by Year

Year	Status
2011-12	School in Need of Improvement
2012-13	Good Standing
2013-14	Good Standing

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Bronx Prep students will meet all requirements for high school graduation

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them 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, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Bronx Prep Graduation Requirements

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	3	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	0	3.5	N/A
Total Credits for Graduation	26.5	22	

Credit System

A credit represents satisfactory acquisition of knowledge and skills by a student in a particular course. Each semester if a student receives a 70 or higher (or a P for passing) in a course he/she will earn .5 credits (Many high schools passing is 65). First semester grades are based on the average of 1st and 2nd quarter. Second semester grades are based on the average of 3rd and 4th quarter. Student must pass both first and second semester to receive 1 full credit.

Grade Classification

Grade level is based on the number of credits accumulated by the end of each academic year. Although some courses are based on grade level, most students will take courses they need regardless of grade classification. For example, an 11th grade student may take 10th grade English

while taking an 11th grade history class.

* **Entering Grade 9** – student met all 8th grade criteria and was promoted to the 9th grade.

* **Entering Grade 10** - student has earned a minimum of 6.5 credits, including 1 credit in Math, 1 credit in History, 1 credit in Science, 1 credit in English.

* **Entering Grade 11** - The student has earned a minimum of 12.5 credits, including 2 credits in Math, 2 credits in History, 2 credits in Science, 2 credits in English, 1 credit in Foreign Language and 1 credit in Artistic, and 1 credit in Physical Education.

* **Entering Grade 12** - The student has earned a minimum of 18.5 credits, including 3 credits in Math, 3 credits in History, 3 credits in Science, 3 credits in English, 2 credits in Foreign Language and 2 credits in Artistic, and 2 credits on Physical Education.

Grading Policy

Students will receive a grade ranging from 55 – 100 at the end of each quarter.

- Grades are given in multiples of fives: 55, 60, 65, 70, 75, 80, 85 and 90.
- When grade is above 90 students receive the exact average: 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.
- 70 or above is considered passing

Retention

Students who fail 3 or more courses for both semesters in one academic year will be required to repeat the grade. Therefore, he/she will take failed courses again.

Results

Bronx Prep met the absolute goal of 75% of scholars moving to the next grade level. Of the 2012 cohort, 77% of scholars were promoted. The 2013 cohort saw 87% of its scholars move to the next grade level.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2012	75	77
2013	78	87

Evaluation

The 2013 cohort had a larger percentage of scholars that were promoted than the 2012 cohort, though both were able to meet the goal of 75% promotion.

Additional Evidence

Goal 6: Absolute Measure

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

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 2014, the 2012 cohort will have completed its second year.

Results

The 2012 and 2011 cohort were able to meet the goal of 75% passing at least three Regents exams with a score of 65% or higher. The 2012 cohort did not meet this goal; 63% of scholars passed at least three Regents with a 65% or higher.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	57	77
2011	76	84
2012	75	63

Evaluation

Two out of three cohorts met this goal. The 2011 cohort performed particularly well in this measure, as scholars exceeded the goal by 9 percentage points.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global

History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

The 2008 cohort just missed achieving the graduation rate goal of 75%, as 71% of scholars graduated in four years. After an additional year, that rate increased to 80% but did not meet the five-year graduation goal of 95%.

The 2009 cohort did meet part of the goal with 82% of scholar graduating in four years, but that percentage remained unchanged after an additional year of school for the remaining scholars who did not graduate on time.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	70	71
2009	74	82
2010	57	93

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	28	86
2008	66	80
2009	74	82

Evaluation

Bronx Prep scholars did not meet graduation rate goals for either four-year nor five-year cohorts, though they just fell short of this measure.

Goal 6: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school

district³². Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Bronx Prep scholars graduated at a higher rate than the local school district. In 2008, 71% of Bronx Prep scholars graduated in four years while 62% of the nearby district met the same standard. The following year, the gap widened further as 82% of Bronx Prep scholars graduated in four years while only 60% of the local district graduated on time.

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

Cohort Designation	Charter School		School District ³³	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	70	71	2191	62
2009	74	82	2119	60
2010	57	93	N/A	N/A

Evaluation

Bronx Prep scholars outstripped the local district in graduation rates consistently. The 2009 cohort's graduation rate exceeded the local district's by more than 20 percentage points.

Summary of the High School Graduation Goal

Bronx Prep achieved three of four goals set out in the school's accountability plan. The 2012 cohort fell short of it's goal to have 75% of students pass at least three regents. An appropriate number of students graduated within four and five years to fulfill the rest of Bronx Prep's graduation goals.

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total 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.	Did Not Achieve

³² Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³³ District results for the 2009 cohort are not yet available.

Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

Action Plan

As Democracy Prep Public Schools assumes management of Bronx Prep this year, the high school has begun adopting the DPPS graduation requirements, grading policy and credit system, as described above. Previously, Bronx Prep awarded half credits to scholars who took a required class but did not pass the course, which led to confusion over graduation requirements and prevented scholars from graduating on time. Bronx Prep will no longer award half credits and will instead offer remediation during Saturday and Summer Academies for scholars who were not able to pass a course required for graduation.

Democracy Prep has also helped to streamline the scheduling process and transcript database, performing a full audit of all the course current scholars have taken. For the 2014-15 school year, all high school students have been assigned classes that they need to take to graduate, regardless of what grade level the course is usually associated with or whether the student has taken the course before. This new system and policy ensures scholars reach their senior year with the required amount of credits to receive a diploma after four years.

Democracy Prep will continue phasing in additional Network high school graduation policies and requirements. After the implementation of the new credit and scheduling system is solidified, all seniors will be required to submit and present their **Senior Civic Culminating Portfolio**, which aligns with the Democracy Prep mission of educating responsible citizen-scholars for success in the college of their choice **and** a life of active citizenship. This portfolio will consist of:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier).
- Satisfactory transcript, earning minimum of 70% in each class.
- Satisfactory PSAT, SAT, SAT II, PLAN, and ACT scores.
- Demonstrated mastery in the Senior Civics Seminar.
- Successful completion of the 13 Civic Skills and Dispositions.
- 83% or above on the U.S. Citizenship Exam.
- Satisfactory discipline record.
- Minimum two college acceptance letters.
- Senior Change the World Project and Research Paper.

The superintendent and/or Executive Director may revise any of these requirements, in the interest of preparing our scholars for success in college and beyond.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Bronx Prep students will be prepared for college.

Goal 7: Comparative Measure

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

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

Bronx Prep did students did not exceed the performance of students in New York State.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	78	73	37.8	39.2	39.2	40.4
2012-13	81	73	38.5	40.1	40.3	40.7
2013-14	79	83	38.7	39.6	38.6	40.1

Evaluation

10th grade Bronx Prep students scored lower on this year's PSAT exam than New York State students as a whole. Their performance in Critical Reading is consistent with previous years' scores, while Math scores dropped slightly.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade 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 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student’s highest score. The school compares its averages the New York State average for all 12th grade (senior) test takers in the given year.

Results

Bronx Prep did not match the performance of New York State in 2012-2013. Data for 2013-2014 state scores are not available.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12	70	62	414	485	426	499
2012-13	74	73	441	483	436	500
2013-14	57	50	440	N/A	436	N/A

Evaluation

Bronx Prep did not meet this requirement in past years. Data for the most recent comparisons are not available.

Goal 7: School Created College Preparation Measure
 Each year, every student graduating from Bronx Prep will be accepted to at least one college.

Method

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

Results

Bronx Prep graduated its eighth high school class at the end of the 2013-2014 school year. Every student was accepted into at least one college program.

Evaluation

Bronx Prep has met this measure once again. Our intensive college preparation program which includes a college office staff, mandatory college access course for all juniors and seniors, exam

preparation support, use of college access tools like Naviance and support for families to understand the financial aid process continues to be a strong aspect of Bronx Prep.

Goal 7: School Created College Attendance or Achievement Measure

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

Method

Bronx Prep tracks students after graduation through a variety of methods, ensuring that students have support throughout the college matriculation process.

Results

47 of 53 graduates (89%) in the 2010 cohort have matriculated to college this fall. Four remaining students have deferred matriculation, one is entering the military and one is still deciding on post-graduation plans.

Evaluation

Bronx Prep has set 89% of its graduating cohort to college, with one student still deciding next steps.

Summary of the College Preparation Goal

Bronx Prep achieved two of the four measures set forth in its accountability plan.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
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.	Did Not Achieve
College Preparation	Each year, every student graduating from Bronx Prep will be accepted to at least one college.	Achieved
College Attainment	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

As a new member of the Democracy Prep Public Schools network, Bronx Prep’s college office will be

able to take on various aspects of the network's college program. For example, every year, the College Office facilitates visits to various college campuses, along with visits from the college to the various Democracy Prep campuses. Last year's DP seniors drafted personal statements during their English courses and revised their essays consistently in their College Readiness course. Scholars also underwent three coaching sessions with Democracy Prep Public Schools staff, had their statements reviewed by former college admissions officers. Democracy Prep students compile a College Preparation Portfolio that includes a transcript a complete college application with essays, interviews, extra-curricular activities, recommendations an academic honors thesis, and demonstration of mastery in all areas of the Democracy Prep curriculum. Bronx Prep's office will be able to offer similar services to their students going forward.

Goal 8: Parent Satisfaction

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

Goal 8: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

Method

Parents participate in New York City’s Learning Environment Survey every year. The survey is designed and distributed by NYC’s Department of Education via paper and internet.

Results

Bronx Prep met the goal of parent satisfaction with 90% or more satisfaction for each category on the survey.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
357	547	65%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Instructional Core	90%
Systems for Improvement	91%
School Culture	91%

Evaluation

Bronx Prep had 65% of its parents respond to the satisfaction survey, and of those families, 90% were satisfied with Bronx Prep overall. Bronx Prep does not know the satisfaction level of the final third of its parents who did not respond.

Goal 8: Absolute Measure

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

Method

Students are enrolled and tracked in ATS, NYC DOE's student information system.

Results

Bronx Prep fell just short of its target retention rate.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
681	61	530	85%

Evaluation

85 percent of scholars returned, which is 5 percentage points lower than the school's accountability goal.

Additional Evidence

Retention rates have decreased over the past three years, with a 96% retention rate in 2011-12 and a 93% retention rate the following year.

Year	Retention Rate
2011-12	96%
2012-13	93%
2013-14	85%

Goal 8: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Student attendance is taken by day and by period in FAWeb, a front end data collection system feeding into EducationEdge, the school's student information system.

Results

Bronx Prep falls two percentage points short of its average daily attendance goal with 93% for all grades.

2013-14 Attendance

Grade	Average Daily Attendance Rate
5	97%
6	96%
7	96%
8	95%
9	93%
10	92%
11	88%
12	84%
Overall	93%

Evaluation

Attendance rates decrease in the upper grades, which brings down the overall average to below Bronx Prep’s goal.

Additional Evidence

Overall average daily attendance has decreased over the last three years.

Year	Average Daily Attendance Rate
2011-12	96%
2012-13	97%
2013-14	93%