The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008 - 2009

Charter School Information and Cover Page

Name of Charter School: **Bronx Preparatory Charter School**

Address: **3872 Third Avenue**

Bronx New York 10457

Telephone: [redacted] **Fax:** [redacted]

BEDS # **320900860807**

District/CSD of Location: **Bronx Preparatory Charter School/Community School District 9**

Charter Entity: **State University of New York**

Head of School (Contact Person): **Dr. Samona Tait**
(print name)

E-mail address of contact person: [redacted]

President, Board of Trustees: **Scott Nelson**
(print name)

E-mail address and Phone Number of Board President [redacted]

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report

Name of Charter School: **Bronx Preparatory Charter School**

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09									**0**	**38**	**59**	**3**	**0**	**26**	**74**	**1**	**0**	**29**	**71**	**0**	**0**	**28**	**72**	**0**
2007-08									0	31	69	0	0	47	53	0	1	28	70	1	2	55	41	2
2006-07									4	44	51	1	1	48	46	5	1	45	49	4	0	65	35	0
2005-06									5	45	47	4	6	46	44	4	2	54	41	0	5	63	31	2

Grades 3 – 8 State Math Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09									**6**	**20**	**59**	**15**	**1**	**17**	**63**	**19**	**0**	**5**	**72**	**23**	**0**	**7**	**63**	**30**
2007-08									2	14	74	10	0	22	59	17	0	6	56	38	0	27	64	9
2006-07									4	16	60	20	3	16	59	23	5	32	56	8	7	60	33	0
2005-06									6	28	50	17	1	24	63	11	9	61	30	0	15	44	42	0

New York State Assessment Results

Regents Exam	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Comprehensive English	**2008-09**	**28**	**4**	**25**	**54**	**18**	**27**	**4**	**22**	**56**	**19**	**1**	**0**	**100**	**0**	**0**
	2007-08	**39**	**10**	**33**	**44**	**13**	39	10	33	44	13	0	0	0	0	0
	2006-07	23	0	0	91	9	21	5	5	62	28	2	50	0	50	0
	2005-06	9	11	0	44	44	8	0	0	50	50	1	100	0	0	0
Math A	**2008-09**	**15**	**7**	**60**	**33**	**0**	**13**	**8**	**54**	**38**	**0**	**2**	**0**	**100**	**0**	**0**
	2007-08	**63**	**15**	**41**	**44**	**0**	57	13	40	47	0	6	33	50	17	0
	2006-07	62	35	32	31	2	59	34	32	32	2	3	66	34	0	0
	2005-06	43	12	19	65	5	40	7	18	70	5	3	66	34	0	0
Math B	**2008-09**	**7**	**43**	**29**	**29**	**0**	**7**	**43**	**29**	**29**	**0**	**0**	**0**	**0**	**0**	**0**
	2007-08	**38**	**66**	**18**	**16**	**0**	38	66	18	15	0	0	0	0	0	0
	2006-07	36	64	19	14	3	36	64	19	14	3	0	0	0	0	0
	2005-06	13	38	23	31	8	13	38	23	31	8	0	0	0	0	0
Global History & Geography	**2008-09**	**47**	**15**	**9**	**68**	**9**	**46**	**13**	**9**	**70**	**9**	**1**	**100**	**0**	**0**	**0**
	2007-08	**11**	**18**	**9**	**73**	**0**	10	20	10	70	0	1	0	0	100	0
	2006-07	31	26	29	39	6	30	23	30	40	7	1	100	0	0	0
	2005-06	24	29	4	42	25	22	22	9	45	27	2	100	0	0	0
US History & Gov't.	**2008-09**	**91**	**30**	**12**	**43**	**15**	**82**	**23**	**13**	**46**	**17**	**9**	**89**	**0**	**11**	**0**
	2007-08	**67**	**6**	**19**	**40**	**34**	66	7	18	41	35	1	0	100	0	0
	2006-07	67	28	21	42	9	65	26	22	43	9	2	100	0	0	0
	2005-06	2	50	0	50	0	1	100	0	0	0	1	0	0	100	0
Living Environ.	**2008-09**	**31**	**3**	**13**	**81**	**3**	**29**	**3**	**7**	**86**	**3**	**2**	**0**	**100**	**0**	0
	2007-08	**38**	**13**	**26**	**61**	**0**	37	14	27	59	0	1	0	0	100	0
	2006-07	38	18	21	58	3	37	19	19	59	0	1	0	0	100	0
	2005-06	33	15	15	67	3	31	10	13	71	3	2	100	0	0	0

Regents Exam	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Phys. Setting/ Earth Sci.	**2008-09**	**44**	**32**	**41**	**27**	**0**	**41**	**32**	**41**	**27**	**0**	**3**	**67**	**33**	**0**	**0**
	2007-08	**24**	**42**	**42**	**17**	**0**	21	38	43	19	0	3	67	33	0	0
	2006-07	19	79	5	16	0	18	78	6	16	0	1	100	0	0	0
	2005-06	2	50	0	50	0	1	0	0	100	0	1	100	0	0	0
Phys. Setting/ Chemistry	**2008-09**	**36**	**53**	**31**	**17**	**0**	**35**	**53**	**31**	**17**	**0**	**1**	**100**	**0**	**0**	**0**
	2007-08	**41**	**29**	**39**	**29**	**2**	40	28	40	30	2	1	100	0	0	0
	2006-07	25	40	40	20	0	24	38	42	20	0	1	100	0	0	0
	2005-06	48	44	42	15	0	47	43	43	15	0	1	100	0	0	0
Phys. Setting/ Physics	**2008-09**	**8**	**75**	**13**	**13**	**0**	**8**	**75**	**13**	**13**	**0**	**0**	**0**	**0**	**0**	**0**
	2007-08	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
	2006-07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2005-06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Integrated Algebra	**2008-09**	**54**	**15**	**22**	**63**	**0**	**51**	**14**	**20**	**67**	**0**	**3**	**67**	**33**	**0**	**0**
	2007-08	**24**	**42**	**42**	**17**	**0**	21	38	43	19	0	3	67	33	0	0
	2006-07	19	79	5	16	0	18	78	6	16	0	1	100	0	0	0
	2005-06	2	50	0	50	0	1	0	0	100	0	1	100	0	0	0

New York State Assessment Results

Regents Exam	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Comp. French	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. German	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Hebrew	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Italian	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Latin	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Spanish	**2008-09**	**38**	**3**	**0**	**39**	**58**	**36**	**3**	**0**	**36**	**61**	**2**	**0**	**0**	**100**	**0**
	2007-08	**28**	**21**	**11**	**29**	**39**	**28**	**21**	**11**	**29**	**39**	0	0	0	0	0
	2006-07	5	0	0	0	100	5	0	0	0	100	0	0	0	0	0
	2005-06	9	0	0	0	100	8	0	0	0	100	1	0	0	0	100

New York State Assessment Results

Regents Competency Test	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Mathematics	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Science	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Reading	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Writing	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Global Studies	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
US History & Gov't.	**2008-09**															
	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

Second Language Proficiency Exams	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
French	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
German	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Italian	**2008-09**															
	2007-08															
	2006-08															
	2005-06															
Latin	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Spanish	**2008-09**															
	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

NYS English as a Second Language Achievement Test	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Listening & Speaking (Gr. K-1)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Reading &Writing (Gr. K-1)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 2-4)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Reading &Writing (Gr. 2-4)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 5-6)	**2008-09**	**23**	**0**	**0**	**87**	**13**	**19**	**0**	**0**	**89**	**11**	**4**	**0**	**0**	**75**	**25**
	2007-08	21	0	0	38	62	17	0	0	35	65	4	0	0	50	50
	2006-07															
	2005-06															
Reading & Writing (Gr. 5-6)	**2008-09**	**23**	**0**	**26**	**57**	**17**	**19**	**0**	**26**	**53**	**21**	**4**	**0**	**25**	**75**	0
	2007-08	21	5	29	48	19	17	6	35	35	24	4	0	0	100	0
	2006-07															
	2005-06															

NYS English as a Second Language Achievement Test	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring:*				*Total Tested*	*% Scoring:*				*Total Tested*	*% Scoring at or above:*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Listening & Speaking (Gr. 7-8)	**2008-09**	**13**	**0**	**0**	**23**	77	**11**	**0**	**0**	**18**	**82**	**2**	**0**	**0**	**50**	**50**
	2007-08	11	0	0	9	91	9	0	0	11	89	2	0	0	0	100
	2006-07															
	2005-06															
Reading &Writing (Gr. 7-8)	**2008-09**	**13**	**0**	**38**	**28**	**23**	**11**	**0**	**45**	**27**	**27**	**2**	**0**	**0**	**100**	**0**
	2007-08	11	0	36	45	18	9	0	33	44	22	2	0	50	50	0
	2006-07															
	2005-06															
Listening & Speaking (Gr. 9-12)	**2008-09**	**6**	**0**	**0**	**33**	**67**	**6**	**0**	**0**	**33**	**67**	**0**	**0**	**0**	**0**	**0**
	2007-08	7	0	0	14	86	6	0	0	0	100	0	0	0	100	0
	2006-07															
	2005-06															
Reading &Writing (Gr. 9-12)	**2008-09**	**6**	**0**	**0**	**17**	**83**	**6**	**0**	**0**	**17**	**83**	**0**	**0**	**0**	**0**	**0**
	2007-08	7	0	29	57	14	6	0	17	67	17	1	0	100	0	0
	2006-07															
	2005-06															

New York State Alternate Assessment Results

NYS Alternate Assessments	*Year*	*All Students*				
		Total Tested	*% Scoring:*			
			L1	*L2*	*L3*	*L4*
Elementary Social Studies	**2008-09**					
	2007-08					
	2006-07					
	2005-06					
Middle Level Social Studies	**2008-09**					
	2007-08					
	2006-07					
	2005-06					
Secondary Level Social Studies	**2008-09**					
	2007-08					
	2006-07					
	2005-06					
Secondary Level Science	**2008-09**					
	2007-08					
	2006-07					
	2005-06					

High School Completion Rates

High School Completion	*Year*	*All Students*		*General Education Students*		*Students with Disabilities*	
		Number Of Students	*Percent Of Graduates*	*Number Of Students*	*Percent Of Graduates*	*Number Of Students*	*Percent of Graduates*
Total Graduates	**2008-09**	**26**	**100**				
	2007-08	23	100				
	2006-07	18	100				
	2005-06						
Rec'd. a Regents Diploma	**2008-09**	**26**	**65**				
	2007-08	23	57				
	2006-07	18	44				
	2005-06						
Rec'd. a Regents Diploma w/Adv. Designation	**2008-09**	**26**	**35**				
	2007-08	23	43				
	2006-07	18	56				
	2005-06						
Rec'd. IEP Diploma	**2008-09**	**0**	**0**				
	2007-08	0	0				
	2006-07	0	0				
	2005-06						
To 4-Year College	**2008-09**	**26**	**100**				
	2007-08	23	100				
	2006-07	18	100				
	2005-06						
To 2-Year College	**2008-09**						
	2007-08						
	2006-07						
	2005-06						

High School Completion	*Year*	*All Students*		*General Education Students*		*Students with Disabilities*	
		Number Of Students	*Percent Of Graduates*	*Number Of Students*	*Percent Of Graduates*	*Number Of Students*	*Percent of Graduates*
To Other Post-Secondary	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Dropped Out	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Entered Approved HS Equivalency Prep Program	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Total Non-Completers	**2008-09**						
	2007-08						
	2006-07						
	2005-06						

Bronx Preparatory Charter School
Accountability Plan
2005 – 2010

The Mission of the Bronx Preparatory Charter School is to prepare under-served middle and high school students for higher education, civic involvement and lifelong success through a structured, caring environment of high academic expectations.

Bronx Prep's administrative structure, school culture and curriculum derive from nine core goals. Goals I-VI are those of the academic program; goals VII and VIII pertain to unique programmatic aspects, and goals IX – XI address organizational viability.

ACADEMIC PROGRAM GOALS

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

Measures:

Absolute Proficiency

1. For the 2004-2005 school year, 75% of Bronx Prep eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) exam.

2. For the 2005-2006 through 2009-2010 school years, 75% of Bronx Prep 6^{th} – 8^{th} graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts (ELA) exam.

3. Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

4. For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State English Regents exam. Bronx Prep's high school cohort is defined as a Regents cohort in the in the State's accountability system.

5. Seventy-five percent of 11^{th} graders in the 2004-2005 school year and of 10^{th} graders in subsequent years will receive a proficient rating on a portfolio of written work, which is verbally defended and which demonstrates mastery of various forms of writing. This portfolio and defense will be graded on a 100-point scale, with 70 the lowest proficient rating.

6. 100% of 12^{th} grade students will achieve a proficient or higher rating on their senior thesis or project. This project will be graded on a 100-point scale, with 70 the lowest proficient rating.

Comparative Proficiency on State Exams

7. Each year, the percentage of Bronx Prep students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in 5^{th} – 8^{th} grade will be greater than that of Community School District 9.

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

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

10. Each year, Bronx Prep high school cohort's percent of students passing the English Regents Exam with a score of 65 or above will exceed that of the cohort of all Bronx public high school students.

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

Value Added to Student Learning

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

13. For the 2004-2005 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between their average NCE in the previous spring on the Stanford 9 and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.

<u>GOAL II:</u> **Bronx Prep students will become proficient in the application of mathematical skills and concepts.**

Measures:

Absolute Proficiency

1. For the 2004-2005 school year, 75% of Bronx Prep eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics Exam.

2. For the 2005-2006 through 2009-2010 school years, 75% of Bronx Prep 6^{th} – 8^{th} graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics exam.

3. Each year, the school's aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

4. For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Math A exam. Bronx Prep's high school cohort is defined as a Regents cohort in the in the State's accountability system.*

Comparative Proficiency on State Exams

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

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

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

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

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

Value Added to Student Learning

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

at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

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

*Regents exams passed in the 8th grade shall be included in this measure.

GOAL III: **Bronx Prep students will use technology, scientific concepts, principles and theories to conduct and analyze investigations.**

Measures:

Absolute Proficiency

1. In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Examination.

2. For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on a New York State science Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.

Comparative Proficiency on State Exams

3. Each year, the percentage of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science Exam will be greater than that of Community School District 9.

4. Each year, Bronx Prep high school cohort's percent of students passing a science Regents exam (65 or above) will exceed that of the cohort of all Bronx public high school students.

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

Measures:

Absolute Proficiency

1. In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies Examination.

2. For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State Global History Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.

3. For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State United States History Regents exam. The high school cohort is defined as all students who entered the ninth grade for the first time four years earlier and were enrolled at the beginning of October on BEDS day.

Comparative Proficiency on State Exams

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

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

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

Additional Academic Measures

Goal V: **Bronx Prep students will be accepted to at least one college.**

Measures:

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

Goal VI: **Bronx Prep's accountability status will be "Good Standing".**

Measures:

1. Under the state's NCLB accountability system, Bronx Prep's Accountability Status will be "Good Standing" each year.

UNIQUE PROGRAMMATIC FEATURES

Goal VII: Bronx Prep students will demonstrate performance skills.

Measures:

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

Goal VIII: Bronx Prep Students will develop and demonstrate character skills and civic responsibility.

Measures:

1. Each week teachers and administrators award Bronx Prep students (also known as scholars) points (or dollars) in the following areas, which align with our core values, the Seven Cs.
    - Curiosity- a desire to learn
    - Competence- academic excellence
    - Character- moral excellence and strength
    - Community- consideration for individuals and the environment
    - Commitment- a promise to achieve; going the extra mile
    - Confidence- belief in yourself
    - Caring- being a good teammate

    By the end of each academic year 70% of Bronx Prep scholars will have satisfactory scholar dollar averages.

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

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

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

ORGANIZATIONAL VIABILITY

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

Parent Measures:

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

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

Student Measure:

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

GOAL X: Bronx Prep will comply with applicable laws and regulations.

Measures:

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

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

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

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

Measures:

1. *Budgeting*

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

2. *Financial Condition*

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

3. *Internal Controls and Compliance*

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

Charter Schools Institute
The State University of New York

Bronx Preparatory Charter School Accountability Plan Progress Report 2008-2009

August 1, 2009

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Submitted on August 1, 2009

Dr. Samona Tait, Head of School; Paul M. Ness, CFO/COO; Fred Givens, HS Principal; Jacqueline King- Robinson, MS Principal; Roger Messiah, Data Manager prepared this 2008-09 Accountability Progress Report on behalf of the school's Board of Trustees:

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

*Trustees for whom SY 2008-2009 was the final year of Board membership

INTRODUCTION

Bronx Prep is a classical college preparatory middle and high school located in Community School District 9 in the South Bronx. In this, our ninth year of operation, we served more than 630 students in our full span of grades 5-12, and will grow next year to serve more than 670 students. We graduated our third high school class on June 10th of this year and will reach full capacity of more than 700 students by 2011. Our overarching aim, from the day a student enters Bronx Prep, is to prepare him or her for admission to and success in college. We are so pleased to report that 100% of our third graduating class was accepted to colleges across the country. Our students will be attending a wide range of colleges and universities including Wellesley, Tufts, University of Rochester, University of Virginia, and various SUNY and CUNY programs in the fall. They turned down acceptances to many universities including Northeastern and Morehouse, demonstrating the degree to which they had positioned themselves to choose from an array of schools.

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

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

Our enrichment program continues to be an extremely important part of our overall program, our school culture, and our students' development. In fact, when we met with our first two groups of graduates over the holiday break, many of them expressed that their experiences in the speech and debate program at Bronx Prep were extremely helpful to them during their first year in college. We continue to seek ways to support skill transfer from these programs to academics. Many of the enrichment programs focus on the development of public speaking, critical thinking, performance, and communication skills, and we are starting to see some of these efforts yield results in our students' skills in their academic classrooms.

The artistic program is also a critical part of our curricular day. Students spend approximately one hour a day, four days a week participating in artistic classes. Last year, 5th graders took piano, 6th graders participated in visual arts, and 7th - 12th graders were given a choice among musical theater, speech and drama, advanced piano, strings, dance, art, digital photography, journalism, woodwinds, jazz band, and guitar. Teaching artists, some of them full-time and some part-time, teach the courses. At the end of the year, students are evaluated through artistic juries. Our artistic teachers create

performance rubrics that reflect the core skills that students need to demonstrate across various art forms and also the content and vocabulary associated with each of the artistic areas. The jury consists of students' peers, parents, and artistic experts who pose questions to the presenters based on the standards for each artistic area- consisting of New York State standards as well as performance guidelines set by our artistic staff.

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

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

One example of a successful program is our speech and debate team, which consisted of over 30 middle and high school students last year. They competed in 20 competitions last year, in and out of state, at places such as the University of Pennsylvania, Yale, and Harvard. Over the course of the season, Bronx Prep students placed first in nine competitions, placed in the top five twenty times, and made it to the final levels of competition twenty-two times. The combination of work ethic, talent, and support from parents and staff helped Bronx Prep's students to become one of the top speech teams in the state.

We have also started to develop a stronger athletic program, adding competitive soccer and volleyball to our program. Indeed, our growing soccer team had an undefeated regular season and performed quite well in the Charter Schools Association Soccer League championships. Our students continue to learn and shine in many areas.

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

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

To push further academic growth, Bronx Prep runs several summer programs. Middle school students and those entering the first year of high school start the school year in August, as we believe that their greatest need is for additional time on task in the classroom. Fifth graders start a week before the rest of the middle school, in order to give them the entire middle school staff's support as they transition to the expectations of their new school. For students transitioning from middle school to high school, we run a "Visionaries in Training" program designed to introduce the high school curriculum, expectations, and culture. This year we also provided an academic summer program for 7th and 8th graders who needed remediation and for those who needed additional preparation before taking high school Regents exams early.

For high school students, who need to work on the mastery of specific skills, our summer remediation program teaches students through individualized curricula, in classes of about five students with one to two teachers, meeting for a two-hour block and focusing on one subject, particularly in Math or English. This program is particularly focused on ensuring that our students have critical college readiness skills in their repertoire. This summer, we also offered core content classes, which allowed students who did not perform well in a particular core class during the school year to demonstrate knowledge to allow them to pass the class and advance to the next grade. This program also focused on Regents exam preparation. Additionally, rising 9th graders who performed at a 70 or below in a Math or English Language Arts course or scored a low 2 on the state tests were required to attend summer school, where they received additional support in the form of basic skill development or specific math concepts.

Finally, some high school students attend summer programs on independent school or college campuses. Some programs that students have attended are Phillips Andover's Math and Science for Minority Students Program (MS^2), Phillips Exeter Academy's Summer Session Program, Ithaca College's Piano Institute, and Ananse Shield's Leadership Academy. This summer, for the first time, we had a student attend the Exploration Program at Yale University. These external, competitive programs are designed to push students in areas of academic or artistic strength as they build both their case for and their readiness for college. We have found that students who attend such programs seem to adjust better to college, and our alumni officer and liaison for parent and external relations will be working together to ensure that more students participate in these external summer programs.

As noted above, college exposure is part of the Bronx Prep program beginning in the 5th grade and becomes even more critical as students progress through high school. Our college office focuses on five areas: (1) campus visits; (2) a college course designed to prepare students for the college admissions process; (3) individualized college counseling; (4) parent workshops; and (5) alumni support. College advisors communicate with our alumni through emails, instant messaging, and phone calls. They also make visits to our students on their college campuses, which have been extremely helpful, both for Bronx Prep as a source of critical feedback on the effectiveness of our college preparation efforts, and for the particular students as a source of guidance and support. In addition, we held two alumni sessions at Bronx Prep, one during winter break and one after the students returned home for summer. We will continue to use these sessions to learn how our students are doing in college, how we can continue to assist them, and how we can adjust our high school program to better meet the needs of our students.

The following report summarizes and provides analysis of our performance data for school year 2008-2009. Here we examine deeply the performance data and specify elements of our programs and school culture which we believe led to our current level of performance. Through this report we also identify particular action steps that we will take as a part of our evolving multi-year strategic plan in order to fully achieve the goals set forth in our accountability plan and to achieve our mission of preparing our students for college. Please note that the school's accountability plan has been revised per recommendations by SUNY Charter school's Institute and this report indicates in each goal summary all instances in which measures have been added or revised.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04	0	0	0	0	0	55	56	53	42	43	0	0	0	249
2004-05	0	0	0	0	0	115	55	59	56	49	32	0	0	366
2005-06	0	0	0	0	0	112	103	47	62	52	30	27	0	433
2006-07	0	0	0	0	0	115	115	97	45	54	38	25	21	510
2007-08	0	0	0	0	0	117	111	110	97	45	51	27	20	578
2008-09	0	0	0	0	0	106	119	106	107	83	34	41	27	623

High School Cohorts

Accountability Cohort

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

The following table indicates the number of students in each 2007-08 Accountability Cohort, according to two points in time: BEDS Day in October, 2008 and June 30, 2009.

Fourth-Year High School Accountability Cohorts

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

Graduation Cohort

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

Fourth Year High School Graduation Cohorts

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

Fifth Year High School Graduation Cohorts

Fifth Year Cohort	Year Entered 9th Grade	Cohort Designation	Number of Students Enrolled on June 30th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort [2] (b)	Graduation Cohort (a) + (b)
2007-08	2003-04	2003	1	0	23*
2008-09	2004-05	2004	5	0	24**
* 1 student in cohort transferred to a Diploma Granting program ** 2 Students Transferred out during the Cohort's 5th year					

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Bronx Preparatory Charter School students will become proficient readers and writers of the English Language.

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

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

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

Goal 1: Absolute Measure
Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts examination.

Method
Fifth-, sixth-, seventh, and eighth-grade Bronx Prep students took the English Language Arts exam in January 2009. The exam is a cumulative assessment, measuring student mastery of skills and knowledge during the course of their schooling. Bronx Prep has set an ambitious criterion of success for this measure. As such, performance is measured in terms of students who are enrolled at Bronx Prep in at least their second year - long enough to expect to see the distinct effects of the Bronx Prep instructional program on student achievement.

2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[3]			Total Enrolled
		IEP	ELL	Absent	
5	108	0	0	0	108
6	117	0	0	0	117
7	110	0	0	0	110
8	107	0	0	0	107
All	442	0	0	0	442

Results
As the table above presents, all students enrolled at the time of the test administration were indeed tested. This year's testing reflects a continuing trend at our school of increasing enrollment as well as ensuring that all students are tested and appropriately counted in our efforts to demonstrate that we are successfully meeting accountability standards.

As the table below presents, 73% of all students who were enrolled in at least their second year performed at Levels 3 and 4 on the New York State English Language Arts examination. While students in grades 7 and 8 slightly underperformed with 72% and 71% at Levels 3 and 4 respectively, it is significant to note that none of our students across grades 6, 7, and 8 are significantly deficient in basic literacy skills as reflected in 0% performance at Level 1.

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

Charter School Performance on 2008-09 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	0	38	59	3	62	108
	Students in At Least 2nd Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students	0	26	74	1	75	117
	Students in At Least 2nd Year	0	25	74	1	75	108
7	All Students	0	29	71	0	71	110
	Students in At Least 2nd Year	0	29	71	0	71	104
8	All Students	0	28	72	0	72	107
	Students in At Least 2nd Year	0	28	72	0	72	104
All	All Students	0	30	69	1	70	442
	Students in At Least 2nd Year	0	27	73	0	73	316

Evaluation

As the above chart indicates, we have fallen slightly short of meeting this measure. Across all three tested grades (6-8), 73% of our students who were enrolled in at least their second year performed at or above Level 3. With 27% of our students performing at Level 2, it is clear that our students continue to need focused support in interpreting and analyzing non-fiction text and in reading multiple extended passages. Our work must now focus on building on their basic comprehension skills which enabled them to perform at levels just below proficiency and extend their capacity for achievement by strengthening their vocabulary development, drawing conclusions, making inferences, and moreover, writing effectively on demand (as opposed to writing effectively only through extensive scaffolding and significant time working through the full writing process from seed idea to publication). We are confident that the improvement strategies that we have identified will continue to yield significant improvement next year as we purposefully focus on moving students from Level 2 to Level 3. Indeed, these strategies supported an 18 percentage point improvement in student performance in 2008-2009 from the 2007-2008 school year in which 55% of students performed at or above grade level. These strategies, including identifying students who are on the cusp of grade level performance and providing skill based intervention services for each student, are more fully described in our action plan.

Additional Evidence

As we compare the experiences of students at each grade level over multiple years, we find that student performance trends are positive. In the last four years, the performance of students who were in 6th grade in 2008-2009 significantly improved over that of students who were in 6th grade in 2005-2006. This 25 percentage point improvement in performance in 6th grade is eclipsed by a 27 and 39 percentage point increase in performance for students who were in 7th and 8th grades in 2008-2009 respectively, as compared to students who were in those grades in 2005-2006. Given that the students in each grade were enrolled in our school for two consecutive years, we believe that these positive trends in performance suggest that the impact of instruction at our school is significant and becoming stronger over time. Moreover, as indicated by the increasing enrollment over the past four years, we believe that these data are more significantly affirming of the deepening impact of our instructional programs. These results are consistently stronger over time with increasingly larger populations of students.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	35	54	41	46	50	92	46	84	53	102	75	108
7	51	49	67	51	44	43	56	93	71	101	71	104
8	61	41	60	45	33	61	30	44	42	83	72	104
All	48	144	56	142	42	196	47	221	55	286	73	316

*Bronx Prep accepts students at the 5th Grade Level, hence these students were only enrolled at the school for 1 year

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Index (PI) on the State English Language Arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English Language Arts AMO, which for 2008-09 is 144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

As the table below indicates, the performance index (PI) is 170. The overwhelming majority of students perform at Levels 2, 3, and 4 resulting in the school making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5-8	0	30	69	1	442

PI	=	30	+	69	+	1	=	100
			+	69	+	1	=	70
						PI	=	**170**

Evaluation

The Annual Measurable Objective (AMO) for 2008-2009 is 144. The performance of our 5th – 8th grade students resulted in a PI of 170 which exceeds the English Language Arts AMO. Therefore, we have successfully met this measure.

Additional Evidence

As we examine the results of student performance in English Language Arts over time summarized in the chart below, we find that in each year for the past four years, the school's PI has exceeded the English Language Arts AMO. Similarly, the percent of students performing at or above grade level has continued to increase in each of the past four years. The school's performance index has also been affected positively by the continual reduction in each of the past three years of the number of students performing at Level 1. Indeed, we have successfully reduced the percentage of students performing at Level 1 to 0%. By moving larger percentages of students into Level 3 each year, the school has achieved and continues to exceed the required improvement in the English Language Arts performance index.

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

Year	Grades[4]	Number Tested	Percent of Students at Each Performance Level [English Language Arts]				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2004-05	8	53	0	40	50	10	160	103
2005-06	5-8	319	5	50	42	3	140	122
2006-07	5-8	380	2	48	47	3	148	122
2007-08	5-8	431	1	40	58	1	159	133
2008-09	5-8	442	0	30	69	1	170	144

Goal 1: Comparative Measure

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

Method

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

Results

As the table below indicates, the students in grades 6-8 outperformed their peers in the New York City CSD 9 schools. While 50% of students in these grades in CSD 9 performed at or above grade level in English Language Arts, 73% of Bronx Prep students in the same grades performed at or above grade level.

[4] Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

2008-09 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	75	108	56	2823
7	71	104	54	2983
8	72	104	39	2961
All	73	316	50	11496

Evaluation
While 73% of students who have been enrolled at our school for at least two years in grades 6-8 performed at or above grade level in English Language Arts, only 50% of students in the same tested grades in CSD 9 performed at or above grade level in English Language Arts. Therefore, the school met this measure and indeed, exceeded the district's performance across all three grades by 23 percentage points. As we examine the students' performance in each grade, it is of particular note that 71% of Bronx Prep students in grade 7 performed at or above grade level, while less than 55% of CSD 9 students did so, reflecting a 17 percentage point difference in performance levels of Bronx Prep's 7th graders as compared to their district peers. It is also particularly important to note that while students in grade 8 across our school and the local district seemed to struggle most, our students outperformed their peers in this grade level by more than 30 percentage points.

Additional Evidence
As we examine the students' performance over time in comparison to that of their peers in the local district, we see that Bronx Prep students have consistently outperformed their peers in the past four years. Indeed, Bronx Prep students have outperformed their local district peers by 10 percentage points or more, with the greatest difference of 23 percentage points having been reached in this past year. It is also notable that while the local district's performance remained relatively flat for 3 years from 2005-2006 to 2007-2008, with approximately 33% of all students in grades 6-8 performing at or above grade level, Bronx Prep's student performance increased from a low of 42% to 55% of students at or above grade level in that same period.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-2009	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	35	*	41	*	50	34	46	37	53	32	75	56
7	51	*	67	*	44	30	56	31	71	44	71	54
8	61	13	60	12	33	25	30	32	42	23	72	39
All	48	13	56	12	42	32	44	33	55	33	73	50

* In 2003-2004,and 2004-2005 State ENGLISH LANGUAGE ARTS data was only compared on the 4th and 8th Grade Levels Statewide. As such, only 8th Grade data is available for comparison

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method
The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent available.

Results
Bronx Prep students in grades 5-8 perform as well as is expected given the comparison to their peers who share the same demographic characteristics in public schools throughout the state of New York. Across all middle level grades, nearly 60% of students performed at or above grade level while just under 57% were expected to do so. The difference between the students' actual performance and predicted performance is 2.66 which produces an effect size of 0.16.

2007-08 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		116	68.10	70.08	-1.98	-0.15
6		111	53.20	54.51	-1.31	-0.08
7		109	71.50	58.59	12.91	0.80
8		95	43.20	42.00	1.20	0.07
All	62.41	431	59.63	56.97	2.66	0.16

School's Overall Comparative Performance:
About the Same as Expected

Evaluation
The difference between Bronx Prep's actual student performance and predicted student performance was 2.66 which produces an effect size of 0.16. Despite the fact that the actual performance exceeded the predicted level of performance, this effect size is less than 0.3 and therefore, the school did not meet this measure. While students in grades 7 and 8 exceeded the predicted levels of performance for their grade levels, students in grades 5 and 6 fell slightly short of their expected levels of performance, thereby producing negative effect sizes in those grades. As a result of this inconsistent

performance across grades, the overall effect size for the middle school grades is 0.16, reflecting performance that is about the same as expected given the students' demographic characteristics as compared to their peers statewide.

Additional Evidence
As we examine the student performance results of our students in comparison to their peers statewide who share the same demographic characteristics, we find that our students' actual performance has consistently exceeded the predicted levels of performance. Further, the extent to which our students' performance exceeded that of their peers has increased significantly with the effect sizes increasing more than 10 fold from .01 in 2005-2006 to .16 in 2007-2008. We attribute this growth to the substantially improved performance of our grade 7 and 8 students in each of the last four years. However, such performance has not consistently produced a significant effect size. Indeed, in the past few years, our students have performed about the same as is expected, rather than performing higher than expected as was the case four years ago.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	8	61.0	53	57.7	30.5	1.38
2005-06	5-8	63.3	319	45.1	44.9	0.01
2006-07	5-8	62.2	380	50.5	50.3	0.00
2007-08	5-8	62.41	431	59.63	56.97	0.16

Goal 1: Growth Measure
Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English Language Arts exam and 75 percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method
This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results
The students in grades 6, 7, and 8 achieved their targets. As a result, the students in each grade-level cohort successfully halved the difference between the percentage proficient in 2007-2008 and 75% proficient in 2008-2009.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
6	91	68.1	71.6	74.7	Yes
7	98	50.0	62.5	68.4	Yes
8	95	73.7	74.3	74.7	Yes
All	284	61.3	68.2	69.6	Yes

Evaluation
As all three grade level cohorts met and exceeded this measure, the school met the overall measure of having all three cohorts achieve their targets. The school's overall performance increased this year over last, with students in grades 6 and 7 significantly exceeding their targets. This performance reflects the increasing the volume of reading that students do across the grades, as well as the increasing focus on building specific reading strategies and vocabulary development.

Additional Evidence
As the chart below indicates, cohort student performance reflects substantial growth in that 3 of 3 cohorts met the target this year, whereas none or only one of the cohorts met their targets in previous years. Our analysis reveals that over time there was significant slippage in the performance of several of our male students, as well as our students who have English Language proficiency needs. We targeted academic support and intervention in gender-based small groups, as well as increased the staffing expertise by hiring ESL teachers to address student needs. Such practices will continue going forward.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2004-05	6-8	1	3
2005-06	6-8	0	3
2006-07	6-8	0	3
2007-08	6-8	1	3
2008-09	6-8	3	3

Goal 1: Absolute Measure: Seventy-five percent of 11th graders in the 2004-2005 school year and of 10th graders in subsequent years will receive a proficient rating on a portfolio of written work, which is verbally defended and which demonstrates mastery of various forms of writing. This portfolio and defense will be graded on a 100-point scale, with 70 the lowest proficient rating.

Method

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

The portfolio is a body of work that represents the following:

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

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

Results

All students in 10th grade English classes, including those students who had to repeat the course, presented and defended their portfolios and 97% of students received a proficient rating of at least 70% on their work. The portfolios and their defenses were graded on a 100-point scale, and 97% of the 10th grade students received a rating of 76% or higher.

Evaluation

With 97% of 10th grade English students having received a rating of proficient or higher on their portfolios, the school has met and exceeded this measure. Students will continue to maintain their portfolios in grades 11 and 12 and will have to defend those portfolios each year as a demonstration of their growth as readers, writers, thinkers, listeners, and speakers of English. We see some positive trends in examining the portfolios of our 10th and 11 grade students as well as the 12th grade students' writing. However, beyond meeting the objective of this particular measure, our goal is that all students will graduate with a substantive portfolio which will not only be used in the college application process, but also will serve students well as they reflect on who they are as readers, writers, and critical thinkers.

Goal 1: Absolute Measure: 100% of 12th Grade students will achieve a proficient or higher rating on their senior thesis or project. This project will be graded on a 100-point scale, with 70 the lowest proficient rating.

Method
For 2008 – 2009, graduating seniors were required to submit their senior thesis or project in History. All seniors participated in a senior history class called Facing History and Ourselves. The theme of the class was identity and students explored both the African Diaspora and the Jewish Holocaust. The senior project for 2008-2009 was based on this class. The project consisted of two components:

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

Results
All students in the 12th grade *Facing History and Ourselves* course completed their senior thesis project and 100% of the students achieved a proficient or higher rating. The average score was 80 on a 100-point scale.

Evaluation
Students performed at quite a high level in completing their senior projects. With 100% of our 12th grade students scoring above 70, we met this measure. In order to ensure that 100% of next year's seniors also successfully meet this measure, we have built supports into our English classes via the portfolio process so that students can enlist the guidance of their English teacher as they prepare their History senior thesis notes and presentations. In addition, the high school principal will be supporting the History coach and providing model lessons in the course such that students have direct intervention support from the principal who is our most experienced teacher of the *Facing History and Ourselves* course.

Goal 1: Comparative Measure
Each year the percentage of Bronx Prep students performing at or above Level 3 on the State English Language Arts exam will place Bronx Prep in the top quartiles of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.

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

(2.375 * Free Lunch Percentage) + LEP percentage.

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

Results
The table below displays Mean Scale Score Quartiles for All Charter School and Selected Sample data sets. Bronx Prep's scores for each grade in parentheses which indicate that student performance in each grade level places the school in the 3rd quartile of similar schools.

2008-2009 Quartile Analysis All Charter Schools and Selected School Sample					
All Charter Schools		**Quartile 1**	**Quartile 2**	**Quartile 3**	**Quartile 4**
Grade 6	(659)	0-645	646-654	655-663	Above 663
Grade 7	(659)	0-636	637-646	647-660	Above 660
Grade 8	(658)	0-634	635-643	644-660	Above 660
Selected Sample		**Quartile 1**	**Quartile 2**	**Quartile 3**	**Quartile 4**
Grade 6	(659)	0-653	654-656	657-660	Above 660
Grade 7	(659)	0-651	652-658	659-661	Above 661
Grade 8	(658)	0-646	647-654	655-663	Above 663

Evaluation
As students' mean scale scores improved in grades 6 and 8 by 5 and 10 points respectively, and having shown only slight decline in grade 7 of 1 point, the overall grade level performance remained fairly strong and therefore we met this measure. Bronx Prep's 6th grade students demonstrated a mean scale score of 659. This result placed them in Quartile 3 when compared to 6th grade students in

All Charter Schools and when compared to 6th grade students in the Selected Sample. Our students in grade 7, with a mean scale score of 659, also successfully meet this measure as they fall within Quartile 3 when compared to grade 7 students in All Charter Schools and when compared to the 7th graders in the Selected Sample. Our grade 8 students showed the greatest scale score gains, with a mean scale score of 658. When compared to 8th graders in All Charter Schools and when compared to their grade level peers within the Selected Sample, Bronx Prep's 8th grade students fall within Quartile 3.

Additional Evidence

Multi-year analysis of students' scale scores affirms the positive performance trend across the grades with particularly important gains being made in grade 8. As compared to the grade 8 mean scale scores in 2006-2007, this year's performance reflects a 13 point increase. Moreover, all students perform at levels among the highest performers in similar schools across All Charter Schools, as well as across similar schools in the Selected Sample of schools in the NYC Department of Education.

Last 3 years Comparative Quartile Analysis									
	2006-2007			2007-2008			2008-2009		
	Bronx Prep Mean Score	Quartile 3 and 4 Selected Schools	Quartile 3 and 4 Charter Schools	Bronx Prep Mean Score	Quartile 3 and 4 Selected Schools	Quartile 3 and 4 Charter Schools	Bronx Prep Mean Score	Quartile 3 and 4 Selected Schools	Quartile 3 and 4 Charter Schools
6th Grade	654	653	656	654	656	656	659	657	655
7th Grade	659	655	648	660	644	659	659	659	647
8th Grade	645	655	645	648	659	649	658	655	644

Goal 1: Absolute Measure
For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State English Regents exam. Bronx Prep's high school cohort is defined as a Regents cohort in the state accountability system.

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

Results
In the 2005 cohort, 86% of students passed the New York State English Regents examination by the completion of their fourth year in the cohort.

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

Cohort Designation	Number in Cohort	Percent at Each Level [5]				Percent Passing [6]
		Level 1	Level 2	Level 3	Level 4	
2003	24	0	4	67	29	96
2004	26	4	8	69	19	88
2005	29	7	7	68	18	86
2006*	37	8	13	62	16	78

* 2006 Cohort is entering 4th Year in 2009-2010

Evaluation
The school has achieved and exceeded this measure for the 2005 cohort (4-year graduation date 2009) as well as for the previous 2 cohorts (4-year graduation dates 2007 and 2008). The 2005 cohort achieved 86% proficiency, exceeding the measure by 11 percentage points. The slight decrease in cohort performance between our first two cohorts prompted adjustments to our curriculum, as well as to our academic intervention services. We are confident that these changes will continue to yield substantive improvement for our students.

Additional Evidence
We already see some impact as more than 75% of the 2006 cohort (4-year graduation date 2010) has already achieved proficiency on the exam by the end of their third year in the cohort. Similarly, nearly one-fifth of the students in the 2011 graduating class have already met this standard after their second year in the cohort.

[5] Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.
[6] With a score of at least 65

English Regents Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003	26	85	24	96				
2004	N/A	N/A	30	40	26	88		
2005	N/A	N/A	32	28	29	68	29	86
2006			N/A	N/A	N/A	N/A	37	78
2007					N/A	N/A	34	18
2008							N/A	N/A

Goal 1: Absolute Measure
Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method
The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year's English Language Arts AMO, which for 2008-09 is 171. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results
As the table below indicates, Bronx Prep's performance index (PI) is 179. The overwhelming majority of students perform at Levels 2, 3, and 4 on the English Regents exam resulting in the school making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts.

English Language Arts Performance Index (PI)
of 2005 High School Accountability Cohort

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
29	7	7	68	18

PI	=	7	+	68	+	18	= 93
				68	+	18	= 86
						PI	= 179

Evaluation
New York State's Annual Measurable Objective (AMO) for 2007-2008 is 171. The results for the 2005 cohort students yielded a PI of 179 which exceeds the English Language Arts AMO. Therefore, we have successfully met this measure. Indeed, the school's PI exceeds the annual measurable objective by 8 index points.

Additional Evidence
As we examine the results of high school student performance in English Language Arts, we find that in each year for the past three years, the school's PI has consistently exceeded the English Language Arts AMO. We continue to strive to not only exceed the AMO, but also to achieve fully the goal of having all students demonstrate proficiency via the high school English Regents exam.

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

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	24	4	0	67	29	181	159
2004	26	4	8	69	19	184	165
2005	29	7	7	68	18	179	171

Goal 1: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

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

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

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

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

*School District Information not yet available

Evaluation
While the 2005 cohort data are not yet available for the local district, the available data for the cohorts to date indicate that we have met this measure. We have consistently outperformed the local district and anticipate a continuation of strong performance by our students, reflecting ongoing success in meeting and exceeding this measure.

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

Summary of the English Language Arts Goal

While our students continue to improve in their performance in English Language Arts, demonstrating increased percentages of Level 3 and 4 scores in each of the last three years, our school consistently approaches at 73% in 2008-2009, but has not fully met, the absolute measure of 75% of students performing at or above grade level in the middle grades. We do see, however, that as students move into the high school grades they are performing at even higher levels and do in fact meet and exceed the absolute measure of 75% of students in the high school cohorts passing the English Regents exam by the completion of their fourth year in the cohort. Indeed, the overwhelming majority of Bronx Prep students pass the English Regents exam by the end of their third year in the cohort. As student performance continues to be strong, Bronx Prep students also consistently outperform their peers in the local district. When examining regression analysis results we find that our students perform at least as well as expected given comparison with their demographic peers in similar public schools across the state of New York.

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Approaching (73%)
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size (.3).	Approaching (.16)
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	6th – Achieved 7th – Achieved 8th – Achieved
Comparative	For the 2004-2005 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between their average NCE in the previous spring on the Stanford 9 and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.	N/A Bronx Prep transitioned from the Stanford 9 to the Terra Nova assessment this year and will report on this measure after administering the tests in spring 2009-2010.
Absolute	Seventy-five percent of 11th graders in the 2004-2005 school year and of 10th graders in subsequent years will receive a proficient rating on a portfolio of written work, which is verbally defended and which demonstrates mastery of various forms of writing. This portfolio and defense will be graded on a 100-point scale, with 70 the lowest proficient rating.	Achieved
Absolute	100% of 12th Grade students will achieve a proficient or higher rating on their senior thesis or project. This project will	Achieved

	be graded on a 100-point scale, with 70 the lowest proficient rating.	
Comparative	Each year the percentage of Bronx Prep students performing at or above Level 3 on the State English Language Arts exam will place Bronx Prep in the top quartiles of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.	Achieved
Absolute	For each high school cohort of Bronx Prep students, 75% of the students will score at least 65 on the New York State English Regents exam. Bronx Prep's high school cohort is defined as a Regents cohort in the state accountability system.	2003 Cohort – Achieved 2004 Cohort – Achieved 2005 Cohort – Achieved 2006 Cohort –Achieved
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	2005 Cohort - Achieved
Absolute	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	2003 Cohort – Achieved 2004 Cohort – Achieved 2005 Cohort – Data not Available

Action Plan

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

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

The Middle School has invested in the *America's Choice* curriculum. The head of school, middle school principal and 2 veteran staff have experience with the curriculum and continue to be supported by America's Choice staff to help extend their professional development to the rest of the middle school staff. In addition, the *America's Choice* professional developer will continue to provide on site training several times throughout the year to the whole staff.

Implementation of the *America's Choice* curriculum will also support our continuing work to ensure alignment with the standards which are assessed by the New York State testing program. This curriculum also includes specific test preparation modules which will be used to teach students specific test-taking strategies, as well as develop their capacity to apply their developing literacy skills to specific tasks including the state testing context. Further, the test preparation modules and the associated professional development will help teachers to expand their repertoire of instructional techniques with emphasis on teaching students to write effectively in 'on demand' situations (as opposed to only meeting writing standards when afforded an extended multi-phase writing process).

The investment in the *America's Choice* literacy curriculum is also a key component in our larger curriculum development processes which have taken sharper focus this past spring. Going forward, we will continue to utilize the backward mapping process, supported by professional texts including

Understanding by Design and Tools for High Quality Differentiated Instruction such that faculty will begin to refine the completed full draft of a literacy scope and sequence in all subject areas including English. The scope and sequence is specifically aligned to New York State standards and emphasizes the increased volume of critical reading, the use of high quality literature across genres, and the implementation of sequential writing instruction as a core element of a balanced approach to literacy instruction.

We continue to conduct analysis of the data and identify students who have slipped in their performance from Level 3 to Level 2, from Level 2 to Level 1, and from Level 4 to Level 3. These students will be placed in skill specific academic intervention service groups in order to have their specific developmental needs addressed. Trained intervention specialists, college student tutors, and peer tutors will provide instructional support for these students in the context of our evolving approach to student support services which will include increased parental engagement and will be actively monitored by administrators. One key element to this evolving work is to address gender specific differences that we see in student performance particularly at the 8th grade level. We will enlist the support of our guidance counselor and other senior male staff members who run enrichment activities for boys to directly address the connections between our male students' evolving definitions of themselves as young men and their sense of themselves as readers, writers, critical thinkers, and college bound students.

Students who are performing at level 1 or 2 will continue to receive academic intervention services as a part of their academic day. In accordance with the scores from 2008 – 2009, students are being sub-divided into smaller groups based on specific deficiencies that will be directly addressed by the AIS teacher.

High School English teachers will also continue to revise the English scope and sequence in grades 9 – 12 in collaboration with the middle school teachers, ultimately developing targeted course syllabi for all courses taught at the high school level. As a part of this process, the portfolio system is being rolled backwards into the middle school grades. The high school portfolio is a body of work that represents the following:

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

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

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

As discussed above on page 16, all students participate in a history class entitled *Facing History and Ourselves* during their senior year. The theme of the class is identity and students explore both the African Diaspora and the Jewish Holocaust. The senior project is based on this class and requires students to build on their knowledge developed in both History and English. The project consists of two components:

1. Final Exam – a typed 2 -3 page in class essay based on the theme of identity. Students were required to develop a thesis using personal and historical evidence explored through out the year as evidence. All papers have to use APA formatting.
2. Presentation to audience of peers, parents, and community members

We will continue to refine the training for those participating in the review of the presentations, as well as specifically embed core performance elements into the instruction which students receive through their English and History courses.

We will also deepen and extend our academic intervention services across grades 5-12. The Learning Enhancement Team (LET) director will work with the middle and high school staff to provide directed intervention support to students in need as well as targeted professional development support to teachers.

The focus on nonfiction reading and critical analysis and on the substantive increase in the volume of reading that students do will continue through the purchase of additional classroom libraries for all teachers of English, as well as leveled guided reading sets which will be shared across grade levels under the direction of the coach. The school's library and media center is also being transformed into the core location for critical literacy support materials including lap top carts, listening centers, and professional learning materials for teachers and parents. The increase in the volume of student reading will parallel the increased alignment of the reading and writing curricula. That is, the evolving reading curriculum will continue to be substantively developed such that students are engaged in reading across genres through their English classes, as well as through their classes in History, Science, Social Studies, and Mathematics. Students' reading logs will be collected and analyzed such that the coach and learning enhancement director may more qualitatively advise classroom teachers as to needed changes in instructional focus.

The redirection of the work of English as a Second Language (ESL) teachers, as well as the addition of another special education teacher will also serve to support our efforts to improve student performance in English Language Arts. At the middle school level dual certified ESL/English Language Arts teachers embed ESL strategies into their instruction and will loop with their classes for 2 years to provide consistent instructional focus on the development of academic English. At the high school level, the learning enhancement team (LET) director and an ESL certified teacher will provide support for current English Language Learners (ELLs) as well as those who have only recently tested out of mandated ESL services. The emphasis of the work at the high school level is to support English Language Arts teachers in deepening students grasp of academic English especially as such is needed in critical reading and writing for acquisition of more complex content.

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

MATHEMATICS

Goal 2: Mathematics
Bronx Prep students will become proficient in the application of mathematical skills and concepts.

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

Instruction in Mathematics is driven both by best practices in teaching and by increasingly effective assessment of student products. A critical element of our approach to providing data-driven instruction is the interim assessment process through which teachers are able to assess the math content and skills that students have mastered and to strategically plan future lessons based on those skills which have yet to be mastered. The use of portfolios, individual learning plans, and writing as a learning tool in mathematics are also critical to the instruction that we provide. Additional elements of mathematics instruction at Bronx Prep include:

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

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

Goal 2: Absolute Measure
Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method
The school administered the New York State Testing Program mathematics assessment to students in 5th through 8th grade in January 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure

requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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

2008-09 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[7]			Total Enrolled
		IEP	ELL	Absent	
5	108	0	0	0	108
6	113	0	0	0	113
7	108	0	0	0	108
8	106	0	0	0	106
All	435	0	0	0	435

Results

Mathematics performance of Bronx Prep students continues to improve and this year 92% of all tested students in at least their second year at our school performed at Levels 3 and 4. These results are particularly noteworthy given the fact that we made successful concerted effort to ensure that every student sat for the exam. This effort reflects our ongoing work to ensure that as our school reaches full size, with larger populations as compared to typical charter schools, we continue to meet and exceed standards of accountability.

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

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	6	20	59	15	74	108
	Students in At Least 2nd Year	N/A	N/A	N/A	N/A	N/A	N/A
6	All Students	1	15	65	19	84	113
	Students in At Least 2nd Year	1	11	67	21	88	107
7	All Students	0	5	72	23	95	108
	Students in At Least 2nd Year	0	7	70	24	94	105
8	All Students	0	8	62	30	92	106
	Students in At Least 2nd Year	0	8	62	30	93	106
All	All Students	2	12	65	21	86	435
	Students in At Least 2nd Year	0	8	67	25	92	318

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

Evaluation
With 92% of students in grades 6, 7, and 8 performing at or above grade level on the state Mathematics examination, the school exceeded this measure. The performance of students in each of the grades is notable. Nearly 90% of students in grade 6 performed at or above grade level, while high performance in grades 7 and 8 approaches 95%. While 8th grade performance remains a challenge at our school, as is the case in middle schools across the city, state, and nation, the performance of our students in grade 8 is also particularly impressive, with 92% of students at this grade level performing at Levels 3 and 4. Curriculum alignment, development of academic interventions including a series of parent workshops, and implementation of a full interim assessment program have yielded significant results. These efforts will be expanded in order to support the achievement of all students.

Additional Evidence
Student performance data over the past four years shows that while the school had come close to meeting this measure in 2005-2006 and 2006-2007, this year is the second consecutive year in which we have met the measure. Indeed, with 92% of students performing at or above grade level, the school has exceeded the measure by 17 percentage points. As we look specifically at the performance of students across the last four years, we find the most significant improvement in grades 7 and 8 with improvements of 62 percentage points and 50 percentage points respectively from school year 2005-2006 to school year 2008-2009.

Given that this performance is so significantly strong and reflects significant increases in student enrollment at the upper middle school level, we are confident that the instructional programs, focused professional development, and instructional leadership in mathematics bode quite well for continued student achievement in the future.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	90	33	43	51	76	98	78	82	77	85	88	107
7	69	49	66	56	32	45	65	91	95	101	94	105
8	71	41	55	53	43	62	30	44	72	67	93	106
All	60	113	60	160	50	205	63	217	82	253	92	318

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method
The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's State mathematics AMO, which for 2007-08 is

144. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results
The school's performance index is 184. Nearly all of the students, 98%, performed at Level 2 or higher.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 – 8	2	12	65	21	435

PI	=	12	+	65	+	21	=	98
			+	65	+	21	=	86
						PI	=	**184**

Evaluation
The school's performance index in 2008-2009 is 184 which far exceeds the annual measurable objective of 144; therefore, the school has exceeded this measure. The achievement of 98% of students performing at levels 2 or higher and having only 2% of students perform at level 1 resulted in the school's performance index of 184, exceeding the AMO performance index of 144 by 40 points.

Additional Evidence
The students' performance in Mathematics has continued to improve over the course of the past four years. In each of the last four years the school's performance index has significantly exceeded the AMO. While the percent of students performing at Level 2 or higher has continued to increase, the number of students performing at Level 1 has also decreased over time. Indeed from school year 2005-2006 to school year 2008-2009, Level 1 performance decreased by 5 percentage points while Level 3 and 4 performance have increased by 15 and 12 percentage points respectively. Continuation of this trend positions our students well not only to continue to exceed the accountability measure, but also to achieve the NCLB mandate that all students perform at or above grade level by 2013.

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

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2004-05	8	53	2	43	55	0	145	80
2005-06	5-8	315	7	35	50	9	153	86
2006-07	5-8	380	4	25	55	15	165	86
2007-08	5-8	431	1	17	63	19	181	102
2008-09	5-8	435	2	12	65	21	184	144

Goal 2: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

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

Results
Ninety-two (92) percent of all tested Bronx Prep students who were enrolled in at least their second year performed at or above Level 3 on the state mathematics exam as compared to 65% of all students in the same tested grades in the local school district.

2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	88	107	65	2880
7	94	105	69	3077
8	93	106	63	3054
All	92	318	65	9011

Evaluation
The school met this measure as the performance of our students exceeded that of the students in the local district by 27 percentage points. At each grade level Bronx Prep students significantly outperformed their peers in the local district. It is particularly important to note that the students in grade 8 outperformed their peers by nearly 30 percentage points.

Additional Evidence
The school's performance has consistently outpaced that of the local district for the past four years. Our analysis reveals that Bronx Prep students have outperformed their local district peers by more than 20 percentage points in each of the last four years with the greatest differences of nearly 30 percentage points, having come in the past two school years. While the district students in grade 6 closed the gap a bit in the past three years, Bronx Prep students in grades 7 and 8 have continued to widen the gap between themselves and their district peers over the same three-year period. The largest gaps in performance occurred in the past two school years with Bronx Prep outpacing their district peers in grades 7 and 8 on average by more than 30 percentage points.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local* District	Charter *School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	90		43		76	30	78	45	77	55	88	65
7	69		66		32	26	65	37	95	56	94	69
8	71	27	55	22	43	19	30	28	72	45	93	63
All	60	27	60	22	50	28	63	39	82	52	92	65

* For 2003-04 and 2004-05 only 8th Grade data is available for the State Math Test

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method
The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results
The school's actual performance was 82.4%, significantly higher than the predicted level of performance which was 68.7%, and this difference produced an effect size of .77. Students' actual performance exceeded the predicted level of performance in grades 5, 6, 7, and 8, producing effect sizes of .50, .38, 1.48, and .74 respectively. Given the comparison to state-wide student performance, the overall result is that Bronx Prep students performed at a higher than expected level to a medium degree than their peers who share the same demographic characteristics in similar public schools.

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		117	84.60	77.16	7.44	0.50
6		111	76.60	70.26	6.34	0.38
7		109	94.50	68.21	26.29	1.48
8		95	72.60	57.17	15.43	0.74
All	62.41	432	82.40	68.73	13.67	0.77

School's Overall Comparative Performance:
Higher Than Expected to a Medium Degree

Evaluation

The school met this measure with an aggregate effect size of .77. As indicated above, students in each of the middle school grades performed at significantly higher than predicted levels as compared to their demographic peers in similar schools throughout the state. The actual performance of students in grade 7 produced an effect size of 1.48, indicating that these students performed at a higher than expected level to a high degree. While all students performed well, the aggregate effect size of .77 exceeds the required effect size of .3, and the school performed higher than expected to a medium degree.

Additional Evidence

An examination of student performance over the past four years for which data are available reveals that Bronx Prep student performance in Mathematics has consistently produced significant effect sizes. Students have performed in school years 2004-2005, 2005-2006, 2006-2007, and 2007-2008 at levels higher than expected to at least a medium degree as compared to the predicted levels of performance given the students' demographic characteristics. This consistently strong performance not only reflects improving trends in the last three years (with effect sizes increasing from .54 to .77), but also reflects ever deepening focus of the work of the mathematics department in better preparing students who are typically viewed as at-risk of failure due to their low income backgrounds.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	8	61.0	53	52.8	38.7	0.69
2005-06	5-8	63.3	315	59.0	46.5	0.54
2006-07	5-8	62.2	380	70.7	59.4	0.57
2007-08	5-8	62.41	431	82.40	68.73	0.77

Goal 2: Growth Measure
Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method
This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results
Students in grades 6 and 7 met and exceeded their target by demonstrating gains over their performance as 5th and 6th graders. In addition, the overall performance of students in all of the tested grades reflects a gain in performance of 6.5 percentage points.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
6	91	89	Gain	90.1	Yes
7	98	75.5	Gain	94.9	Yes
8	104	94.2	Gain	93.3	No
All	293	86.3	Gain	92.8	Yes

Evaluation
While the students in grades 6 and 7 and the overall performance of all tested grades met or exceeded the designated targets, the school only partially met this measure. Students in grade 8 slightly underperformed given their prior year's performance as 7th graders. Having met their targets last year as 7th graders, this year's grade 8 students were expected to demonstrate some gain in performance. However, their performance demonstrated minor slippage of less than 1 percentage point. Overall, we are heartened by student performance as the aggregate change in performance of students at or above grade level as they moved from one middle school grade level to the next was positive, reflecting a 6.5 percentage point improvement.

Additional Evidence
Student performance in Mathematics continues to improve. Despite the fact that one cohort did not meet their individual target, falling short by less than 1%, we see that this year the overall performance of students met and exceeded expected levels given the fact that students had performed

at or above grade level in their previous year at the school. Moreover, two of three cohorts as well as the overall group of students did in fact meet their targets.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2004-05	6-8	1	3
2005-06	6-8	1	3
2006-07	6-8	1	3
2007-08	6-8	1	3
2008-09	6-8	2	3

Goal 2: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

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

Results
Ninety-seven percent (97%) of the 2005 cohort demonstrated performance of at least 65 on a New York State Regents Mathematics exam by the completion of this, their fourth year in the cohort. This high level of performance reflects a solid trend similarly demonstrated by the previous two cohorts, 100% of whose members also passed a Regents Mathematics exam by the end of their fourth year in the cohort.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort[8]

Cohort Designation	Number in Cohort	Percent at Each Level [9]				Percent Passing [10]
		Level 1	Level 2	Level 3	Level 4	
2003	24	0	0	83	17	100
2004	26	0	0	85	15	100
2005	29	3	0	93	4	97

[8] Based on the highest score for each student on any mathematics Regents exam
[9] Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.
[10] With a score of at least 65

Evaluation

The school met and exceeded this measure as more than 75% of students in the 2005 cohort scored at 65 or higher on a state Mathematics Regents examination by the completion of their fourth year in the cohort. Specifically, 97% of students in the 2005 cohort respectively scored at least 65 on a state Mathematics Regents examination, thereby exceeding this measure by 22 percentage points.

Additional Evidence

While the performance of the first three graduation cohorts for our school far exceeded this measure, examination of student performance of the next three graduation cohorts provides even greater evidence of students' growing achievement. The members of the next three cohorts are well on their way to far exceeding the performance of past cohorts by achieving this standard earlier in their experience and, thereby, continuing to exceed this measure. Specifically, 95% of the members of the 2006 cohort have already passed a Mathematics Regents exam by the end of their third year in the cohort. Sixty-five percent (65%) of students in the 2007 cohort have passed a Mathematics Regents upon completion of their second year in the cohort as have 61% of students in the 2008 cohort at the end of their first year in the cohort. The school continues to maintain a high level of performance.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003	26	92	24	100				
2004	30	93	30	93	26	100		
2005	41	80	32	94	31	96	29	97
2006			48	67	44	86	37	95
2007					39	44	34	65
2008							79	61

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort		
	2003	2004	2005
Math A	100	97	97
Math B	88	33	20
Integrated Algebra	N/A	N/A	N/A
Geometry	N/A	N/A	N/A
Algebra 2	N/A	N/A	N/A

Goal 2: Absolute Measure
Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method
The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO, which for 2008-09 is 165. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results
The school's performance index is 194. This high level of performance is supported by achievement of 97% of our students who performed at Level 3 or 4 on a Mathematics Regents exam. One Bronx Prep student scored at Level 1 on a Mathematics Regents exam.

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

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
29	3	0	93	4

PI	=	0	+	93	+	4	=	97
				93	+	4	=	97
						PI	=	194

Evaluation
The school has met this measure and exceeded the annual measurable objective by 29 percentage points. With 97% of students performing at or above Level 3, the school is very close to meeting the 2013-2014 NCLB standard of having 100% of students demonstrate proficiency on at least one Mathematics Regents exam. As we continue to strengthen the curriculum and academic intervention services for high school students, and utilize interim assessment results to target instruction to the individual needs of students, we are confident that the State's more targeted and conceptually focused curriculum and assessment programs in Integrated Algebra, Geometry, and Algebra 2 will support our continued achievement of this measure and accomplishment of the required standard in the coming years.

Additional Evidence
The school's performance index has exceeded the annual measurable objective (AMO) in each year for the past three years. The performance index has exceeded the AMO by 47 points, 41 points, and 29 points respectively in the last three years. The percentage of students performing at Levels 3 and 4 has remained steady and such continued student performance at Levels 3 and 4 will support the school's impressive performance index. We are confident that the 2006 cohort and 2007 cohort, both of which already demonstrate 95% and 65% proficiency, respectively, in their second and third years of cohort membership, will ultimately achieve the 2013-2014 standards as well.

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

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	24	0	0	83	17	200	153
2004	26	0	0	85	15	200	159
2005	29	3	0	93	4	194	165

Goal 2: Comparative Measure
Each year, the percent to students in the high school Accountability Cohort passing a Regents Mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

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

Results
While data are not yet available for the local school district for the 2005 graduation cohort, the high level of performance of Bronx Prep in previous cohorts leads us to predict that our students will continue to outperform their local district peers.

Mathematics Regents Passing Rate
By Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	100	24	43	820
2004	100	26	61	1355
2005	97	29	*	*
* Data for 2008-2009 not yet available				

Evaluation
While the data are not yet available for the local district and no specific comparison is possible at this time for the 2005 cohort, we are confident that the performance of our students will compare

favorably to their district peers. We expect to meet this measure as we have consistently done so across all graduation cohorts to date.

Additional Evidence
While not all relevant multi-year data are available for the local district, we are confident that the achievement of our past cohorts and the interim achievement of our 2006, 2007, and 2008 cohorts, in their third, second, and first years of membership in those cohorts, will continue to reflect positive achievement trends. Bronx Prep will continue to maintain a high level of performance.

Goal 1: Comparative Measure
Each year the percentage of Bronx Prep students performing at or above Level 3 on the State Math exam will place Bronx Prep in the top quartiles of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.

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

(2.375 * Free Lunch Percentage) + LEP percentage.

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

Results
The table below displays Mean Scale Score Quartiles for All Charter School and Selected Sample data sets. Bronx Prep's scores for each grade are in parentheses. When compared both to All Charter Schools and the Selected Samples of similar schools, Bronx Prep's 7th and 8th grade students place the school in the top quartiles. Grade 6 students place the school in the top quartiles when compared to the Selected Sample of similar schools.

All Charter Schools	Quartile 1	Quartile 2	Quartile 3	Quartile 4
Grade 6 (672)	0-663	664-681	683-692	Above 692
Grade 7 (679)	0-660	661-670	671-677	Above 677
Grade 8 (684)	0-655	656-671	672-676	Above 676
Selected Sample	**Quartile 1**	**Quartile 2**	**Quartile 3**	**Quartile 4**
Grade 6 (672)	0-657	658-666	667-672	Above 672
Grade 7 (679)	0-662	663-670	671-682	Above 682
Grade 8 (684)	0-659	660-662	663-677	Above 677

Evaluation
The school has achieved this measure as students' mean scale scores place the school in the top quartiles as compared to All Charter Schools, as well as compared to a Selected Sample of similar schools. Bronx Prep's 6th Grade students demonstrated a mean scale score of 672. This result placed them in Quartile 2 when compared to 6th grade students in All Charter Schools and in Quartile 3 when compared to 6th grade students in the Selected Sample. Our students in grade 7, with a mean scale score of 679, successfully meet this measure as they fall within Quartile 4 when compared to grade 7 students in All Charter Schools and in Quartile 3 when compared to the 7th graders in the Selected Sample. Our grade 8 students with a mean scale score of 684, when compared to 8th graders in All Charter Schools and their grade level peers within the Selected Sample, fall within Quartile 4.

Summary of the Mathematics Goal
Our students continue to perform well in Mathematics exceeding the key absolute measure of 75% of students performing at or above grade level this year by 17 percentage points. Student progress in Mathematics is strong at both the middle level and high school level with achievement significantly exceeding the required measures. Not only do Bronx Prep students continue to demonstrate deepening understanding and achievement in mathematics, but also they consistently outperform their peers in the local public school district. Further, regression analyses results reveal that Bronx Prep students perform much more successfully than is expected given comparison to their demographic peers in All Charter Schools in the state of New York and similar public schools across the city of New York.

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved (92%)
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of	Achieved

	performance on the State exam by at least a small Effect Size.	
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	6th Grade – Achieved 7th Grade – Achieved 8th Grade – Exceeded 75% but Did Not Achieve required gains
Comparative	For the 2004-2005 through 2009-2010 school years, grade-level cohorts of Bronx Prep students will reduce by one half the gap between their average NCE in the previous spring on the Stanford 9 and an NCE of 50 (grade-level) in the current spring. If a grade level exceeds an NCE of 50 in the previous year, the cohort will show an increase in the current year.	N/A Bronx Prep transitioned from the Stanford 9 to the Terra Nova assessment this year and will report on this measure after administering the tests in spring 2009-2010.
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Absolute	Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.	2003 – Achieved 2004 – Achieved 2005 – Data Not Yet Available
Comparative	Each year the percentage of Bronx Prep students performing at or above Level 3 on the State Mathematics exam will place Bronx Prep in the top quartiles of all similar schools as determined by the Charter Schools Institute and based on similar school categories as generated by the State Education Department and New York City Department of Education.	Achieved

Action Plan

We will continue to have all Math teachers teach only Math to two classes of 25 or fewer students in double periods in the middle school and no more than four classes of 25 in the high school. As a result, increased focused class time will continue to be devoted explicitly to Mathematics instruction, and Math teachers have dedicated time built into their schedules to plan together. We will continue this structure in addition to having the middle school principal serve as the team leader for the Mathematics department's school-wide coach. Her expertise as a math instructor and coach will be targeted to supporting the instructional leadership development of the coach through lesson study and intervention support for students. In addition, the principal's work will focus on training the coach in approaches to adult learning, essential elements of instruction, and strategies for peer coaching in order to ensure that the school-wide approach to professional development has the needed impact on teaching and learning.

We will continue to conduct analysis of the data and identify students who need intervention services. These students will be placed in skill-specific academic intervention service groups in order to have their specific developmental needs addressed. Trained intervention specialists, college student tutors, and peer tutors will provide instructional support for these students in the context of our evolving

approach to student support services which will include increased parental engagement and which will be actively monitored by administrators.

Each student whose performance is deemed to place him/her at risk of underachievement on the state assessment will have an individualized intervention plan through which his/her specific skill development needs will be met. A critical component of the development of an effective academic intervention services program for us will be the targeted monitoring and accountability strategies. Our head of school and principals will meet regularly with the academic intervention service providers in order to monitor and support the refinement of remediation and acceleration strategies.

The head of school and principals will also implement a targeted monitoring system which will focus on the teachers' use of ongoing assessment to plan, evaluate, and refine the quality of teaching and learning. This monitoring system will increase the effectiveness of our interactions with parents as well as provide teachers with concrete ways in which to connect their daily instructional planning and lesson presentation to students' achievement.

Increasing the focus on problem solving, conceptual understanding, and the use of writing to analyze and explain one's thinking in mathematics is another critical step which we will take in order to improve our student's performance in math. Our work in this area will continue to be accomplished primarily through professional development which we provide with specific emphasis on implementation of the *EveryDay Math, Connected Math, Impact Math, and Prentice Hall* core curriculum materials, supervision to support adherence to the scope and sequence, and ongoing evaluation and improvement of teachers' capacity to adjust their instruction in order to meet students' skill development and learning needs. Our transition to course design in alignment with the State's more focused curriculum frameworks and assessment programs in Integrated Algebra, Geometry, and Algebra 2 will continue such that students in the upper middle school grades continue to acquire the core algebraic concepts and prepare for more rigorous course offerings at the high school level including advanced placement.

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

SCIENCE

Goal 3: Science
In each year, 75% of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science Examination.

Background

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

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

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

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

Method

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

Results

The 2008-2009 results are not yet available.

Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

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

* Data for 2008-2009 not yet available

Evaluation
An evaluation of the grade 8 student performance will be conducted as soon as data is made available.

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

Science Performance
by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	54	40	48	50	45	58	31	45	51	93	*	*

* Data for 2008-2009 not yet available

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

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

Results
While the data are not yet available for 2008-2009, the 2007-2008 data reflects that our 8th grade student performance far exceeds that of students in the 8th grade in the local district.

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

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	51	93	31	2982

* Data for 2008-2009 not yet available

Evaluation
Based on the available data, the school met this measure in that performance of Bronx Prep 8th graders exceeded that of their district peers by 20 percentage points.

Additional Evidence
Analysis of the data available for the past 5 years indicates that the 8th grade students consistently outperform their local district peers. The performance gaps range from a low of 13 percentage points in school year 2006-2007 to a high of 27 percentage points in both 2004-2005 and 2005-2006. This trend leads us to predict that the students will continue to significantly outperform their local district peers.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	54	31	48	21	45	18	31	18	51	31	*	*

* Data for 2008-2009 not yet available

Goal 3: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.

Method

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

Results
Eighty-three (83) percent of students in the 2005 cohort passed a New York State Science Regents exam by the completion of their fourth year in the cohort.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort[11]

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

Science Regents Passing Rate by Cohort and Year

Cohort	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing	Cohort Size	Percent Passing
2003					26	81	24	83				
2004					30	56	30	70	26	77		
2005					41	71	32	75	29	76	29	83
2006							48	44	44	54	37	70
2007									39	41	34	68
2008											79	35

Evaluation
The school met this measure as more than 75% of the 2005 cohort passed a Science Regents exam by the completion of their fourth year in the cohort. Indeed, both of the 2003 and 2004 cohorts also passed a Science Regents exam by the end of the fourth year in their respective cohorts at the rates of 83% and 77%. The 2005 cohort exceeded the measure by 8 percentage points. As the school continues to deepen the Science curriculum and more effectively implements interim assessment and academic intervention programs, student performance will continue to improve.

Additional Evidence
The performance of our rising graduation cohorts also provides encouragement about future performance and improvements in teaching and learning in the sciences at Bronx Prep. Members of the 2006 cohort have already passed a Science Regents exam at a 70% rate in their third year in the cohort. More than two-thirds of the members of the 2007 cohort (68%) have also already passed a Science Regents exam by the end of the second year in the cohort. Students in their first year in the 2008 cohort have also made significant progress in meeting and exceeding this measure as more than one third of the cohort has already passed a Science exam. Having past cohorts far exceed the measure and rising cohorts that are more rapidly approaching the measure earlier in their cohort experience suggests that the school will continue to meet and exceed expectations regarding student performance on high school level State Science assessments.

[11] Based on the highest score for each student on any science Regents exam

(§) Goal 3: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

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

Results
While data are not yet available for the local district for school year 2008-2009, past performance of Bronx Prep's students leads us to predict that our students will continue to outperform their district peers.

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

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

*2005 Cohort Data Not Yet available

Evaluation
As indicated on the above chart, members of Bronx Prep graduation cohorts outperform their local district cohort peers, and we have met this measure. The 2003 cohort outperformed their peers by 46 percentage points, and the 2004 cohort outperformed their peers by 30 percentage points.

Summary of the Science Goal

While the 2008-2009 Science data is unavailable for our 8th grade students, as well as for the local district students, our high school data reflects very strong achievement, and we are confident that we are substantively close to meeting our overall goal. We have achieved and exceeded the absolute measure of having 75% of students in each high school accountability cohort score a 65 or higher on a Science Regents exam by the completion of their fourth year in the cohort. The interim performance of the rising cohorts provides further indication that the school will continue to maintain a high level of performance.

There is much room for improvement in the performance of our middle school students in Science. However, our middle school students consistently outperform their peers in the local district and performance of our students when they reach the high school level meets and exceeds standards. We expect that our action plans will position all of our students to substantively increase their achievement in years to come.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.	Data Not Available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	2006- Achieved 2007- Achieved 2008- Achieved 2009- Data Not Available
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.	Achieved
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	2003 Cohort – Achieved 2004 Cohort – Achieved 2005 Cohort – Data Not Available

Action Plan

The continued development of strong curriculum and a focused interim assessment program in Science will be the central elements of our action plan to improve Science learning and achievement. Our Science teachers will be supported by two coordinators, one each at the middle school and high school levels. The work of this instructional team will be directly supervised by our principals who will train coordinators in approaches to adult learning, essential elements of instruction, and strategies for peer coaching in order to ensure that the school-wide approach to professional development has the needed impact on teaching and learning.

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

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

persuasive writing activities will also be developed in conjunction with the English department.

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

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

SOCIAL STUDIES

Goal 4: Social Studies
Bronx Prep students will understand, analyze and evaluate history and geography.

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

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

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

Our Social Studies faculty will be supported by the work of a coach and our high school principal who has an extensive background as a history teacher. The focus of professional development will center on strengthening the curriculum and enhancing teachers' capacities to build critical reading, writing, and thinking skills through the study of history and social science constructs.

Goal 4: Absolute Measure
Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method
The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2008 and 8th grade in June 2009. Each student's raw score is converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results
Data are not yet available for the 2008-2009 school year for students in grade 8.

Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	30	14	45	10	55	109
	Students in At Least 2nd Year	N/A	N/A	N/A	N/A	N/A	N/A
8	All Students	N/A	N/A	N/A	N/A	N/A	N/A
	Students in At Least 2nd Year	N/A	N/A	N/A	N/A	N/A	N/A

Evaluation
As soon as data are made available for 2008-2009, we will update this report with an appropriate evaluation of student performance for the current school year.

Additional Evidence
Analysis of 8th grade student performance reveals a trend of improvement; however, overall performance still falls short of expectations. Changes in faculty assignments, curriculum design, and interim assessments have supported improvement such that we are approaching the standards, and we anticipate meeting this measure as improvement trends continue.

Social Studies Performance
by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-2009	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	22	41	25	53	11	56	27	44	41	93	*	*

* 2008-2009 Data not yet Available

Goal 4: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

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

Results
Data are not yet available for the 2008-2009 school year.

2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level

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

* Data for 20078-2009 not yet available

Evaluation
While student performance has not yet risen to levels that we expect, our students have consistently outperformed their local district peers over the years, and we expect that we will continue to meet this measure in the future. As soon as data are made available for 2008-2009, we will update this report with an appropriate evaluation of student performance for the current school year.

Additional Evidence
Analysis of previous years' data suggests that Bronx Prep students will continue to outperform their local district peers. As we examine student performance for the past five years for which data are available, we see that in all but one of those school years (2005-2006) Bronx Prep students significantly outperform their peers. Given the overall performance trends, we treat 2005-2006 data as an outlier set as it seems to indicate, unlike in any other year, that Bronx Prep students and their local public school district peers performed at the exact same level. Excluding that year, the performance gaps of Bronx Prep students' performance over that of their local peers range from a low of 13 percentage points in 2004-2005 to a high of 23 percentage points in 2007-2008. We anticipate that our overall student performance will continue to increase and that the extent to which our students outperform their local district peers will continue to be significant going forward.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4											
	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8*	22	5	25	12	11	11	27	10	41	18	*	*

* Data for 2008-2009 not yet available

Goal 4: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method
New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2005 Cohort finished its fourth year.

Results
Of the 2005 Cohort, 76% scored at least 65 on the US History Regents exam by the completion of this, their fourth year in the cohort.

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

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

Evaluation
More than 75% of the 2005 cohort scored at least a 65 on the US History Regents exam, and therefore, the school met this measure. Indeed, both of the 2003 and 2004 cohorts also passed the US History Regents exam by the end of the fourth year in their respective cohorts at the rates of 92% and 81%. The 2005 cohort exceeded the measure by 1 percentage point. As the school continues to deepen the professional development of history teachers and more effectively implements interim assessment and academic intervention programs, student performance will continue to improve.

Additional Evidence
The performance of our rising graduation cohorts also provides encouragement as we consider future performance and needed improvements in teaching and learning in History at Bronx Prep. More than half of the members of the 2006 cohort have already passed the US History Regents exam in their third year in the cohort. Similarly, more than two-thirds of the members of the 2007 cohort (68%) have also already passed a US History Regents exam by the end of the second year in the cohort. Students in their first year in the 2008 cohort have also made significant progress in meeting and exceeding this measure as more than one-third (38%) of the cohort has already passed the US History exam. Having past cohorts far exceed the measure and rising cohorts that are more rapidly approaching the measure earlier in their cohort experience suggests that the school will continue to meet and exceed expectations regarding student performance on this high school level state assessment.

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

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003	26	29	24	92				
2004			30	50	26	81		
2005					29	66	29	76
2006							37	51
2007							34	68
2008							79	38

Goal 4: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

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

Results
Available data reflect performance of Bronx Prep graduation cohorts which exceeds that of the high school accountability cohorts from the local district. While the 2005 cohort data are not yet available for the local district, we anticipate that the strong performance of Bronx Prep cohort members will reflect similar results for this current school year.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	92	24	30	820
2004	81	26	43	1355
2005	76	29	*	*
*2005 Cohort Data not yet available				

Evaluation
Bronx Prep cohorts generally outperform their local district peers in US History and therefore meet and exceed this measure. Indeed, the Bronx Prep cohorts have consistently outperformed their peers by no less than 50 percentage points.

Additional Evidence
The performance trends of Bronx Prep cohorts reflects performance gaps of Bronx Prep students over their district peers of 62 and 38 percentage points in the past two years for which comparative

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

Goal 4: Absolute Measure
Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method
This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2005 Cohort finished its fourth year.

Results
As the table below indicates, 83% of the members of the 2005 cohort passed the Global History Regents exam by the completion of their fourth year in the cohort.

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

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

Evaluation
The school continued to meet and exceed this measure as 83% of the 2005 cohort passed the Global History Regents exam. Indeed, both of the 2003 and 2004 cohorts also passed the Global History Regents exam by the end of the fourth year in their respective cohorts at the rates of 96% and 88%. The 2005 cohort exceeded the measure by 8 percentage points. As the school continues to deepen the professional development of history teachers and more effectively implements redesigned History curriculum and courses, as well as interim assessment and academic intervention programs, student performance will continue to improve.

Additional Evidence
The performance of our rising graduation cohorts also provides encouragement as we consider future performance and needed improvements in teaching and learning in History at Bronx Prep. Members of the 2006 cohort have already passed the Global History Regents exam at a 73% rate in their third year in the cohort. Having past cohorts far exceed the measure and rising cohorts who are approaching the measure earlier in their cohort experience suggests that the school will continue to meet and exceed expectations regarding student performance on this high school level state assessment.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2005-06		2006-07		2007-08		2008-09	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2003	26	81	24	96				
2004	30	46	30	53	26	88		
2005			32	47	30	53	29	83
2006			48	40	48	40	37	73
2007								
2008								

Goal 4: Comparative Measure
Each year, the percent of students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

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

Results
Available data reflect performance of Bronx Prep graduation cohorts which exceeds that of the high school accountability cohorts from the local district. While the 2005 cohort data are not yet available for the local district, we anticipate that the strong performance of Bronx Prep cohort members will reflect similar results for this current school year.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2003	96	24	30	820
2004	88	26	40	1355
2005	83	29	*	*
*2005 data not yet available				

Evaluation
Bronx Prep cohorts generally outperform their local district peers in Global History and therefore meet and exceed this measure. Indeed, the Bronx Prep cohorts have consistently outperformed their peers by no less than 40 percentage points.

Additional Evidence

The performance trends of Bronx Prep cohorts reflects performance gaps of Bronx Prep students over their district peers of 66 and 48 percentage points in the past two years for which comparative data is available. This trend leads us to predict that our students will continue to perform well and exceed this measure.

Summary of the Social Studies Goal

While the 2008-2009 Social Studies data are unavailable for our 8th grade students, as well as for the local district students, our high school History data reflects very strong achievement, and we are confident that we are substantively close to meeting our overall goal. We have achieved and exceeded the absolute measures of having 75% of students in each high school accountability cohort score a 65 or higher on the US History and Global History Regents examinations by the completion of their fourth year in the cohort. The interim performance of the rising cohorts provides further indication that the school will continue to maintain a high level of performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	* Data for 2008-2009 not yet available
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	2005-2006- Achieved 2006-2007- Achieved 2007-2008- Achieved Data for 2008-2009 not yet available
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	Achieved
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	2003 – Achieved 2004 – Achieved 2005 – Data not Yet Available
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the percent of students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	2003 – Achieved 2004 – Achieved 2005 – Data not Yet Available

Action Plan

In the past two years we made critical staffing changes in the Social Studies department across the school with particular emphasis on revamping the middle school faculty and developing a coaching model that would balance emphasis on curriculum development and establishment of solid core instructional techniques. The focus on professional development will be more strategic going forward as we strive to build a 5-12 continuum of powerful teaching and learning in History at Bronx Prep. Having increased the staffing level so that Social Studies teachers only teach four Social Studies classes, we also focused our recruitment efforts on acquiring experienced teachers who understand the teaching triangle and who will be able to refine the curriculum and interim assessments which we will continue to develop in the coming year.

The continued development of strong curriculum and a focused interim assessment program in Social Studies will continue to be central elements of our action plan to improve Social Studies learning and achievement. We have begun training a senior History teacher to serve as an instructional coach. His

work will be supported and directly supervised by our high school principal who will train the coach in approaches to adult learning, essential elements of instruction, and strategies for peer coaching in order to ensure that the school-wide approach to professional development has the needed impact on teaching and learning. Moreover, the principal and coach will lead the review of the current scope and sequence and course outlines for all History classes in grades 5-12.

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

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

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

GOAL 5: HIGH SCHOOL GRADUATION
All graduating Bronx Prep students will be accepted to at least one college.

Goal 5: Absolute Measure
Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method
This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2008-09 the 2005 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English Language Arts, Mathematics, Science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

Graduation Requirements

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

Results
In the 2005 high school graduation cohort, 72% of the students graduated in 4 years.

Graduation Rates After Four Years by Graduation Cohort

Cohort	Cohort Size	Percent Graduating in 4 Years
2003	24	75
2004	26	73
2005	29	72

Evaluation

The school is approaching this measure but falls slightly short of having 75% of the cohort meet the 4-year graduation rate standard. As we continue to strengthen our overall programs in curriculum, instruction, assessment, and college advising, we believe that our school will maintain a high level of performance and indeed exceed this measure. Greater attention to individual student needs, improvement in special education, ESL, and intervention services, as well as focused professional development are critical elements of our ongoing improvement plans.

Goal 5: Absolute Measure

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

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2008-09 the 2004 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English Language Arts, mathematics, science, U.S. History and Global History.

Results

As the table below indicates, 96% of the students in both the 2003 cohort and the 2004 cohort graduated after 5 years.

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

Cohort Designation	Number in Cohort	Number Graduating	Percent Graduating
2003	23	22	96
2004	24	23	96
2005	*	*	*
* 2005 Cohort is in 4th Year			

Evaluation

The school met this measure in both cohorts 2003 and 2004.

Goal 5: Comparative Measure
Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.

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

Results
Available data reflect graduation rates for Bronx Prep students that exceed that of their local district peers. Regarding the 2003 cohort and the 2004 cohort, the most recent cohorts for which the local district data are available, the Bronx Prep cohort 4-year graduation rates exceed that of the local district by 20 and 13 percentage points respectively.

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

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

Evaluation
Examination of the available data suggests that the school meets this measure. This evaluation will be updated as soon as the most recent district data are made available. However, given past performance, we anticipate that Bronx Prep will continue to outperform the local district and exceed this measure in the future.

Goal 5: Absolute Measure
Each year, 100 percent of students in the high school graduation class will be accepted to at least one college.

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

Results
As the table below indicates, 100% of the 2005 graduation cohort has been accepted to at least one college.

Percent of Students who Are Accepted to At Least 1 College

Year of Graduating Class	Number in Graduating Class	Number Accepted to 1 College	% Accepted to >1 College
2003	18	21	100
2004	23	20	100
2005	26	28	100

Evaluation
We have met this measure which serves as a critical indicator of progress toward achievement of our mission to prepare students for college. While our cohort sizes have been small in these early years of our school's evolution, we are singularly focused on maintaining this high level of performance with larger cohorts as enrollment continues to increase.

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

Summary of the High School Graduation Goal

The school continues to achieve the goal of having all graduates accepted to college. While most scholars graduate and achieve the goal after four years in the high school cohort, some need additional time and support in order to do so. We are confident that our evolving curricular, instructional, assessment, and enrichment programs will continue to yield and surpass these impressive results.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort. (new measure)	2003 Cohort- Achieved (75%) 2004 Cohort- Approaching (73%) 2005 Cohort- Approaching (72%)
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort. (new measure)	2003 Cohort- Achieved 2004 Cohort- Achieved 2005 Cohort final data not yet available
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district. (new measure)	2003 Cohort- Achieved 2004 Cohort- Achieved 2005 Cohort final data not yet available
Absolute	Each year, 100 percent of students in the high school graduating class will be accepted to at least one college	2003 Cohort- Achieved 2004 Cohort- Achieved 2005 Cohort- Achieved

NCLB

Goal 6: NCLB
Under the state's NCLB accountability system, Bronx Prep's Accountability Status will be "Good Standing" each year.

Goal 6: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

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

Results
The school's NCLB status for the 2008-2009 school year is Good Standing. The school continues to demonstrate that the sub-groups and demographic categories of students among all tested students meet the state standards. In addition, the school continues to make adequate yearly progress toward overall nationally determined school goals.

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

Additional Evidence
The school has met this measure consistently each year since the 2003-2004 school year. This achievement is particularly noteworthy as our school is accountable for maintaining good standing at both the middle school and high school levels. In addition, our primary point of admission is grade 5 and we must, therefore, take all of the responsibility for any underperformance by our high school students as we spend four years preparing our middle school students for our own high school. The input and impact are considerably more direct and accountability more intense than is typically the case for high schools across the city, state, and nation.

NCLB Status by Year

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

UNIQUE PROGRAMMATIC FEATURES

Goal 7
Bronx Prep students will demonstrate performance skills.

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

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

Results
This year 100% of students in the 7th – 10th grades achieved a rating of proficiency or better in performance of an artistic piece before a jury of artistic instructors.

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

Average Score on Artistic Jury

Year	Piano	Strings	Guitar	Woodwinds	Theater (Speech and Drama)	Visual Arts	Dance	Band	Digital Photography
2006-2007	91.29	90.61	n/a	78.88	83.75	91.05	n/a	83.35	83.06
2007-2008	89.77	87.01	89.10	96.33	93.09	87.05	83.79	83.67	83.55
2008-2009	86.05	89.63	83.64	97.93	84.47	89.94	85.63	88.25	84.81

Summary of the Unique Programmatic Feature Goal

Bronx Prep students excel in the arts and we are proud that once again they have performed at levels which meet and exceed our expectations. They perform annually in the spring musical, place well in the National Forensics' League speech and debate competitions, and are admitted to increasingly competitive music camps and arts programs such as Ithaca College's Piano Institute and the young artists' programs at Cooper Union and Rhode Island School of Design. Their overall performance and individual performances give us confidence that they will continue to explore their talents in ways that position them well as they journey to higher education.

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

Goal 8
Bronx Prep students will develop and demonstrate character skills and civic responsibility.

Goal 8: Absolute Measure
By the end of each academic year 70% of Bronx Prep scholars will have satisfactory scholar dollar averages.

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

Goal 8: Absolute Measure
Each year the Bronx Prep middle school community will display civic responsibility by completing a minimum of two community service projects.

Method

Grade leaders and the middle grades advisor monitor students' engagement in community service over the course of the year. The middle school as an entire community participates in at least two grade-wide projects each year: production of a public service documentary on an issue of the students' choice and raising funds to support struggling families in our community, city, state, nation, or the world.

Results

This year, in continuing partnership with the Tribeca Film Institute, students created a documentary film on issues that adversely affect adolescents as they come of age in urban America. All students

participated either through their English Language Arts class or through their artistic class. In addition, the entire middle school helped to raise money to support families who, beyond the struggles they face in a recessive economy, were struck by tragedies this year including fires which burned down their homes.

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

- Collection of canned goods for families who live in temporary housing;
- Organization and beautification of our school space such that other community-based organizations may use our gym, cafeteria, library, auditorium, or classrooms;
- Serving as mentors to their peers; and
- Participation in projects outside of school which are sponsored by service organizations such as the Children's Aid Society or *Americorp's* Young Heroes.

Goal 8: Absolute Measure
By the end of their senior year all high school students will complete at least 100 hours of individual community service.

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

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

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

- Raising money for various causes that concern families in our community, city, state, nation, and the world including diabetes, asthma, breast cancer, and the need for blood donation;
- Serving as tutors to their younger peers;
- Serving as musical coaches, speech and debate coaches, and after-school enrichment coaches for their younger middle school peers;
- Participating in projects outside of school sponsored by *Americorp's* City Heroes;
- Collecting and providing clothing for teenagers who live in temporary housing;
- Creating programs in their neighborhoods such as sharing college preparation and application resources in their local community centers; and
- Volunteering in senior citizen centers, nursing homes, and children's after school programs.

Organizational Viability

Goal 9
Bronx Prep parents and students will be satisfied with the Bronx Prep program.

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

Goal 9: Absolute Measure
In the spring of each academic year, Bronx Prep will earn a satisfactory or better rating from 70% of Bronx Prep parents / guardians on a survey assessing how Bronx Prep fosters their child's character and civic responsibility.

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

Results
In 2008-2009, the percent of parents who were satisfied with Bronx Prep's efforts to show respect for and develop respect among students was 97%.

Evaluation
Bronx Prep again met and exceeded this measure this year by 27 percentage points.

Goal 9: Absolute Measure
Each year parents will express satisfaction with the school's program, based on the school's Parent Satisfaction Survey in which at least two thirds of all parents provide a positive response to each of the survey items.

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

Results
In 2008-2009, 94% of parents indicated their satisfaction with the school.

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

Goal 9: Absolute Measure
Each year, 90% of all students enrolled during the course of the year return the following September.

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

Results
The percentage of parents who re-enrolled their students in September 2008 as compared to those who were enrolled in September 2007 was 92%.

Student Re-enrollment at Bronx Prep

Total Enrolled September 2005	Number Still Enrolled September 2006	Percent Re-enrolled
432	395	91.4%
Total Enrolled September 2006	Number Still Enrolled September 2007	Percent Re-enrolled
506	457	90.3%
Total Enrolled September 2007	Number Still Enrolled September 2008	Percent Re-enrolled
566	522	92%

Evaluation
Bronx Prep met this measure as more than 90% of all students enrolled during the course of the 2007-2008 school year re-enrolled for the 2008-2009 school year. We believe that improvement in student achievement, expansion of parent training and workshops, and on-going success of our college preparation program will continue to serve as strong motivation for our parents to remain as committed to Bronx Prep as we are committed to their children.

Goal 9: Absolute Measure
Each year the school will have an attendance rate of at least 95%.

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

Results
Bronx Prep's attendance rate for 2008-2009 was 96%.

Evaluation
Bronx Prep met and exceeded this measure with an attendance rate of 96%. Each year Bronx Prep students attend school at an average rate of 95% or higher. Specifically for the last four years, attendance has been 96%, 96.05%, 98.17%, and 96% respectively.

Attendance 2005-06 to 2008-09		
School Year	**Student Count**	**Attendance %**
2005-2006	395	96%*
2006-2007	457	96.05%
2007 -2008	522	98.17%
2008-2009	623	96%
**Source for 2005-2006 Data is State Report Card*		

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

Summary of the Organizational Viability Goal

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

Type	Measure	Outcome
Absolute	By the end of each academic year 70% of Bronx Prep scholars will have satisfactory scholar dollar averages.	Achieved (we no longer use scholar dollars, instead reporting to parents via scholarly reports)
Absolute	Each year the Bronx Prep middle school community will display civic responsibility by completing a minimum of two community service projects.	Achieved
Absolute	By the end of their senior year all high school students will complete at least 100 hours of individual community service.	Achieved
Absolute	In the spring of each academic year, Bronx Prep will earn a satisfactory or better rating from 70% of Bronx Prep parents / guardians on a survey assessing how Bronx Prep fosters their child's character and civic responsibility.	Achieved (we did not conduct the Bronx Prep parent survey because we are now required to conduct NYC DOE Progress Report surveys. On that survey 97% of parents expressed satisfaction with the school environment)

Organizational Viability

Type	Measure	Outcome
Absolute	Each year parents will express satisfaction with the school's program, based on the school's Parent Satisfaction Survey in which at least two thirds of all parents provide a positive response to each of the survey items.	Achieved (we did not conduct the Bronx Prep parent survey because we are now required to conduct NYC DOE Progress Report surveys. On that survey 94% of parents expressed satisfaction with the school's program)
Absolute	Each year, 90% of all students enrolled during the course of the year return the following September.	Achieved
Absolute	Each year the school will have an attendance rate of at least 95%	Achieved

Organizational Viability (continued)

Goal 10: Absolute Measure
Each year, the school has generally and substantially complied with all applicable laws, rules and regulations, including, but not limited to, the New York State Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of the Bronx Prep by-laws and charter.

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

Goal 10: Absolute Measure
Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Other systems, policies, procedures, and controls that are in place in order to ensure that legal and charter requirements are met have been codified in the school's policies and procedures manual,

standard operating procedures manual, and student/parent handbook. These include the code of conduct and related discipline procedures, personnel policies, budgeting procedures, compensation policy, and fiscal and operational controls. Such policies, procedures, and controls are reviewed by our Board of Trustees annually with appropriate insight and guidance provided by independent counsel as well as the charter school's institute lead counsel.

Goal 10: Absolute Measure
Each year the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Bronx Prep has established an explicit budgeting and reporting cycle. Coordinated by the Head of School and Chief Financial and Operating Officer, fiscal year planning begins the previous fall with executive staff level review of current and future needs as incorporated into the current long-range plan. Particular attention is paid to staffing levels to ensure that an appropriate, sustainable student/staff ratio is maintained, this being the most critical determinant of budgetary control. Through the winter, iterative budget development with staff and members of the Finance Committee of the Board of Trustees continues. In late winter, upon release of preliminary per pupil funding information by New York State, the Board approves a draft budget so that leadership can make more specific plans and begin staff recruitment. Final Board budget approval is given in June following third quarter current year projections and the release of final per pupil funding rates.

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

Goal 11: Absolute Measure
Each year Bronx Prep will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED or the Charter Schools Institute.

Bronx Prep has taken corrective action in order to address compliance deficiencies identified by the State Education Department and the Charter Schools Institute. Specifically, the school has operated under a corrective action plan to address non-compliance with teacher certification requirements for the last four years. During this period of corrective action, the school has developed on-site certification courses in partnership with Mercy College and has provided interest free educational loans to staff in order to support their efforts to complete certification requirements. In addition, the school provided targeted certification support in planning each uncertified teacher's course of action. Despite these efforts, several teachers fell short of meeting the certification requirements. This failure, coupled with turnover in hard-to-staff license areas such as physics, mathematics, and the sciences, led to the school's being placed on probation. As required by the probation guidelines, the school developed and the board endorsed an action plan that specified the steps to be taken by each

uncertified teacher, the time frame within which the steps will be taken, and the commitment to have employment and contract decisions hinge in part on certification compliance. The Charter Schools Institute received the Board's memorandum of understanding on March 1, 2009 and we are confident that the school will be in full compliance by September 1, 2009 as required.

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

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

Goal 11: Absolute Measure
Each year Bronx Prep will operate on a balanced budget, meaning actual revenues will meet or exceed actual expenses.

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

Goal 11: Absolute Measure
At the end of each fiscal year, unrestricted net assets will be equal to or exceed 2% of the school's operating budget for the upcoming year.

As indicated in our most recent audited financial statements, Bronx Prep's unrestricted net assets totaled more than $2.5 million at the end of fiscal year 2008 which far exceeds the required percentage of the school's operating budget currently projected for 2008-2009 at $10.4 million.

Summary of the Organizational Viability Goal (continued)

Bronx Prep remains a viable school organization as we continue to demonstrate both compliance with and effective application of all applicable laws, rules, and regulations. We report in a timely manner on our academic progress as well as our fiscal and operational functioning. As is the case each year, this year we specifically responded to any compliance concerns that were raised and have effectively addressed all related issues. The only major area of non-compliance for us was teacher certification. We had already developed support programs for our teachers including on-site graduate courses taught in partnership with Mercy College as well as no-interest educational loans that allowed teachers to complete courses as needed to meet licensing requirements. Having made significant progress in this area in the past two years, we are confident that we will move from having 96% of our teachers certified to 100% compliance with state certification requirements. Moreover, we are confident that our teachers will not only be certified and highly qualified, but also continue to be increasingly effective in providing high quality education for our students.

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

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

Appendix A – Final College Attendance for the Class of 2009

First Name	Last Name	College Acceptance
Asiah	Abney	Howard University
Roman	Barksdale	Long Island University
Hardy	Bell	Long Island University
Tone-na	Cousar	SUNY Oswego
Jonathan	Diaz	University of Rochester
Jasmine	Drake	Univesity of Virginia
Aniqa	Garrison	SUNY Suffolk
Barbara	Germosen	Lehman College
Brian	Haskins	Utica College
Fatisha	Holness	SUNY Canton
Jayvone	Johnson	Cazenovia College
Christopher	McBride	Utica College
Shane	McElveen	St. John's University
Diana	Merino	Fordham University
Wayne	Minix	Brooklyn College
DeOndre	Morris	Mercy College
Oladoyin	Oladeru	University of Rochester
Qwest	O'Reilly	SUNY Geneseo
William	Rodriguez	Holy Cross
Andrna	Spencer	Wellesley College
Jasmine	Swope	Tufts University
Joshua	Vargas	Skidmore College
Tayisha	Western	SUNY Sullivan
Princess	Williams	SUNY Morris
Christian	Gomez	College of Staten Island

Progress Report Modeler - Page 1

Bronx Prep Charter School (84X703)
MIDDLE SCHOOL
Peer Index = 3.27

Overall Grade	**A**	
Overall Score	79.6	(out of 100)
School Environment:	14.0	(out of 15)
Student Performance:	20.6	(out of 25)
Student Progress:	38.2	(out of 60)
Additional Credit:	6.8	(max 15)

Important Note: This modeler is intended for analytical purposes only. The overall grade is determined using the published 2008-09 cut scores. Each school's 2007-08 Progress Report data is shown; however, when simulated, the values for each metric and overall score may be slightly different due to rounding issues in Excel. Please defer to your Progress Report on your school's Web site if there are slight differences in anything presented here. Please contact PR_Support@schools.nyc.gov if you have any questions.

Indicates values that can be modified

Blue text indicates values that will change based on inputted values

School Environment

Comprises 15% of the Overall Score

This Year's Score: 0.932 x 15 = 14

	Simulated Score	2007-08 Score	Your School Relative to Peer Horizon	Your School Relative to City Horizon	Number of students
Survey Scores (10 points)					
Academic Expectations:	7.7	7.5	76.2% (6.1 – 8.2)	70.4% (5.8 – 8.5)	
Communication:	6.8	6.6	75.0% (5.0 – 7.4)	69.2% (5.0 – 7.6)	
Engagement:	7.0	6.8	76.9% (5.0 – 7.5)	70.0% (4.9 – 7.9)	
Safety and Respect:	7.5	7.3	73.1% (5.6 – 8.2)	69.7% (5.2 – 8.5)	
Attendance (5 points)	99.6%	99.6%	138.0% (88.7% – 96.6%)	113.0% (84.8% – 97.9%)	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: 0.825 x 25 = 20.6

	Simulated Score	2007-08 Score	Your School Relative to Peer Horizon	Your School Relative to City Horizon	Number of students
English Language Arts					
Percentage of Students at Proficiency (Level 3 or 4):	69.8%	59.7%	93.1% (37.2% – 72.2%)	78.7% (2.6% – 88.0%)	429
Median Student Proficiency (1.00-4.50):	3.13	3.09	75.0% (2.83 – 3.23)	69.3% (2.34 – 3.48)	429
Mathematics					
Percentage of Students at Proficiency (Level 3 or 4):	86.3%	82.4%	91.0% (39.9% – 90.9%)	85.0% (8.5% – 100.0%)	431
Median Student Proficiency (1.00-4.50):	3.51	3.48	78.1% (2.76 – 3.72)	75.9% (2.09 – 3.96)	431

Student Progress

Comprises 60% of the Overall Score

This Year's Score: 0.636 x 60 = 38.2

	Simulated Score	2007-08 Score	Your School Relative to Peer Horizon	Your School Relative to City Horizon	Number of students
English Language Arts					
Percentage of Students Making at Least 1 Year of Progress	61.4%	54.0%	75.4% (42.4% – 67.6%)	67.1% (41.0% – 71.4%)	415
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	84.5%	74.8%	80.0% (64.5% – 89.5%)	72.3% (61.5% – 93.3%)	151
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.25	0.19	59.3% (0.09 – 0.36)	60.0% (0.07 – 0.37)	188
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.02)	(0.13)	86.4% ((0.21) – 0.01)	86.2% ((0.27) – 0.02)	227
Mathematics					
Percentage of Students Making at Least 1 Year of Progress	58.8%	62.0%	46.1% (39.7% – 81.1%)	49.8% (35.5% – 82.3%)	417
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	67.2%	73.2%	43.1% (52.0% – 87.3%)	50.2% (44.5% – 89.7%)	142
Average Change in Student Proficiency for Level 1 and Level 2 Students	0.49	0.28	82.8% (0.01 – 0.59)	87.7% ((0.01) – 0.56)	89
Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.03)	0.02	50.0% ((0.24) – 0.18)	57.1% ((0.31) – 0.18)	328

Progress Report Modeler - Page 2

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

This component can only improve a school's Progress Report grade. t cannot lower a school's grade.

Credit	Simulated Score	2007-08 Score	Student Group
			English Language Arts
0.75	27.6%	10.0%	English Language Learners
1 50	37.5%	23.5%	Special Education Students
1 50	33.3%	18.8%	Hispanic Students in the Lowest Third Citywide
0.75	21.9%	15.6%	Black Students in the Lowest Third Citywide
			Other Students in the Lowest Third Citywide
			Mathematics
	16.7%	20.0%	English Language Learners
	31.3%	47.1%	Special Education Students
1 50	46.3%	37.0%	Hispanic Students in the Lowest Third Citywide
0.75	36.4%	26.2%	Black Students in the Lowest Third Citywide
			Other Students in the Lowest Third Citywide

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Bronx Prep Charter School are:

DBN	School Name	DBN	School Name
30Q230	I.S. 230	29Q259	Pathways College Preparatory School A College Board Sch
29Q283	Preparatory Academy for Wr ters A College Board Schoo	24Q073	I.S. 73 - The Frank Sansivieri Intermediate School
02M131	M.S. 131	28Q217	J.H.S. 217 Robert A. Van Wyck
05M670	Thurgood Marshall Academy for Learning and Social Cha	31R072	I.S. 072 Rocco Laurie
02M655	Life Sciences Secondary School	84K357	Kipp Amp (Always Mentally Prepared) Charter School
20K259	J.H.S. 259 William Mckinley	24Q005	I.S. 5 - The Walter Crowley Intermediate School
27Q210	J.H.S. 210 Elizabeth Blackwell	09X215	Kappa
21K468	Kingsborough Early College School	31R002	I.S. R002 George L. Egbert
27Q202	J.H.S. 202 Robert H. Goddard	21K096	I.S. 096 Seth Low
10X118	J.H.S. 118 William W. Niles	21K690	Brooklyn Studio Secondary School
23K697	Teachers Preparatory High School	31R061	I.S. 061 Wil iam A Morris
21K303	I.S. 303 Herbert S. Eisenberg	30Q010	I.S. 010 Horace Greeley
15K821	Sunset Park Prep	22K078	J.H.S. 078 Roy H. Mann
22K278	J.H.S. 278 Marine Park	02M896	Greenwich Village
13K113	J.H.S. 113/Old 294 Edmonds Center	84M335	Leadership Vi lage Academy Charter School
24Q125	I.S. 125 Thom J. McCann Woodside	13K266	M.S. K266 - Park Place Community Middle School
15K443	New Voices School of Academic & Creative Arts	20K227	J.H.S. 227 Edward B. Sha low
10X225	Theatre Arts Production Company School	10X413	Bronx High School for Medical Science
01M345	Collaborative Academy of Science Technology & Law	29Q109	Jean Nuzzi Intermediate School
23K522	Mott Hall IV	29Q238	I.S. 238 Susan B Anthony

Charter School Student Attrition Rates
2008-09

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	0	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	3	0	0	0
Number of students leaving for more restrictive special education setting	0	0	0	0
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	0	0	0	0
Number leaving for other reasons (undetermined)	10	34	18	0
Total number of students leaving.	13	34	18	0
Highest Number Enrolled *(July 1 – June 30)*	*632*	617	561	0
Total Percent Attrition	**2%**	**5%**	**3.2%**	**0**

Charter School Teacher Attrition Rates
2008-09

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	49	46	40	28
Number of Special Area Teachers	17	15	13	12
Total Number of Teachers	66	61	53	40
Total Number of Teachers Leaving	7	21	16	10
Total Percent Attrition	**12**	**34**	**30**	**25**

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
PUBLIC SCHOOL CHOICE PROGRAMS
ROOM 462, EDUCATION BUILDING ANNEX
ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE SCHOOL YEAR ENDED 06/30/2009 (UNAUDITED)

Charter School Code: 320900860807

Charter School Name:	**BRONX PREPARATORY CHARTER SCHOOL**		
Contact Person:	**Paul M. Ness Chief Financial/Operating Officer**	**Phone:**	**718-294-0841 x2223**

REVENUES

A	State Sources	$	11,405
B	Federal Sources		708,560
C	Public School Districts		
	1 Basic Operating Revenues		7,870,114
	2 State Aid-Pupils with Disabilities		459,460
	3 Federal Aid-Pupils with Disabilities		-
	4 Other Revenue from Public School Districts		-
D	All Other Revenues		1,142,709
E	**TOTAL REVENUES FROM ALL SOURCES:**	**$**	**10,192,248**

		Salaries	Other	Total
F	General & Administrative	475,424	174,986	650,409
G	Instructional Supervision	424,760	-	424,760
H	All Other Instruction	3,780,342	963,825	4,744,166
I	Pupil Services	345,153	104,446	449,599
J	Pupils with Disabilities	306,778	-	306,778
K	Transportation	-	-	-
L	Community Services	36,400	5,893	42,293
M	Operation and Maintenance	141,320	1,238,603	1,379,923
N	Employee Benefits	-	1,142,462	1,142,462
O	Debt Services	-	-	-
P	School Lunch	-	256,934	256,934
Q	Capital Expense	-	-	-
R	TOTAL EXPENDITURES	5,510,176	3,887,149	**9,397,325**

S	**Enrollment (Annual FTE)**	**628.71**
T	**Expenditures Per Pupil**	**$14,947**

Signature: _____ **Date:** 7/29/09

Chief School Officer

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: BRONX PREP
2. Trustee's name (print): PHILIP A. GELSTON
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): TRUSTEE
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank.	NONE		

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank. NONE				

Mary A. Martin
Signature

5/27/2009
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: BRONX PREP
2. Trustee's name (print): STEVE GUGGENHEIMER
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ____No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank.	NONE		

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
		NONE		
Please	*write "None"*	*if applicable.*	*Do not leave this space blank.*	

Signature _____ Date 5/16/09

Signature ***Date***

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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): Carlton Charles
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): board member
4. Home address: [redacted]
5. Business Address: _____
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
None	None	None	None

Please write "None" if applicable. Do not leave this space blank.

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None *Please write "None" if applicable. Do not leave this space blank*	None	None	None	None

Signature

5/16/09
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): Lee H. Flanagan
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): ~~Trustee~~ Chair - Accountability Cmte. member, Development, Compensation, Nominating
4. Home address: [redacted]
5. Business Address: _____
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank. NONE			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
N	0	N	G	

Please write "None" if applicable. Do not leave this space blank.

Signature Lisa Flanagan

Date 5/16/09

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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): LILIETH FERGUSON
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): PA Rep.
4. Home address: [redacted]
5. Business Address: _____
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
NONE Please write "None" if applicable. Do not leave this space blank.	NONE	NONE	NONE

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
NONE	NONE	NONE	NONE	NONE
Please write "None" if applicable.			*Do not leave this space blank.*	

Lilieth Ferguson
Signature

5/16/09.
Date

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DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): Kristin Kearns Jordan
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Development Committee + Strategic Planning Committee Chair
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ____No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank. none			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
Please write "None" if applicable. Do not leave this space blank. none				

Signature

May 16, 2009
Date

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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: BRONX PREP
2. Trustee's name (print): ALISON WEAVER
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): TRUSTEE
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ___V__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please ~~write~~ "None" if not applicable. Do not leave this space blank.	NONE		

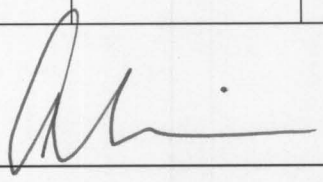
[1] *Form Revised May 24, 2006*

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Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**

NONE

Please write "None" if applicable. Do not leave this space blank.



Signature

MAY 16-2009

Date

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): Scott A. Nelson
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Board Chair
4. Home address: [redacted]
5. Business Address:
6. Daytime phone:
7. E-mail:
8. Is Trustee an employee of the school? ____Yes. ✔ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank.	None		

[1] *Form Revised May 24, 2006*

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Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable.	None		*Do not leave this space blank.*	

Beth A. Nelson
Signature

5/16/09
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: BRONX PREPARATORY CHARTER SCHOOL
2. Trustee's name (print): SHARON SIMPSON
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
NONE *Please write "None" if applicable. Do not leave this space blank.*			

[1] *Form Revised May 24, 2006*

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Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
NONE *Please write "None" if applicable.*			*Do not leave this space blank.*	

Ryan J. Gipson
Signature

5.16.09
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): Margaret Yates Thorne
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Development Committee Chair
4. Home address: [redacted]
5. Business Address: _____
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank.			

[1] *Form Revised May 24, 2006*

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Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
Merrill Lynch	long term loan		husband, Nathan Thorne previously worked for Merill Lynch disclosure only	N/A
Please write "None" if applicable.			*Do not leave this space blank.*	

Mayank Yates Thorne
Signature

5/16/2009
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: BRONX PREPARATORY SCHOOL
2. Trustee's name (print): LAWRENCE BASCOM
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Chair of Audit & Nominating Committees
4. Home address: [redacted]
5. Business Address: _____
6. Daytime phone: [redacted]
7. E-mail: _____
8. Is Trustee an employee of the school? ____Yes. ✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank.			

[1] *Form Revised May 24, 2006*

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Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable.	None	*Do not leave this space blank.*		

Lawrence Boxom
Signature

May 16, 2009
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): Philip Wharton
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Treasurer, Member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank. None			

[1] *Form Revised May 24, 2006*

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Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
N/A *Please write "None" if applicable.*			*Do not leave this space blank.*	

Nicky Watts
Signature

5/16/09
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Prep
2. Trustee's name (print): Sara Recktenwald
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "None" if applicable. Do not leave this space blank. NONE			

[1] *Form Revised May 24, 2006*

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Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
Please write "None" if applicable. Do not leave this space blank. NONE				

Signature [signature]

7/13/09
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Bronx Preparatory Charter School
2. Trustee's name (print): Nancy A. Garvey
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Finance Committee Chair
4. Home address: [redacted]
5. Business Address: —
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ___Yes. ✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
Please write "NONE" if applicable. Do not leave this space blank.			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	**Nature of Business Conducted**	**Approximate Value of the Business Conducted**	**Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest**	**Steps Taken to Avoid Conflict of Interest**
NONE *Please write "None" if applicable.*			*Do not leave this space blank.*	

Nancy A Garvey
Signature

5/16/09
Date

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: BRONX PREPARATORY CHARTER SCHOOL
2. Trustee's name (print): RAVI SURI
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): FINANCE COMMITTEE
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)
~~*Please write "None" if appl*~~ NONE ~~*Do not leave this space blank.*~~			

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
~~Please write "None" if applicable. Do not leave this space blank.~~ NONE				

Rani Srra
Signature

6/2/09
Date

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Dr. Samara Tait
Print Name, Head of Charter School

Signature and Date 7/29/09

Subscribed and sworn to before me this 29th day of July, 2009.

Notary Public

Shirley Rodriguez
Notary Public
State Of New York
No. 01R06152019
Qualified In Bronx County
Commission Expires : 8/28/2010

SCOTT A. NELSON
Print Name, President, Board of Trustees

Signature and Date 7/29/09

Subscribed and sworn to before me this 29th day of July, 2009.

Notary Public

Shirley Rodriguez
Notary Public
State Of New York
No. 01R06152019
Qualified In Bronx County
Commission Expires : 8/28/2010