



Renewal Recommendation Report Bronx Preparatory Charter School

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State University of New York
41 State Street, Suite 700
Albany, New York 12207

518-445-4250
518-427-6510 (fax)
www.newyorkcharters.org



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INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at:

<http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

BRONX PREPARATORY CHARTER SCHOOL

BACKGROUND

Bronx Preparatory Charter School (“Bronx Prep”) serves 750 students in grades 5-12 and is now in its 15th year of operation. The school is at the end of its third charter term. Bronx Prep’s mission is:

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

While carrying out that mission over many years, Bronx Prep built a reputation for strong student achievement. In the 2nd charter term, for example, Bronx Prep consistently outperformed its local school district at both the middle and high school levels, and exceeded its high school graduation and college preparation goal with nearly 100 percent of the school’s graduates having been accepted to at least one college or university. These outcomes were the result of the school’s significant investment in its college preparation and support program that included campus visits, preparation seminars, family outreach and even academic support once students enrolled in college.

Approximately two years prior to this renewal, the charter school’s¹ board of trustees (the “board”) determined it was necessary to make significant changes to the school’s program and rightly sought a solution in order to remain true to the school’s mission. The board analyzed several options for returning the school to its prior strong performance, eventually engaging Democracy Prep Public Schools Inc. (“Democracy Prep” or the “network”) to develop a comprehensive turnaround plan. In 2014, the SUNY Trustees approved a charter revision allowing Democracy Prep to serve as the school’s charter management organization (“CMO”) due in part to the organization’s success with previous school turnarounds. One of those turnarounds, the SUNY authorized Harlem Prep Charter School, evidenced remarkable improvement in its first year as a Democracy Prep school.

The network operates three additional charter schools in New York City authorized by the New York City Department of Education (the “NYCDOE”) and the New York State Board of Regents (the “Board of Regents”). Since 2012, Democracy Prep has also expanded into Camden, NJ, Washington, DC and Baton Rouge, LA. Bronx Prep remains an independent not-for-profit education corporation.

¹ Legally, charter schools in New York are not-for-profit education corporations. Throughout this report, the Institute uses both “education corporation” and “charter school” to indicate the same legal entity.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

The school is located in a private facility at 3872 Third Avenue, Bronx, NY in New York City Community School District (“CSD”) 9 that is owned by a tax-exempt philanthropic organization, Friends of Bronx Preparatory Charter School, Inc. (“Friends”), which raised money for the building and leases it to Bronx Prep.

EXECUTIVE SUMMARY

Although the SUNY Trustees voted to initially and subsequently renew Bronx Prep in 2005 and 2010 respectively, the Bronx Prep board, reflecting on the school’s slipping academic performance since the previous renewal, recognized that a partner was needed to support the school in continuing to meet its Accountability Plan goals in the future. Late in the school’s charter term, Bronx Prep’s leadership also changed, with the chair of the board and another board member serving as co-heads of school on an interim basis. Bronx Prep now has an executive director and continues to operate with separate middle and high school academy principals.

The Institute finds that Bronx Prep has come close to meeting its English language arts (“ELA”) goal for its middle school grades, and it continues to show steady growth. It is important to note that students enter Bronx Prep with the academic challenges accrued in prior educational settings and as those students progress through middle school to high school, they post strong performance with over 90% of graduates matriculating to college. Bronx Prep met its mathematics goal in the 2013-14 school year, again, continuing to show steady growth in student performance at the middle school level. The school has also met the majority of its ELA, mathematics and graduation measures for its high school grades. The school’s college prep high school has performed well with its four year graduation rate exceeding the local CSD by at least 19 percentage points in each of the last two years for which data is available.

The Institute conducted a renewal visit at the school on December 2, 2014. Because the school was in the process of administering interim assessments, the visit team was unable to observe a typical day’s instruction, as is its practice for renewal reviews. As a result, two Institute staff members returned to the school on January 14, 2015, and conducted classroom observations. The findings detailed in the Pedagogy section below reflect observations from this follow up visit. A key component of the visit was to assess the degree to which the new Democracy Prep program is being successfully implemented at Bronx Prep. Based on the evidence gathered during the renewal visit, the Institute concludes that the Democracy Prep program is beginning to be faithfully implemented at the school.

NOTEWORTHY

Over the last five years, 100 percent of Bronx Prep graduates have been admitted to college. The school takes immense pride in its alumni and maintains a seat on the board with full voting privileges for an alumni representative.

RENEWAL RECOMMENDATION

RECOMMENDATION: FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Bronx Preparatory Charter School for a period of five years with authority to provide instruction to students in 6th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 710 students.

To earn a Subsequent Full-Term Renewal, a school must have met or come close to meeting its academic Accountability Plan goals during the Accountability Period.²

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- The school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- The education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- Given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the

² SUNY Renewal Policies at page 14.

³ See New York Education Law § 2852(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the plans to meet or exceed the targets, and the plans to educate students with disabilities, ELLs and FRPL students, satisfactory. The Institute also found the school is making good faith efforts to attract and retain such students in accordance with the Act.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

RENEWAL RECOMMENDATION

REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not for profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions for framing benchmark statements to determine if a school has made an adequate case for renewal:

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation's authority to operate the school, are its plans for the school reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

Bronx Prep is an academic success given that it has met or come close to meeting its key Accountability Plan goals and based on evidence about the educational program compiled on school evaluation visits during the charter term and at the time of the renewal review using the SUNY Renewal Benchmarks⁵ showing the program is educationally sound and effective. Bronx Prep is also an academic success because it has successfully transitioned to the Democracy Prep middle and high school educational programs Bronx Prep described in the revision of its charter approved by the SUNY Trustees in 2014. Those programs have shown success as measured by school renewal in other New York City charter schools not authorized by SUNY.

At the beginning of the Accountability Period,⁶ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁷ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁸ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. Bronx Prep did not propose or include any additional measures of success in the Accountability Plan it adopted.

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools’ Accountability Plans. The

⁵ *State University of New York Charter Renewal Benchmarks* (version 5.0, the “SUNY Renewal Benchmarks”), available at <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

⁶ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. In the case of a subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

⁷ Education Law § 2850(2)(f).

⁸ Education Law § 2854(1)(d).

RENEWAL BENCHMARK CONCLUSIONS

Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,⁹ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of the report.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

Academic Attainment. Throughout the five years of the current charter term, Bronx Prep has met or come close to meeting its key academic Accountability Plan goals in ELA and mathematics. Its middle school performance declined early in the charter period before improving in recent years. The high school posted two years of strong ELA and mathematics data at the high school level. Bronx Prep met or came close to meeting its high school graduation and college readiness goals throughout the charter term. The school also met its social studies goal at the high school level and its science goals and NCLB goals at the middle and high school levels.

At the middle school grades, the Institute analyzes key comparative and growth measures under the school’s ELA and mathematics goals to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of Bronx Prep’s 5th through 8th grades relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore not dependent on any changes in New York’s assessment system. As such, the measure, and the school’s performance on the measure, is not relative to the test, but relative to how strong Bronx Prep performs in improving student learning compared to other schools’ performance in improving student learning.

The growth measure provides an opportunity to see how Bronx Prep performs in catching students in its 5th through 8th grades up to performing academically at grade level or at or above “proficiency.” It also provides a look at how well a school does at keeping students proficient, or on grade level, every year. For a student who is proficient, keeping up to grade level means the student should make one year’s progress in one year’s time. For a student below grade level, in order to reach proficiency, the school must help the student grow *more* than one grade level every year in order to catch up.

⁹ While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13. During 2012-13, the state revised its methodology for calculating a school’s Performance Index and the Institute did not. The Institute continues to use the same methodology in place when Bronx Prep adopted its Accountability Plan to calculate a Performance Level Index and does not expect its results to match those of the state’s Performance Index.

RENEWAL BENCHMARK CONCLUSIONS

The Institute uses the state's mean growth percentiles as a measure of a school's comparative year-to-year growth in middle school student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on last year's assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is catching students who were previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

Based on the results of the three middle school and four high school measures in its Accountability Plan, Bronx Prep has met or come close to meeting its ELA goal throughout the charter term. According to the middle school's comparative and growth measures alone, Bronx Prep's middle school met its ELA goal during 2009-10 but failed to meet or come close to meeting the goal thereafter. The middle school consistently outperformed CSD 9 including the years spanning the state's transition to a new assessment system. According to the Institute's comparative effect size measure, Bronx Prep's middle school performed higher than expected to a meaningful degree during 2009-10, but thereafter performed lower than expected compared to demographically similar schools. The middle school's performance improved during recent years, trending upward after the board took action to change the school's leadership and program. Bronx Prep's middle school posted growth exceeding that of the state's median score of 50 during 2012-13. Generally, the middle school's upward trend in growth scores is concomitant with the improvement in the middle school's recent increase in effect size, indicating that the middle school is adding value to its ELA program.

Based on the four high school measures, Bronx Prep's high school met its ELA goal. During the charter term, each of the school's graduating cohorts exceeded the absolute proficiency rate of 75 percent on the Regents English exam. The high school's English proficiency rates exceeded those of CSD 9 by at least 18 percentage points throughout those years.

Based on the results of the three middle school measures, Bronx Prep's middle school came close to meeting its mathematics goal during 2009-10 and again in 2013-14. The middle school outperformed CSD 9 in mathematics throughout the charter term but performed lower than expected compared to demographically similar schools during 2010-11, 2011-12, and 2012-13. During 2013-14, the middle school performed higher than expected to a meaningful degree compared to demographically similar schools throughout the state. At the same time as the school's recently improved performance, Bronx Prep's middle school mathematics growth scores demonstrated persistent improvement indicating that the school is adding value to its mathematics program.

Based on the results of the high school mathematics measures, Bronx Prep met its high school mathematics goal. The high school's proficiency rate on a Regents mathematics exam exceeded its

RENEWAL BENCHMARK CONCLUSIONS

absolute benchmark of 75 percent and exceeded CSD 9's proficiency rate by at least 23 percentage points throughout the charter term.

Bronx Prep met its high school graduation goal. The school's four-year graduation rate exceeded that of CSD 9 throughout the charter term and, with the exception of only 2011-12, exceeded its absolute benchmark of 75 percent. Although the school's five-year graduation rate did not meet or exceed its absolute benchmark of 95 percent, Bronx Prep consistently retained 12th graders into their 5th year thereby increasing its five-year graduation rate above that of the four-year rate during the previous year. Bronx Prep's second year cohorts consistently come close to exceeding the 75 percent benchmark for students successfully completing at least three required Regents exams by the end of their second year enabling most students to concentrate on college preparation earlier than they would otherwise.

Bronx Prep came close to meeting its college preparation goal. The school's Preliminary Scholastic Aptitude Test (PSAT) scores fell just short of the statewide averages in reading and mathematics and SAT scores also approach statewide averages. The percentage of the school's graduating students that earn a Regents diploma with advanced designation falls short of the school's benchmark of 30 percent; however, the school's advanced Regents rate met that of CSD 9 during 2012-13 and exceeded the district's rate during 2013-14. In each year since 2011, , the percentage of Bronx Prep four-year cohort graduates that matriculate into college during the fall term after their senior year exceeded its 75 percent benchmark.

RENEWAL BENCHMARK CONCLUSIONS

BRONX PREPARATORY CHARTER SCHOOL

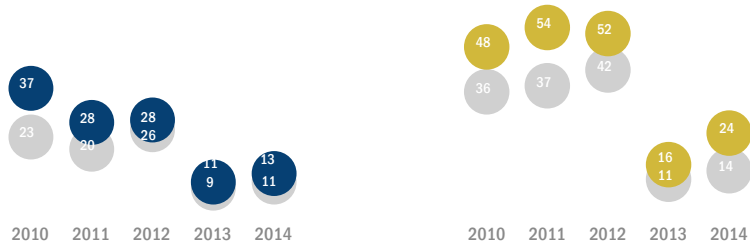
Description

MIDDLE SCHOOL ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

MIDDLE SCHOOL MATHEMATICS ACCOUNTABILITY PLAN GOAL

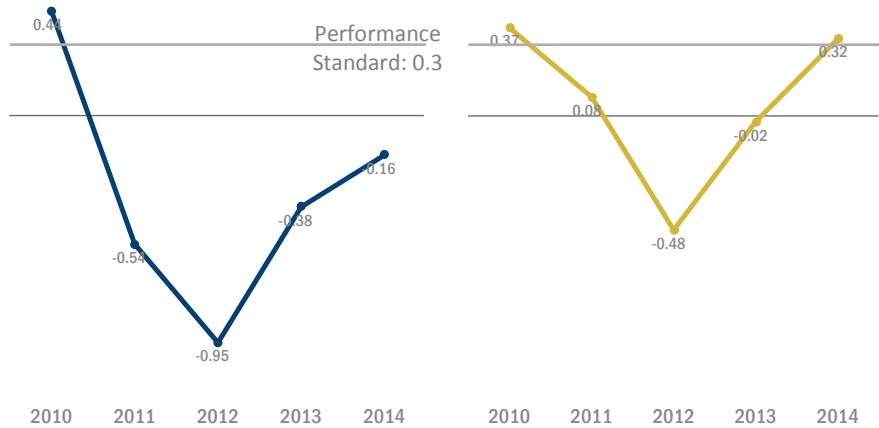
Comparative Measure: District Comparison.

Each year, the percent of students enrolled at the school in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in the **local school district**.



Comparative Measure: Effect Size.

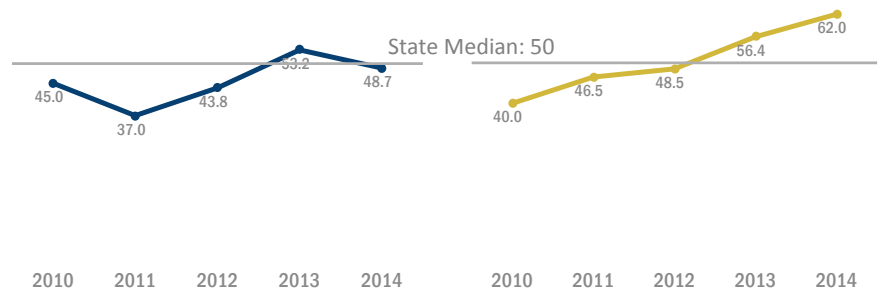
Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure:

Mean Growth Percentile.

Each year, the school's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



RENEWAL BENCHMARK CONCLUSIONS

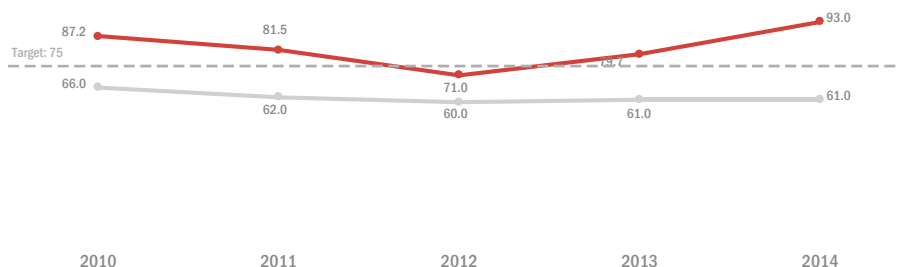
DESCRIPTION

4-YEAR GRADUATION RATE

Comparative

Measure: Graduation Rate.

Each year, the percent of **students graduating** after the completion of their fourth year will exceed that of the **local school district**.

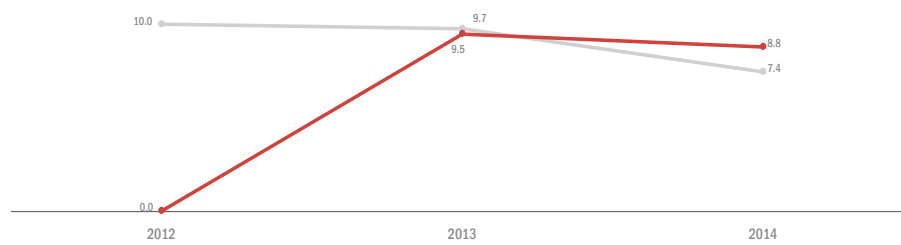


ADVANCED REGENTS DIPLOMA ATTAINMENT

College Preparation

Measure: Advanced Regents Diploma.

Each year, the percent of **students graduating** with and Advanced Regents diploma will exceed that of the **local school district**.

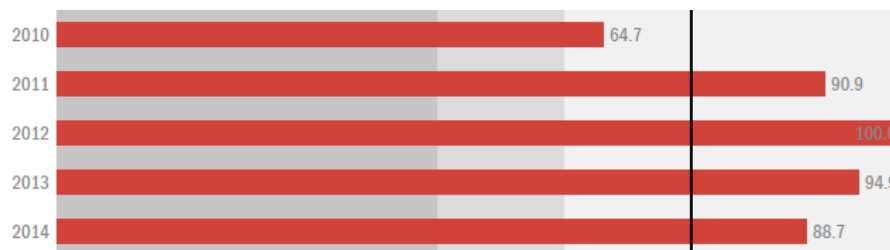


COLLEGE MATRICULATION

College Attainment

Measure: Matriculation into College.

Each year, **75 percent** of **graduating students** will enroll in a college or university.



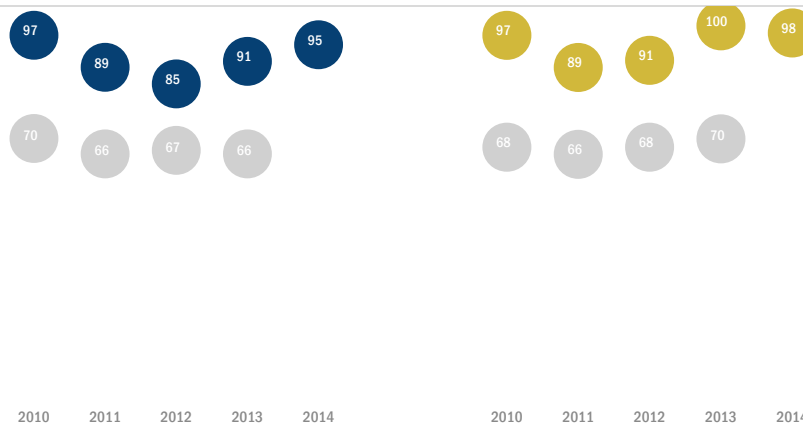
ENGLISH LANGUAGE ARTS

MATHEMATICS

Comparative

Measure: District Comparison.

Each year, the percent of students passing the **Regents English** or a **Regents math** exam will exceed that of students in the **local school district**.



RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. Bronx Prep’s leadership transitioned late in the charter term commensurate with the school’s transition to the Democracy Prep program. The new executive director has established an environment of high expectations for student achievement and teacher performance.

- Bronx Prep’s leadership establishes high expectations for student performance. The school’s leaders have established a school-wide expectation that students will achieve at least 83 percent accuracy on all assessments. According to school leaders, this score corresponds to a GPA of 3.0 in the first year of college. Bronx Prep’s principals and assistant principals hold teachers responsible for establishing strong school culture and ensuring sound pedagogical practice. The school’s leaders and teachers confer on student needs and data to verify that expectations for class performance are attainable yet challenging.
- With an executive director, principals, assistant principals, and teacher coaches, the instructional leadership is sufficiently resourced to support development of teaching staff. Staff members in each role can clearly articulate how the role supports teachers’ work. Teachers and leaders confer regularly during content team meetings and individual meetings to set goals for student achievement and teachers’ professional practice.
- Instructional leaders provide coaching and feedback that, at the time of the visit, was building toward being a sustained and systematic component of the educational program. Principals, assistant principals, and teacher coaches plan to observe teachers once per week.
- Middle school teachers meet as grade and content teams once each week. In the high school, teachers alternate weekly grade team and content team meetings. Teachers, along with the Democracy Prep curriculum specialists, use the network’s curriculum materials to adapt lessons and plan instruction during these meetings. Teachers also use this time to practice their lesson delivery. The network’s curriculum specialists provide critique to improve teachers’ implementation of lessons.
- Instructional leaders deliver weekly professional development sessions. This year, the sessions have focused mainly on establishing the Democracy Prep school culture through building teachers’ competency for using classroom management techniques. Instructional coaches use classroom observation data to identify topics for professional development sessions. Instructional leaders then verify that teachers implement the learned skills with fidelity during subsequent classroom observations.
- Instructional leaders rely on an established protocol to evaluate teacher performance. Teachers review the protocol at the start of the school year to gain a full understanding of the criteria. Throughout the year, instructional coaches provide teachers with written and verbal feedback that aligns with the criteria outlined in the protocol. This feedback constitutes the bulk of teacher evaluation data. Principals compile and review the data three times per year (at the end of each trimester) to consistently and systematically evaluate teacher performance. At the end of last year, the school declined to invite six

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teachers to return to their positions. At the time of the renewal visit, the school had placed one teacher on a performance improvement plan.

Use of Assessment Data. The school has a rigorous assessment system with which it monitors student progress and achievement as well as improves instructional effectiveness and student learning. Bronx Prep’s assessments align with those administered across the network, allowing the school to norm its performance against other Democracy Prep schools. Teachers perform analysis during network-wide “data parties” and use the results to adjust instruction to meet their students’ specific learning needs.

- Democracy Prep develops and provides to the school a series of internal assessments. The school uses the network’s midterm assessments to generate formative data that it uses to identify standards and skills that require re-teaching. The school uses the network’s trimester assessments to determine the extent to which students have mastered concepts and skills. Network curriculum specialists ensure the validity of the assessments and their alignment with state standards. Teachers report the assessments are sufficiently rigorous to assess student performance against state standards.
- The school plans to administer the NWEA MAP assessment at the beginning of the year as a baseline diagnostic of student ability and at the end of the year to monitor student progress throughout the school year. At the time of the renewal visit, the school had not finished administering the baseline assessment to all grade levels. Principals report that they do not have sufficient training to interpret the data these exams generate and therefore they do not yet use the assessment data as intended.
- During network-wide “data parties,” Bronx Prep teachers collaborate with teachers from other Democracy Prep schools and with the network’s curriculum specialists to score assessments. The network’s curriculum specialists confer with teachers and norm scoring procedures to ensure reliability.
- The school’s electronic Jupiter system makes assessment data accessible to teachers, school leaders, parents and students. Through this system, school leaders can perform grade level, class level and student level analyses. Parents and students receive weekly progress reports. The school also uses a dashboard to report assessment outcome data to the board. Throughout the school, data displays provide information about top performing students and class performance on assessments demonstrating the school community’s commitment to high standards and achievement.

Curriculum. Bronx Prep continues to analyze and make modifications to its curriculum materials to promote strong academic outcomes amongst students. Bronx Prep is currently in the process of transitioning from its historical curriculum to the more robust Democracy Prep program. The school will continue this transition over time until the complete Democracy Prep educational program is in place at all grade levels. During the transition, the network is carefully monitoring all

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curriculum materials for alignment with state standards. The school's curriculum materials support teachers in their instructional planning.

- After partnering with Democracy Prep, Bronx Prep continues to adapt its curriculum materials to reflect the network's higher expectations for student performance. For example, the Democracy Prep curriculum is designed so that all students will have the opportunity to graduate high school with a Regents diploma with advanced designation, meaning students must pass each of the 5 required Regents exams and an additional three exams with a score of at least 65. Democracy Prep's curriculum also integrates ELA in the instruction of other subject areas and decreases the number of standards across subjects allowing students to think more deeply about instructional material. Democracy Prep has seen success with its curriculum, specifically in meeting high school graduation and Regents exam goals at its other high school, with Regents performance outcomes commendably higher than state and district averages (see page 30).
- The network provides scope and sequence documents and daily lesson plans that teachers modify and adapt to meet the individual learning needs of their students. Teachers adapt lesson materials for differentiation, to tailor the materials to fit the school's context, to address the needs of ELLs, and to include checks for understanding. Instructional leaders review the plans with teachers to ensure that the lessons are of high quality before classroom implementation and to ensure the proper alignment of assessment items. Teachers use the unit and lesson plans to know what to teach and when to teach it; they practice the delivery of lessons during content team meetings. The lessons and curriculum materials that the network provides are high quality and align with stated learning objectives.
- Bronx Prep continually reviews its curriculum materials as the Democracy Prep network transitions the educational program. Teachers execute most of the planning with oversight from the network's curriculum specialists. Teachers and curriculum specialists review lessons and curriculum materials together in order to adjust and adapt the materials to meet the needs of the school's students.
- Basing their lessons on the network's materials, teachers plan purposeful and focused lessons. Lesson activities and checks for understanding align with stated objectives. Teachers plan lessons together during content team meetings to ensure alignment to state learning standards and across grades.

Pedagogy. Elements of high quality instruction are most evident in Bronx Prep's high school classes where peer-to-peer interactions requiring students to analyze and apply information pair with a clear sense of urgency for learning to foster students' higher order and problem solving skills. Although teachers across the school use deductions as a behavior management tool, some teachers are unable to do so effectively to redirect misbehavior or set classroom culture expectations. As shown in the chart below, during the renewal visit, Institute team members conducted 18 classroom observations following a defined protocol used in all school renewal visits.

RENEWAL BENCHMARK CONCLUSIONS

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE								Total
		5	6	7	8	9	10	11	12	
CONTENT AREA	ELA		2	1	1		1	1	1	7
	Math	1		2	1	1			1	6
	Writing			1		1			1	3
	Science		1				1			2
	Soc Stu									
	Specials									
	Total		1	3	4	2	2	2	1	3

- Most teachers (12 of 18 classrooms observed) deliver purposeful lessons with clear objectives aligned to the school’s curriculum and lesson activities consistent with lesson objectives. For example, at the start of an 11th grade ELA lesson examining the theme of unrequited love in *Romeo & Juliet*, students first translated lines of original text into modern English then summarized the meaning of the passage before a group discussion. The visit team observed six lessons that were not purposeful. Of these, four of the observations were in the middle academy. The school has rightly identified this weakness and is providing additional supports to those teachers.
- Bronx Prep teachers regularly employ a variety of techniques to check for student understanding, but only 50 percent of these checks are effective assessments of students’ grasp of subject material (9 of 18 classrooms observed). One third of teachers make in-the-moment adjustments to instruction based on checks for understanding. For example, a mathematics teacher graded an assignment while students completed independent practice work. Although not in the lesson plan, the teacher then selected several problems in which she had found common errors and selected students to solve the equations on the board. In some classrooms, prepared student work packets dominate instruction to such a degree that teachers make no adjustments to lesson plans despite students struggling to meet lesson objectives.
- Some lesson plans provide opportunities for teachers to challenge students to develop higher-order thinking skills (7 of 18 classrooms observed), but a majority of teachers do not yet possess the pedagogical skill necessary to utilize those opportunities to greatest extent. Teachers miss these opportunities in their questioning of students (12 of 18 classrooms observed). Democracy Prep reports it has identified these needs to support teachers in improving instructional delivery and is deploying professional development to assist teachers in building these skills. In one mathematics class, for example, the teacher asked students follow up questions that could have required them to defend their answers, but phrased the questions in such a way as to provide defense for students’ responses. In

RENEWAL BENCHMARK CONCLUSIONS

contrast to this missed opportunity, students in a high school ELA class asked probing and challenging questions of one another while working in small groups to discuss symbolism in the book *Native Son*. Each student had previously selected a symbol from the book and used the group discussions to present their plan for writing about that symbol in an upcoming term paper. Students in the groups actively provided alternative meanings for the symbols and provided examples, often from their own experiences, to elaborate on their interpretation of the symbols.

- Behavior issues interfere with learning and distract from a focus on academic achievement in 9 of 18 classrooms observed during the renewal visit. In these classrooms, teachers do not communicate a sense of urgency for learning and poor lesson pacing provides students with many opportunities to wander off-task. Students opt-out of lessons passively, and teachers often do not notice or intervene when students use technology inappropriately. Students in a writing class did not use the provided computers to complete a classroom assignment. In this class of 18 students, four browsed non-educational videos on YouTube, one student was on Facebook and two others monitored social media feeds. Twenty minutes into the class period, none of these students had started the writing assignment despite the teacher's repeated attempts to focus the class on lesson activities. By contrast, the teacher in a 12th grade writing class had no need to redirect students as the class was enthusiastically engaged in a Socratic seminar aimed at developing deeper understanding of social issues. Students challenged one another to cite evidence from text and to connect the material to real-life situations.

At-Risk Students. Bronx Prep has established sound systems and procedures to address the educational needs of students with disabilities and, to some extent, the needs of students at-risk of academic failure. At the time of the renewal visit, Bronx Prep had modifications in place to support ELLs and reports an ongoing focus on improving its ELL program.

- This year, the school has developed a tiered intervention system to support students who are struggling academically. Identification occurs in weekly grade team meetings during which teachers discuss students about whom they have concerns. Teachers collaborate to design in-class intervention plans and monitor students' progress throughout six week cycles. In addition to after-school tutoring, Bronx Prep offers a Saturday Academy to support struggling students. The school does not require students to attend these support sessions but releases a student's "spot" if s/he fails to attend twice resulting in some students who are at-risk for academic failure missing out on needs supports. Students who do not make adequate progress after several intervention cycles receive referrals to special education evaluation.
- Three special education certified academic coordination team ("ACT") teachers provide push-in and pullout supports for the school's 60 currently enrolled middle school students with Individualized Education Programs ("IEPs") mandating academic supports. At the high school level, three additional ACT teachers provide services in addition to classroom supports for the 34 students with IEPs. At both levels, some students receive special education teacher support services ("SETTS") during lunch periods and after school. Both

RENEWAL BENCHMARK CONCLUSIONS

middle and high school leaders acknowledge that ACT teachers carry heavy caseloads and sometimes struggle to meet students' needs. In addition to school-based supports, network ACT managers at both grade levels support the special services program with coaching support for ACT teachers and coordination of administrative procedures.

- Classroom teachers are aware of students' IEP goals though the school does not provide scheduled time for general education teachers to coordinate with specialists. Instructional leaders expect teachers to provide their classroom lesson plans to specialists on a weekly basis to enable specialists to plan pull-out sessions and to support teachers by differentiating materials. While some teachers do so consistently, this practice was not universally established at the time of the renewal visit, including within some core subject areas.
- At the time of the renewal visit, Bronx Prep was making strides in upgrading the services provided to ELLs. The school uses in-classroom ELL supports including vocabulary-based and supportive technology. The school provides its 34 currently enrolled high school ELLs with pull-out supports from an English as a Second Language teacher.
- ELLs at Bronx Prep receive inclusion, in class and individualized services. ELLs work with trained staff to access texts in multiple languages on varying instructional levels. Democracy Prep administrators monitor and provide ongoing feedback as to how to support and improve the provision of ELL services.

	2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services	(78)	(76)	(74)
RESULTS			
Tested on State Exams (N)	(48)	(45)	(29)
Percent Proficient on ELA Exam	2.1	0	3.5
Percent Proficient Statewide	15.5	5.0	5.2

	2011-12	2012-13	2013-14
ELL Enrollment (N)	(33)	(33)	(31)
RESULTS			
Tested on NYSESLAT ¹⁰ Exam (N)	(N/A)	(27)	(31)
Percent 'Proficient' or Making Progress ¹¹ on NYSESLAT	N/A	25.9	16.1

¹⁰ New York State English as a Second Language Achievement Test, a standardized state exam.

¹¹ Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

RENEWAL BENCHMARK CONCLUSIONS

GRADES 9-12		2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services		(6)	(5)	(2)
RESULTS	School Percent Graduating in 4 years	33.3	s ¹²	s
	District Percent Graduating in 4 years	24.8	35.6	35

GRADES 9-12		2011-12	2012-13	2013-14
ELL Enrollment (N)		(0)	(3)	(4)
RESULTS	School Percent Graduating in 4 years	N/A	s	s
	District Percent Graduating in 4 years	42	39.9	44

NOTEWORTHY

Bronx Prep has undertaken considerable effort to work closely with the families of students with special needs. Specialists facilitate monthly parent education sessions during which families learn about the structure of IEPs, discuss students' classifications and practice strategies to support students at home.

¹² In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Bronx Prep is an effective and viable organization. The education corporation board carries out its oversight responsibilities with an unrelenting focus on student achievement. The school organization effectively supports the delivery of the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. The Bronx Prep board has enjoyed a stable and well-qualified membership. As the school's academic performance struggled in the middle of the charter term, the board demonstrated a sense of urgency in attempting to diagnose and address the source of the problem. After a number of initiatives failed to produce results, the board elected to contract with a CMO to run the school. Democracy Prep emerged as the CMO that was the best fit for the school. As a result, the board demonstrated its capacity and a sense of urgency in ensuring the school continues to serve students well.

- Over the charter term, the board has maintained appropriate expertise to oversee the school. This was demonstrated when two board members took over school management as well as the summer academy in the spring and summer of 2013 while the school leader position was vacant. The board currently has strong legal expertise and is particularly well represented in a variety of financial areas. However, recent departures from the board have left it weak in expertise related to academic performance. With the help of the CMO, the board plans to recruit members of the local community with nonprofit management expertise.
- In the 5th year of the charter term, the board significantly improved systems for reviewing school information and overseeing management by implementing the CMO's reporting tools. The board now reviews data relating to enrollment, attendance, school culture, and on-going academic performance in all subject areas at the monthly meetings. The finance and audit committees have also been working with the CMO to improve financial systems.
- While board members expressed a number of general goals, for example to improve student attendance and graduation rates, clean up school operations, educate students beyond test scores and return Bronx Prep to its past levels of performance, they have yet to identify specific measurable deadline-driven academic performance goals.
- The board regularly evaluates its performance using the National Association of Independent Schools' (NAIS) Board Self-Assessment Survey as board membership changes. Beginning in the 5th year of the charter term, school leader evaluations incorporate the performance of all the students and instructional leaders under that person's responsibility. The board will hold the CMO accountable by reviewing and renewing their contract and performance annually, rather than over the course of a whole charter term.
- The board effectively communicates with stakeholders. The school community has active parent and alumni associations and both of these groups have a formal representative on

RENEWAL BENCHMARK CONCLUSIONS

the board. The board has been responsive to community concerns throughout the transition and during the interview was able to articulate families' priorities of maintaining the robust arts program and the relationship with Carrera Adolescent Pregnancy Prevention Program ("Carrera"), a provider of wraparound services. The board contracted with a communications consultant to ensure that the community received accurate, timely, and pertinent information about the transition.

Organizational Capacity. Bronx Prep's academic results indicate that the organization did not effectively support the delivery of the education program throughout all of the charter term. However, by contracting with a CMO in the 5th year of its term, the school secured access to substantial resources and expertise and has assertively implemented changes to its academic and administrative structures.

- Since partnering with Democracy Prep, the school has made significant changes to its administrative structures, systems and staff which are likely to enable it to better carry out its educational program. Bronx Prep has reconfigured its operational staffing structure and has implemented Democracy Prep systems for student information management, instructional leadership and accountability, student discipline, curriculum and assessment, and teacher evaluation. The high school and middle school principals and assistant principals, recruited and hired in partnership with the charter management organization, are focusing on teacher development and implementing the Democracy Prep curriculum with fidelity. The new head of school previously served as a founding principal at a Democracy Prep middle school in Harlem and as the assistant superintendent for middle schools across the Democracy Prep network.
- The organizational structure has clear lines of accountability with the executive director in charge of overall school management, the middle and high school principals providing instructional leadership, and assistant principals overseeing teacher coaching and school culture. The teaching staff has both grade level leaders and content leaders. The board oversees the executive director and the Democracy Prep contract.
- Bronx Prep is making progress in converting its student discipline system to the Democracy Prep no excuses model. School leaders have implemented the DREAM Dollars student behavior incentive program, and while the program is not at full fidelity, staff members report fewer large disruptive behaviors. The school ended the open campus policy so that students stay on campus throughout the day, improving student attendance. In order to establish a culture of focus on academic achievement the organization restructured middle school class transitions so that teachers, instead of students, travel between classrooms. Students will be able to earn back the right to move between classes.
- Bronx Prep has sufficient resources to pursue its goals. It has fully transitioned the middle school to the Democracy Prep curriculum and assessment system. The high school has similarly implemented the Democracy Prep curriculum where it aligned well with the existing curriculum, and will grandfather the remaining courses out as the current cohorts graduate. A new student information system is enabling improved tracking and sharing of student scores and the school has started to use Democracy Prep's teacher evaluation protocol. A system of weekly teacher observations with timely structured feedback and

RENEWAL BENCHMARK CONCLUSIONS

one-to-one coaching is in place. The school will continue its contract with Carrera, which provides medical, dental, mental health, tutoring, and career counseling services, as well as classes in family life, arts, and sports, both during and after school. Democracy Builders, Inc. (“Democracy Builders”), a Delaware not-for-profit advocacy organization that promotes parent choice and school quality a/k/a Excellent Schools Now, will support the school with student recruitment and enrollment and with promoting family engagement.

- Bronx Prep has maintained nearly full enrollment throughout the charter term. According to self-reported data, Bronx Prep has 1,448 students on the waitlist for the current chartered enrollment of 755 students.
- Bronx Prep has a plan for recruiting special education students, ELLs and economically disadvantaged students and expects to meet or exceed target enrollment of these populations. The dashboard that trustees review at each board meeting includes data regarding enrollment of these target groups.
- The school monitors student performance, and evaluates and adjusts school programs as needed. As school performance declined over the charter term the organization launched a number of initiatives to improve performance including professional development for teachers, contracting for student tutoring, introducing new assessment measures and ultimately contracting with a CMO. In contrast to previous years, the school now has strong tracking and analysis of student academic data as well as access to expertise to assist in shaping any needed program changes.
- In response to a recent student safety issue at the school, Democracy Prep engaged in an overall safety review of policies, procedures and practices across all staff and leadership to ensure not only that the written safety plans were robust and compliant but also to focus staff on faithfully implementing all student safety practices. The school and network leadership are deploying additional resources to ensure students are safe and supported in their pursuit of a high quality education.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school’s charter.

RENEWAL BENCHMARK CONCLUSIONS

Key Design Elements	Evident?
Rigorous college-prep academics;	+
Focus on literacy;	+
Research-proven curricula;	+
Help students until they master it;	+
More time to learn;	+
Data-driven decision-making;	+
Safe and supportive school culture;	+
Exemplary talent;	+
Commitment to educating all students, in all subjects, in all grades;	+
Authentic civic leadership and engagement; and,	+
Running schools on public funds.	+

Parent Satisfaction. Parents/guardians and students are satisfied with the school. The Institute compiled data from NYCDOE’s 2013-2014 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from the 2013-2014 survey indicate parents/guardians and students are satisfied with the school. The survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community.

2013-14
Response Rate: 65%
Instructional Core: 90%
Systems for Improvement: 91%
School Culture: 91%

Persistence in Enrollment. The Institute derived the following statistical information from its database. No comparative data from NYCDOE or New York State Education Department (“NYSED”) is available to the Institute to provide either district wide or by CSD context. As such, the information is presented for information purposes but does not allow for comparative analysis.

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year	91.9	89.9	88.1

RENEWAL BENCHMARK CONCLUSIONS

COMPLIANCE

Governance. In material respects, the Bronx Prep board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. The board recognized shortfalls in its oversight of the program's effectiveness over the last charter term and responded in a timely fashion. The board entered into an agreement with Democracy Prep which quickly put effective governance and oversight structures in place that are evident in other charter schools affiliated with Democracy Prep. The board demonstrates a thorough understanding of its role in holding Democracy Prep and the school leadership accountable for both academic results and fiscal soundness.

- In 2014, the board successfully sought and implemented a charter amendment to engage Democracy Prep for comprehensive management services for the 5th year of the charter term.
- The board receives specific and extensive reports on each program including fiscal and academic performance.
- The board has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as with trustees affiliated with Democracy Prep, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board has a functioning committee structure.
- The board gains inputs from families through the Family Leadership Council and also has an alumnus of the school on the board.
- The board utilizes legal counsel effectively.
- The board has implemented a clear and transparent complaint resolution process, which is readily available to parents and students.

Legal Requirements. The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter.

The Institute noted exceptions to the school's compliance in the following areas.

- **Complaints.** The school has generated few informal complaints regarding student discipline and board issues. The Institute has received no formal complaints regarding the school. The Institute was forwarded a New York State Education Commissioner's 310 appeal brought against the school regarding its entering into an agreement with Democracy Prep. The Institute wrote to the Commissioner to inform him of the transaction and that the Institute had found that Bronx Prep presented an educationally, fiscally and legally sound revision, which would likely improve student learning and achievement. The Institute also pointed out that the petitioners, in accordance with the Act, should have directed their complaints and concerns about Bronx Prep to the Bronx Prep board of trustees via its complaint policy as required by Education Law § 2855(4).
- **ELL Program.** The school appropriately identifies ELLs and provides instructional supports to those students. As noted across many of the renewal reports in the last two years, the

RENEWAL BENCHMARK CONCLUSIONS

USDOE has specific guidelines for a legally compliant effective and functioning ELL program as required by federal law (Title VI of the Civil Rights Act of 1964). The full conversion to Democracy Prep programming in this area may ameliorate the issue. However, by amendment to the Application for Charter Renewal the education corporation has or will present a compliant plan to remedy this deficiency and annually review the effectiveness of the program, and properly qualified instructors, and make changes accordingly.

- **Student Records.** During the transition to Democracy Prep management of the school, network leadership discovered the school had kept inadequate student records tracking students' credits toward diploma requirements. The school spent the summer locating and creating appropriate student records and assisting students in finishing outstanding requirements allowing all students to obtain their diplomas and move onto college, where applicable. Through the assistance of Democracy Prep, the school has implemented an appropriate student record keeping system with appropriate internal controls.
- **Violations.** The Institute did not issue any violation letters to the school during its charter term, nor did the Institute or the Charter Schools Committee place the school on corrective action or probation.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Bronx Prep is fiscally sound. The education corporation has adequate financial resources to ensure stable operations. Under an April 2014 management agreement, Democracy Prep supports Bronx Prep in the area of academic and fiscal operations. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix.

Budgeting and Long-Range Planning. Working under a new partnership with the Democracy Prep, Bronx Prep continues to employ clear budgetary objectives and budget preparation procedures throughout the charter term.

- Democracy Prep’s chief financial officer (“CFO”) and senior director of finance (“DOF”) develop realistic budgets with input from school leadership and the finance committee of the board.
- The CFO submits the budget for approval to the full board of trustees; thereafter, the CFO and DOF are responsible for its implementation.
- The education corporation monitors the school’s budgets and analyzes significant variances, making contingent budget modifications made as necessary.
- The CFO and DOF, in conjunction with the school leadership, also develop and maintain a five year projected budget that is updated every year based on actual and forecasted enrollment, staffing, revenues and expenditures.
- Effective April 1, 2014, the management fee structure includes an initial fee set at 15% with decreases of 0.5% for each renewal term to a minimum of 12% based on non-competitive public revenues.
- Bronx Prep will need to set aside a reserve fund as required under the new SUNY charter agreements. The Institute now requires education corporations to create a dissolution reserve fund to be established in the amount of \$75,000 to be funded, at a minimum, by reserving \$25,000 per year during the first three years of operation.

Internal Controls. Democracy Prep assists Bronx Prep in establishing and maintaining appropriate fiscal policies, procedures and controls. Written policies address key issues including internal controls, financial reporting, revenues, procurement, expenditures, payroll, banking, capital assets, and record retention. Democracy Prep has contractual responsibility for fiscal operations including recording and tracking revenues and expenses, supervising and maintaining all files and records pertaining to business operation of the education corporation.

- Democracy Prep guides all fiscal internal controls and procedures at Bronx Prep.
- During the 2014 audit there were instances of salary rates that did not correspond to the employment agreement in one case and verbal approval of a salary increase in another instance. The auditor noted the conditions are indicative of a need to strengthen the

RENEWAL BENCHMARK CONCLUSIONS

process for reviewing and authorizing salary rate changes and verification against payroll and accounting records.

- During the 2013 audit an instance where a cousin was permitted the sibling preference was identified. The board of trustees adopted a new admissions policy within 30 days as required by the Institute.

Financial Reporting. Bronx Prep has complied with financial reporting requirements by providing the Institute and NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles (“GAAP”).

- Independent audits of annual financial statements have received unqualified opinions with no material weaknesses or instances of non-compliance observed.

Financial Condition. Bronx Prep maintains adequate financial resources to ensure stable operations. The audited financial statements represent consolidated statements of all inter-organizational accounts and transactions.

- Bronx Prep has maintained cash flow that is sufficient to cover at least one month of current bills and those coming due shortly; on average, there has been 54 days of cash on hand. Therefore, the SUNY Fiscal Dashboard shows a medium risk in this category.
- Bronx Prep has posted fiscally strong composite-score ratings on the SUNY Fiscal Dashboard¹³ throughout the charter term.
- Bronx Prep’s net assets as of June 30, 2014 were approximately \$18M.
- Each year of the charter term has resulted in an operating deficit. Bronx Prep has received substantial philanthropic support over the years. During this charter term, in excess of \$2.5M has been received.
- With the addition of the Democracy Prep management structure came an increase of expenditures in the categories of professional development, instructional staffing, student supplies, materials and services.
- The affiliate, Friends of Bronx Preparatory Charter School, Inc. was organized under the laws of the State of New York on June 29, 1999 as a not-for-profit corporation. The five Friends board members also serve on the school’s governing board. The education corporation board of trustees controlled the appointment of directors to Friends’ board of trustees until September 23, 2014, when the by-laws of Friends were amended and restated and Friends ceased to be controlled by the education corporation. The Friends’ board and the education corporation board also no longer exactly overlap.
- The facility sits on land that was purchased by the education corporation and subsequently transferred to Friends on the same day it was acquired from the New York City Economic Development Corporation. In 2007, Friends sublet the land and building to the education

¹³ The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school’s performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

RENEWAL BENCHMARK CONCLUSIONS

corporation. The purpose of this arrangement is to support the school and preserve the asset of the building for charitable use in the event of closure of the charter school.

- Bronx Prep has no long-term debt, and has consistently maintained an excellent Debt to Asset Ratio.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that Bronx Prep has demonstrated fiscal soundness over the majority of its charter term.¹⁴

¹⁴ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

RENEWAL BENCHMARK CONCLUSIONS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that Bronx Prep has met or come close to meeting its academic Accountability Plan goals, has in place a strong and effective educational program that supports achieving those goals, operates as an effective and viable organization and the education corporation is fiscally sound, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

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

Plans for the Educational Program. Bronx Prep plans to implement the core components of the Democracy Prep program that have demonstrated success in other schools. For instance, Democracy Prep's existing high school graduated 74 percent of its 4th year cohort during 2013-14. Every graduate that year earned a Regents diploma with advanced designation and 92 percent of the graduating students achieved the state's Aspirational Performance Measure indicating college and career readiness by passing the Regents English exam with a score of 75 and a Regents mathematics exam with a score of 80.

The school will no longer serve 5th grade students. Given the timing of the transition to Democracy Prep management, the board felt it unfair to 5th grade applicants, including siblings of enrolled students, to not offer 5th grade during this school year. Democracy Prep's other New York middle schools operate with a 6th – 8th grade model.

	Current Charter Term	End of Next Charter Term
Enrollment	750	710
Grade Span	5-12	6-12
Teaching Staff	63 (Grades 5-12)	63 (Grades 6-12)
Days of Instruction	181	181

RENEWAL BENCHMARK CONCLUSIONS

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve Bronx Prep in the next charter term and may add additional members in the future.

Fiscal & Facility Plans. The school plans to continue providing instruction to its 6th-12th grade students in its current private facility in CSD 9.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended or will amend other key aspects of the renewal application, including bylaws, code of ethics and plan to serve ELLs, to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, and federal law, as appropriate.

APPENDIX: SCHOOL OVERVIEW

Mission Statement

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

Board of Trustees¹⁵

Board Member Name	Position
Nancy Garvey	Board Chair
Maricruz Alvarado	Alumni Representative
Brian Berger	Trustee
Deborah Evangelakos	Trustee
Philip Gelston	Trustee
Yuliana Kim-Grant	Trustee
Kristen Macleod	Trustee
David Roman	Trustee
Donna Taylor-Sanders	Parent Representative
Ravi Suria	Trustee
Philip Wharton	Trustee
Katie Duffy	Ex-officio CMO Representative

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment ¹⁶	Proposed Grades	Actual Grades
2010-11	686	682	5-12	5-12
2011-12	709	694	5-12	5-12
2012-13	706	671	5-12	5-12
2013-14	695	640	5-12	5-12
2014-15	755	750	5-12	5-12

¹⁵ Source: The Institute's board records at the time of the Renewal Review

¹⁶ Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

APPENDIX: SCHOOL OVERVIEW

Student Demographics

	2011-12		2012-13		2013-14 ¹⁷
	% of School Enrollment ¹⁸	% of NYC CSD 9 Enrollment	% of School Enrollment	% of NYC CSD 9 Enrollment	% of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	1	0	1	0	1
Black or African American	49	32	48	31	47
Hispanic	49	66	50	66	50
Asian, Native Hawaiian, or Pacific Islander	1	1	1	1	1
White	0	1	0	1	1
Multiracial	0	0	0	0	0
Special Populations					
Students with Disabilities	11	18	11	18	12
English Language Learners	5	25	5	25	5
Free/Reduced Lunch					
Eligible for Free Lunch	60	86	69	85	12 ¹⁹
Eligible for Reduced-Price Lunch	9	4	11	4	69
Economically Disadvantaged	74	97	82	96	82

School Leaders

School Year(s)	Name(s) and Title(s)
2000-01 to 2006-07	Kristin Kearns-Jordan, Executive Director
2007-08 to 2010-11	Dr. Samona Tait, Head of School
2011-12 to 2013-14	Edwina Branch-Smith, Head of School
2014-15 to Present	Emmanuel George, Executive Director

¹⁷ The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

¹⁸ The Institute derived the 2011-12 and 2012-13 student demographic data from the school and district New York State Report Card.

¹⁹ Free and reduced priced lunch percentages for the 2013-14 school year were reported by the school using NYSED BEDS Portal.

APPENDIX: SCHOOL OVERVIEW

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2000-01	First Year Visit	Institute	May 29, 2001
2001-02	Evaluation Visit	Institute	May 7, 2002
2002-03	Evaluation Visit	External	March 12-13, 2003
2004-05	Initial Renewal Visit	Institute	September 13-15, 2004
2006-07	Evaluation Visit	Institute	April 24, 2007
2007-08	Evaluation Visit	Institute	March 18, 2008
2009-10	Subsequent Renewal Visit	Institute and External	September 29, 2009
2014-15	Subsequent Renewal Visit	Institute	December 2, 2014 and January 14, 2015

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
December 2, 2014	Jeff Wasbes	Executive Deputy Director for Accountability
	Natasha Howard, PhD	Managing Director of Program
	Andrea Richards	Program Analyst
	Aaron Campbell	Senior Analyst

APPENDIX: FISCAL DASHBOARD



Bronx Preparatory Charter School

SCHOOL INFORMATION

	Opened 2001-02				
	2009-10	2010-11	2011-12	2012-13	2013-14
FINANCIAL POSITION					
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	704,624	1,073,506	1,937,296	2,517,559	2,635,948
Grants and Contracts Receivable	-	-	-	185,932	-
Accounts Receivable	-	-	-	29,838	-
Prepaid Expenses	63,564	10,050	72,815	88,770	-
Contributions and Other Receivables	789,585	843,330	424,980	4,000	124,519
Total Current Assets - GRAPH 1	1,557,773	1,926,886	2,435,091	2,826,099	2,760,467
Property, Building and Equipment, net	17,914,463	17,476,245	16,956,452	16,313,370	15,633,415
Other Assets	4,111,179	4,157,661	996,616	952,413	27,000
Total Assets - GRAPH 1	23,583,415	23,560,792	20,388,159	20,091,882	18,420,882
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	320,745	219,924	368,362	212,340	391,993
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	23,912
Total Current Liabilities - GRAPH 1	320,745	219,924	368,362	212,340	415,905
L-T Debt and Notes Payable, net current maturities	3,417,510	3,280,168	-	-	-
Total Liabilities - GRAPH 1	3,738,255	3,500,092	368,362	212,340	415,905
Net Assets					
Unrestricted	18,773,153	19,078,693	19,869,797	19,874,542	17,994,977
Temporarily restricted	1,072,007	982,007	150,000	5,000	10,000
Total Net Assets	19,845,160	20,060,700	20,019,797	19,879,542	18,004,977
Total Liabilities and Net Assets					
	23,583,415	23,560,792	20,388,159	20,091,882	18,420,882
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	9,117,741	10,094,139	10,023,710	9,872,150	9,468,264
Students with Disabilities	-	-	-	-	-
Grants and Contracts					
State and local	-	-	-	-	-
Federal - Title and IDEA	736,679	524,391	448,184	529,504	422,907
Federal - Other	-	-	-	201,847	25,589
Other	-	-	-	-	36,963
Food Service/Child Nutrition Program	219,233	272,390	275,172	267,723	320,154
Total Operating Revenue	10,073,653	10,890,920	10,747,066	10,871,224	10,273,876
Expenses					
Regular Education	8,540,806	8,992,738	8,835,454	9,282,093	10,994,583
SPED	-	-	583,808	597,604	-
Regular Education & SPED (combined)	-	-	-	-	-
Other	1,346,862	1,482,271	1,025,368	587,192	549,930
Total Program Services	9,887,668	10,475,009	10,444,630	10,466,889	11,544,513
Management and General	483,572	707,772	697,767	690,764	599,857
Fundraising	246,065	315,399	246,141	235,531	-
Total Expenses - GRAPHS 2, 3 & 4	10,617,305	11,498,180	11,388,538	11,393,184	12,144,370
Surplus / (Deficit) From School Operations	(543,652)	(607,260)	(641,472)	(521,960)	(1,870,494)
Support and Other Revenue					
Contributions	866,798	869,780	438,753	244,103	92,485
Fundraising	59,640	8,448	24,692	26,832	(176,452)
Miscellaneous Income	21,895	(55,428)	137,124	110,770	79,896
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	948,333	822,800	600,569	381,705	(4,071)
Total Unrestricted Revenue	10,981,081	11,803,720	11,347,635	11,397,929	10,264,805
Total Temporarily Restricted Revenue	40,905	(90,000)	-	(145,000)	5,000
Total Revenue - GRAPHS 2 & 3	11,021,986	11,713,720	11,347,635	11,252,929	10,269,805
Change in Net Assets	404,681	215,540	(40,903)	(140,255)	(1,874,565)
Net Assets - Beginning of Year - GRAPH 2	19,440,479	19,845,160	20,060,700	20,019,797	19,879,542
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	19,845,160	20,060,700	20,019,797	19,879,542	18,004,977

APPENDIX: FISCAL DASHBOARD



Bronx Preparatory Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service					
Administrative Staff Personnel	656,540	905,637	829,837	834,411	650,035
Instructional Personnel	5,399,666	5,539,987	5,560,376	5,873,362	6,168,485
Non-instructional Personnel	188,331	276,160	263,427	302,183	329,118
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	6,244,537	6,721,784	6,653,640	7,009,956	7,147,638
Fringe Benefits & Payroll Taxes	1,294,979	1,319,094	1,278,650	1,278,710	1,382,087
Retirement	233,500	178,593	143,165	74,213	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-
Staff Development	-	-	162,518	161,262	292,104
Professional Fees, Consultant & Purchased Services	35,991	187,976	175,967	228,139	210,353
Marketing / Recruitment	-	-	162,518	-	-
Student Supplies, Materials & Services	671,139	876,949	749,129	676,702	1,163,163
Depreciation	674,288	683,564	730,474	754,924	775,607
Other	1,462,871	1,530,220	1,332,477	1,209,278	1,349,870
Total Expenses	10,617,305	11,498,180	11,388,538	11,393,184	12,320,822

SCHOOL ANALYSIS

ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	700	686	709	706	695
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	695	682	694	671	640
Chartered Grades	5-12	5-12	5-12	5-12	5-12
Revised Grades	-	-	-	-	-

Primary School District: NYC

Per Pupil Funding (Weighted Avg of All Districts)	2009-10	2010-11	2011-12	2012-13	2013-14
Increase over prior year	0.0%	8.7%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

	2009-10	2010-11	2011-12	2012-13	2013-14	Average - 5 Yrs. OR Charter Term
Revenue						
Operating	14,494	15,969	15,486	16,202	16,043	15,639
Other Revenue and Support	1,365	1,206	865	569	(6)	800
TOTAL - GRAPH 3	15,859	17,176	16,351	16,770	16,037	16,439
Expenses						
Program Services	14,227	15,359	15,050	15,599	18,027	15,652
Management and General, Fundraising	1,050	1,500	1,360	1,380	937	1,245
TOTAL - GRAPH 3	15,277	16,860	16,410	16,979	18,964	16,898
% of Program Services	93.1%	91.1%	91.7%	91.9%	95.1%	92.6%
% of Management and Other	6.9%	8.9%	8.3%	8.1%	4.9%	7.4%
% of Revenue Exceeding Expenses - GRAPH 5	3.8%	1.9%	-0.4%	-1.2%	-15.4%	-2.7%

Student to Faculty Ratio

2009-10	2010-11	2011-12	2012-13	2013-14
8.2	7.8	9.2	7.5	7.9

Faculty to Admin Ratio

2009-10	2010-11	2011-12	2012-13	2013-14
4.5	5.1	3.0	5.6	5.8

Financial Responsibility Composite Scores - GRAPH 6

Score	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	3.0	2.8	2.5	2.5	1.8	2.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Net Working Capital	1,237,028	1,706,962	2,066,729	2,613,759	2,344,562	1,993,808
As % of Unrestricted Revenue	11.3%	14.5%	18.2%	22.9%	22.8%	17.9%
Working Capital (Current) Ratio Score	4.9	8.8	6.6	13.3	6.5	8.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

Quick (Acid Test) Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	4.7	8.7	6.4	12.9	6.6	7.9
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.2	0.1	0.0	0.0	0.0	0.1
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent

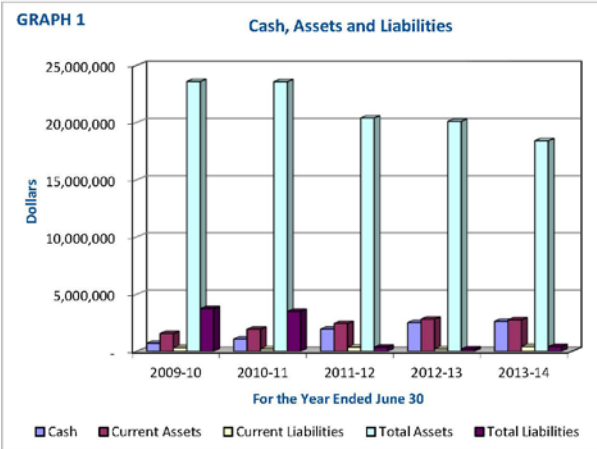
Months of Cash - GRAPH 8

	2009-10	2010-11	2011-12	2012-13	2013-14	Average
Score	0.8	1.1	2.0	2.7	2.6	1.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Good	Good	Good	Good	Good

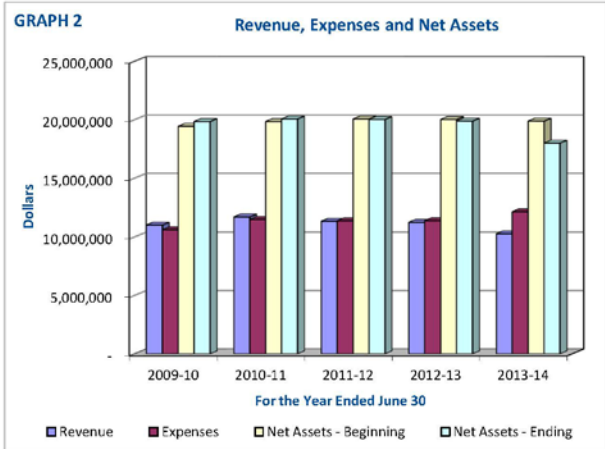
APPENDIX: FISCAL DASHBOARD



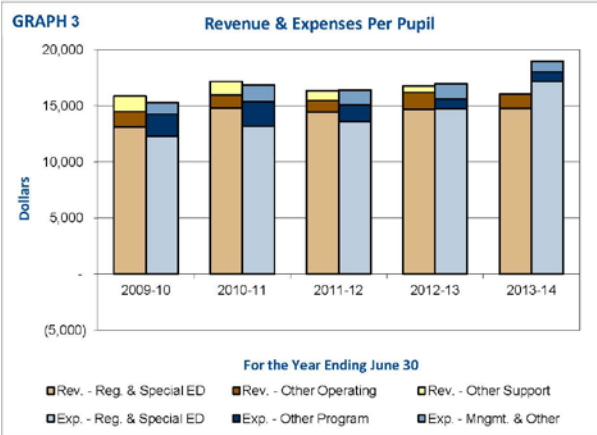
Bronx Preparatory Charter School



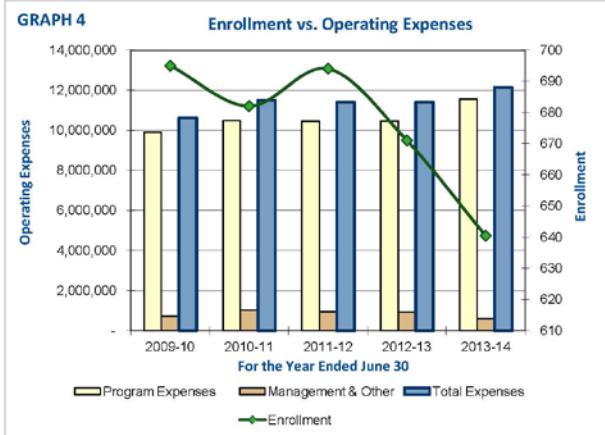
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

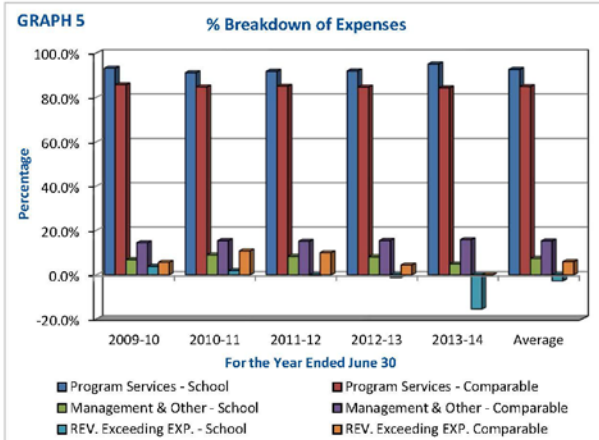
APPENDIX: FISCAL DASHBOARD



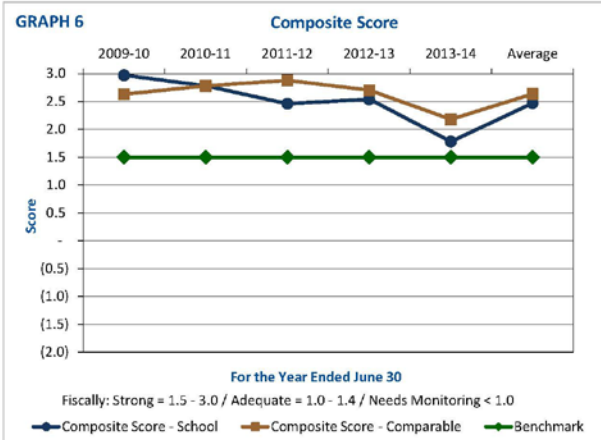
Bronx Preparatory Charter School

Comparable School, Region or Network: New York City & Long Island Schools

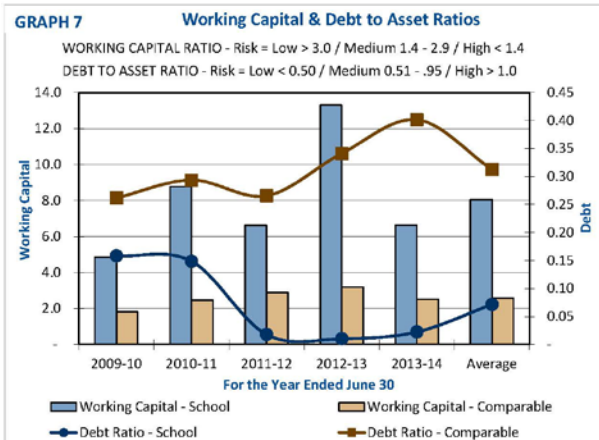
* Average = Average - 5 Yrs. OR Charter Term



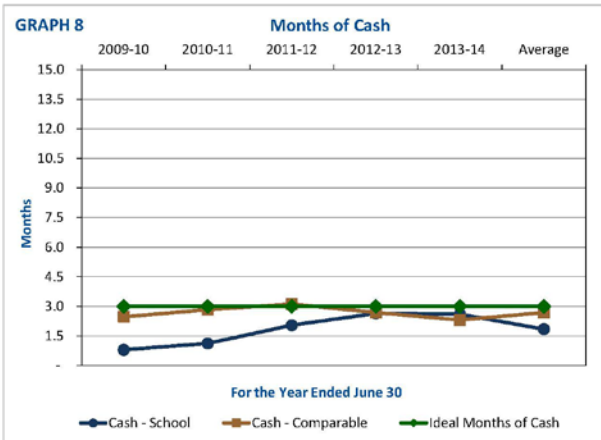
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts Bronx Preparatory Charter School



	2011-12 Grades Served: 5-12			MET	2012-13 Grades Served: 5-12			MET	2013-14 Grades Served: 5-12			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)				
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	30.7 (88)	0.0 (6)		5	14.8 (81)	0.0 (5)		5	21.7 (83)	0.0 (4)				
	6	28.2 (85)	26.7 (75)		6	8.0 (88)	8.3 (84)		6	10.0 (80)	9.2 (76)				
	7	25.2 (111)	24.5 (102)		7	18.2 (77)	17.3 (75)		7	9.8 (82)	9.1 (77)				
	8	33.7 (95)	34.8 (92)		8	10.8 (111)	9.2 (109)		8	22.1 (77)	23.3 (73)				
	All	29.3 (379)	28.0 (275)	NO	All	12.6 (357)	11.0 (273)	NA	All	15.8 (322)	13.5 (230)	NA			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PLI	AMO				
	5-8	117	135	NO	5-8	68			5-8	76	89	NA			
COMPARATIVE MEASURES															
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9						
	Grades	School	District		Grades	School	District		Grades	School	District				
	6-8	28.0	23.6	YES	6-8	11.0	9.3	YES	6-8	13.5	11.0	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
	59.9	29.3	44.3	-0.95	NO	85.9	12.6	18.9	-0.38	NO	86.1	15.8	17.6	-0.16	NO
GROWTH MEASURE															
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4	0.0			4	0.0					
	5				5	39.0			5	52.6					
	6				6	48.6			6	41.6					
	7				7	65.9			7	53.9					
	8				8	57.6			8	46.4					
	All	43.8	50.0	NO	All	53.2	50.0	YES	All	48.7	50.0	NO			

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Bronx Preparatory Charter School



	2011-12 Grades Served: 5-12			MET	2012-13 Grades Served: 5-12			MET	2013-14 Grades Served: 5-12			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
		3	(0)			(0)	3			(0)	(0)		3	(0)	(0)
ABSOLUTE MEASURES															
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	28.4 (88)	0.0 (6)		5	14.8 (81)	0.0 (5)		5	28.9 (83)	0.0 (4)				
	6	35.3 (85)	34.7 (75)		6	11.4 (88)	11.9 (84)		6	21.3 (80)	19.7 (78)				
	7	64.0 (111)	63.7 (102)		7	18.2 (77)	17.3 (75)		7	31.7 (82)	32.5 (77)				
	8	54.7 (95)	55.4 (92)		8	18.9 (111)	18.3 (109)		8	22.1 (77)	21.9 (73)				
	All	47.0 (379)	51.6 (275)	NO	All	16.0 (357)	15.8 (273)	NA	All	28.1 (322)	24.3 (230)	NA			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PLI	AMO				
	5-8	137	148	NO	5-8	75			5-8	98	86	NA			
COMPARATIVE MEASURES	Comparison: Bronx District 9				Comparison: Bronx District 9				Comparison: Bronx District 9						
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District		Grades	School	District		Grades	School	District				
	6-8	51.6	40.4	YES	6-8	15.8	11.5	YES	6-8	24.3	14.0	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
	59.9	47.0	56.1	-0.48	NO	85.9	16.0	16.3	-0.02	NO	86.1	26.1	20.5	0.32	YES
GROWTH MEASURE	Grades	School	State		Grades	School	State		Grades	School	State				
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4				4	0.0			4	0.0					
	5				5	31.3			5	48.2					
	6				6	50.7			6	58.3					
	7				7	66.4			7	77.5					
	8				8	71.2			8	63.7					
	All	48.5	50.0	NO	All	56.4	50.0	YES	All	62.0	50.0	YES			

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Bronx Prep High School



	2011-12				MET	2012-13				MET	2013-14				MET
	2008 Cohort N		%			2009 Cohort N		%			2010 Cohort N		%		
English Language Arts															
ABSOLUTE MEASURES															
1. Each year, 75 percent of students will score at least 65 on the Regents English exam.	65	84.6			YES	74	90.5			YES	57	95			YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N		%		NO	Low Performing Entrants N		%		NO	Low Performing Entrants N		%		
	29	72.4%				15	60.0%								
3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI		AMO		NO	APL		AMO		NO	APL		AMO		NO
	186	188				152	163				151	166			
COMPARATIVE MEASURE															
4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.	Comparison: Bronx District # 9 School District				YES	Comparison: Bronx District # 9 School District				YES	Comparison: Bronx District # 9 School District				(YES)
	84.6	67.0				90.5	66.0				95.0	n/a			
GROWTH MEASURES															
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	2010 Cohort N	Base	Target	Result	-	2011 Cohort N	Base	Target	Result	-	2012 Cohort N	Base	Target	Result	-
Mathematics															
ABSOLUTE MEASURES															
1. Each year, 75 percent of students will score at least 65 on a NYS Regents mathematics exam.	65	90.8			YES	74	100			YES	57	98			YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N		%		NO	Low Performing Entrants N		%		(YES)	Low Performing Entrants N		%		
	13	61.5%				3	(100)								
3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI		AMO		YES	APL		AMO		YES	APL		AMO		YES
	194	186				144	142				198	148			
COMPARATIVE MEASURE															
4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.	Comparison: Bronx District # 9 School District				YES	Comparison: Bronx District # 9 School District				YES	Comparison: Bronx District # 9 School District				(YES)
	90.8	66.0				100	70.0				98	n/a			
Growth Measure															
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	2010 Cohort N	Base	Target	Result		2011 Cohort N	Base	Target	Result		2012 Cohort N	Base	Target	Result	

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY Bronx Prep High School



	2011-12		MET	2012-13		MET	2013-14		MET						
Science															
ABSOLUTE MEASURE	2008 Cohort N	%		2009 Cohort N	%		2010 Cohort N	%							
1. Each year, 75 percent of students will score at least 65 on a Regents science exam.	65	83.1	YES	74	90.5	YES	57	90	YES						
Social Studies															
ABSOLUTE MEASURES	2008 Cohort N	%		2009 Cohort N	%		2010 Cohort N	%							
1. Each year, 75 percent of students will score at least 65 on the Regents U.S. History exam.	65	78.5	YES	74	89.2	YES	57	56	NO						
2. Each year, 75 percent of students will score at least 65 on the Regents Global History exam.	65	61.5	NO	74	90.5	YES	57	91	YES						
High School Graduation															
ABSOLUTE MEASURES	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted				
1. Each year, 75 percent of students in each Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	2008	69	70.0	NO	2009	74	NR		2010						
	2009	77	77.0	YES	2010	60	NR		2011						
	2010	72	71.0	NO	2011	83	NR		2012	75	77.0				
	2011	88	76.0	YES	2012	80	NR		2013	78	87.0				
	All	306	73.7	NO	All	297	NR		All						
2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort.	2010 Cohort N	% passing ≥ 3 Regents		2011 Cohort N	% passing ≥ 3 Regents		2012 Cohort N	% passing ≥ 3 Regents							
	72	66.7	NO	83	68.7	NO	75	63.0	NO						
3. Each year, 75 percent of students will graduate after the completion of their fourth year.	2008 Cohort N	%		2009 Cohort N	%		2010 Cohort N	%							
	69	71.0	NO	74	79.7	YES	57	93.0	YES						
4. Each year, 95 percent of students will graduate after the completion of their fifth year.	2007 Cohort N	% Graduating		2008 Cohort N	% Graduating		2009 Cohort N	% Graduating							
	27	81.5	NO	69	79.7	NO	74	82.0	NO						
COMPARATIVE MEASURE	Comparison: Bronx District # 9			Comparison: Bronx District # 9			Comparison: Bronx District # 9								
5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	School	District		School	District		School	District							
	71.0	60.0	YES	79.7	61.0	YES	93.0	61.0	YES						
College Preparation															
COMPARATIVE MEASURES		N	School	State		N	School	State		N	School	State			
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and	Reading	73	37.8	41.2	NO	Reading	73	38.5	42.5	NO	Reading	83	38.7	39.6	NO
	Math	73	39.2	42.0	NO	Math	73	40.3	44.0	NO	Math	83	38.6	40.1	NO
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Reading	62	414	483		Reading	73	441	496	NO	Reading	50	440	496	NO
	Math	62	426	500		Math	73	475	514	NO	Math	50	436	514	NO
SCHOOL DESIGNED MEASURES	N	%		N	%		N	%							
3. College Preparation Each year, 30 percent of graduates will earn a Regents diploma with advanced designation.	55	0.0	NO	59	9.5	NO	53	8.8	NO						
4. College Attainment and Achievement At least 75 percent of graduates will matriculate into a college program during the fall following their senior year.	55	100.0	YES	59	94.9	YES	53	88.7	YES						

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.