



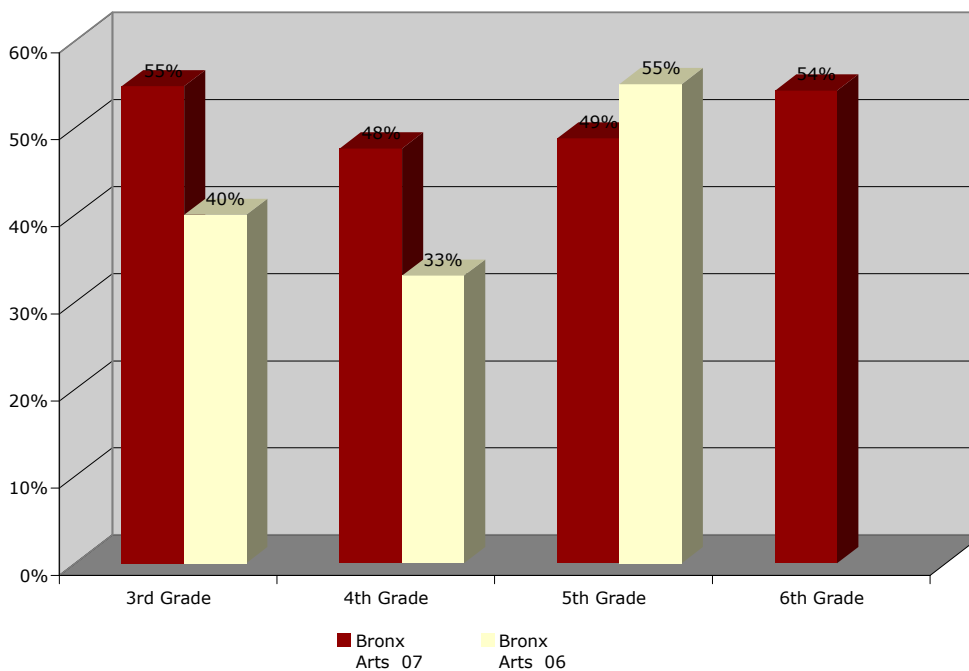
Analysis of 2007 NYS Test Scores

All Bronx Arts students in grades 3-6 participated in the New York State exams in English Language Arts (ELA) and Mathematics in January and March 2007. Since receiving the assessment results this spring, we have been analyzing the data to determine strengths and weaknesses and take steps toward continual improvement. In analyzing the data, we compared our performance levels to that of neighboring schools, our home district, and New York City overall. We also disaggregated the data and conducted a cohort analysis to look at the performance of various categories of students.

Highlights:

- Overall reading performance was significantly improved compared to last year, with especially meaningful increases in 3rd and 4th grades. A cohort analysis confirms reading growth, especially among current 4th and 5th graders. Bronx Arts outperformed nearby schools in all grades.

Percent of Bronx Arts Students Achieving Proficiency on NYS ELA Exam



- Math performance was strong in grades 3 and 6, but weaker in grades 4 and 5. We were especially pleased by the performance of our 3rd graders, more than 80% of whom demonstrated proficiency. We were most disappointed by the performance of our 5th grade cohort, who showed a meaningful decrease since last year.

- Our special education students are demonstrating significantly fewer serious academic problems than their peers across the state. In addition, students who scored at level 1 in reading and/or math last year made important progress across all grades and subjects, in many cases increasing their scores to level 2 this year. However, the percentage of students with disabilities achieving proficiency remained lower than those without disabilities.

Performance in Comparison to Neighborhood and District

English Language Arts

In January 2007, 3rd – 6th graders at Bronx Arts took the NYS English Language Arts exam. Receiving a score of 3 or 4 on this exam is considered proficient or better. Overall this year, Bronx Arts significantly outperformed nearby schools, which have similar demographics to Bronx Arts. In addition, Bronx Arts outperformed proficiency levels of the district as a whole in 3 grades. This is significant, especially considering that Bronx Arts has a less advantaged population than the district as a whole, and a higher percentage of special education students. Bronx Arts performed less well than New York City as a whole.

Percent of Students Performing at Levels 3 and 4 on 2007 NYS ELA Test

	Bronx Arts	Nearby Schools*	District 8	NYC
3rd Grade	55%	39%	48%	62%
4th Grade	48%	36%	49%	62%
5th Grade	49%	34%	45%	62%
6th Grade	54%	21%	37%	58%

Math

The NYS Math exam was administered to Bronx Arts 3rd – 6th graders in March 2007. Receiving a score of 3 or 4 on this exam is considered proficient or better. Bronx Arts outperformed nearby schools and the district as a whole in 3rd and 6th grades. In 4th and 5th grades, Bronx Arts performed less well than nearby schools and the district. Bronx Arts performed less well than New York City as a whole.

Percent of Students Performing at Levels 3 and 4 on 2007 NYS Math Test

	Bronx Arts	Nearby Schools*	District 8	NYC
3rd Grade	81%	74%	78%	82%
4th Grade	60%	66%	68%	74%
5th Grade	41%	56%	62%	71%
6th Grade	54%	44%	51%	63%

*Represents the average of the percentages of students scoring at levels 3 and 4 at schools PS 75, PS 48, MS 201, PS 152, PS 150, IS 216, and IS 217. These schools are those with closest physical proximity to Bronx Arts and comparable demographics.

Performance of Special Education Students

Part of Bronx Arts' mission is to offer an inclusive environment to students with and without disabilities. This year almost 20% of Bronx Arts students have an identified disability. All of these students in grades 3-6 participated in the NYS testing program.

Bronx Arts' students with disabilities demonstrated far fewer serious academic difficulties than their peers across the state. The percent of Bronx Arts' students with disabilities performing at level 1 (the lowest possible performance level) was significantly lower than statewide averages.

Percent of Students with Disabilities Performing at Level 1

	Math Bronx Arts	Math NYS	Reading Bronx Arts	Reading NYS
3rd Grade	0%	17%	14%	31%
4th Grade	2%	25%	15%	39%
5th Grade	7%	24%	11%	30%
6th Grade	17%	33%	0%	27%

A smaller percentage of students with disabilities performed at proficiency than did students without disabilities in both English Language Arts and Math. The difference was most pronounced in the 6th grade. In most grade levels, the percentage proficient of special education students was similar to statewide averages.

Percent of Students Performing at Levels 3 and 4 on 2007 NYS ELA Test

	All Bronx Arts Students	Special Education Students Only	General Education Students Only	# Special Education Students
3rd Grade	55%	29%	60%	7
4th Grade	48%	31%	55%	13
5th Grade	49%	22%	56%	9
6th Grade	54%	17%	62%	6

Percent of Students Performing at Levels 3 and 4 on 2007 NYS Math Test

	All Bronx Arts Students	Special Education Students Only	General Education Students Only	# Special Education Students
3rd Grade	81%	57%	86%	7
4th Grade	60%	46%	66%	13
5th Grade	41%	33%	44%	9
6th Grade	54%	17%	62%	6

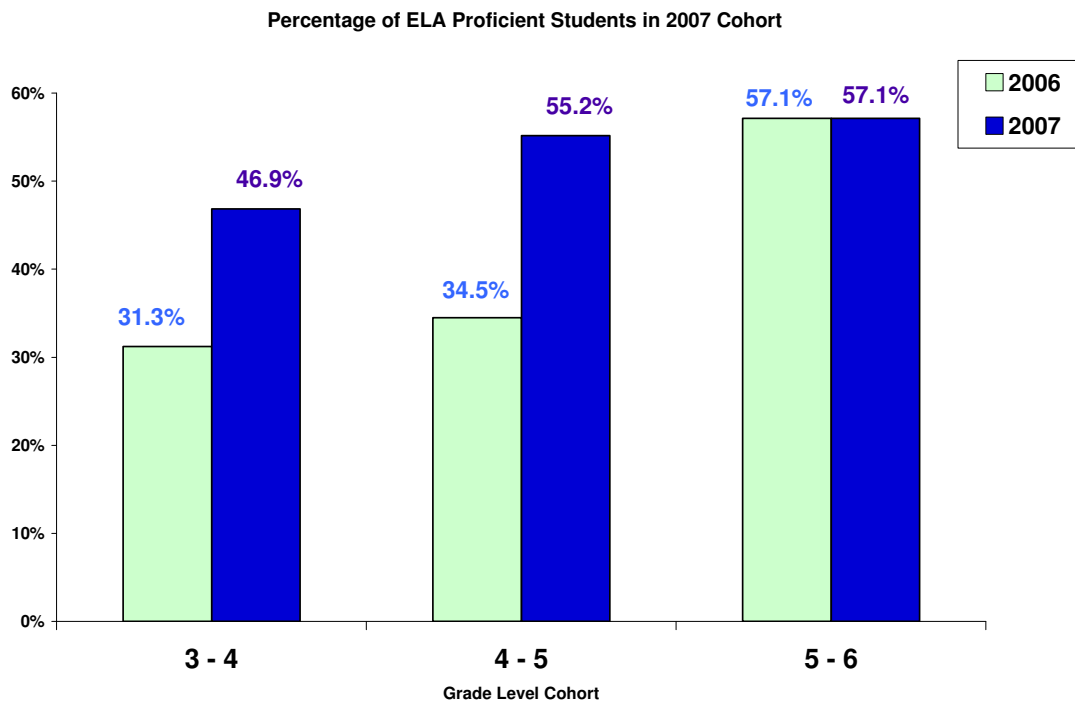
Cohort Analysis

To learn more about Bronx Arts performance this year, we conducted a cohort analysis that includes only the scores of students who have attended and tested at Bronx Arts for two consecutive school years. A cohort analysis is helpful because it eliminates the effect of new students entering the school for whom, presumably, Bronx Art is able to have minimal impact in the few short months before the exam.

In 2007, the cohort group is comprised of 89 students in grades 4-6. This group does not include any students who did not attend Bronx Arts in 2006-7 or who were new to the school this year. In addition, it does not include 3rd graders, for whom this was the first year of testing.

English Language Arts

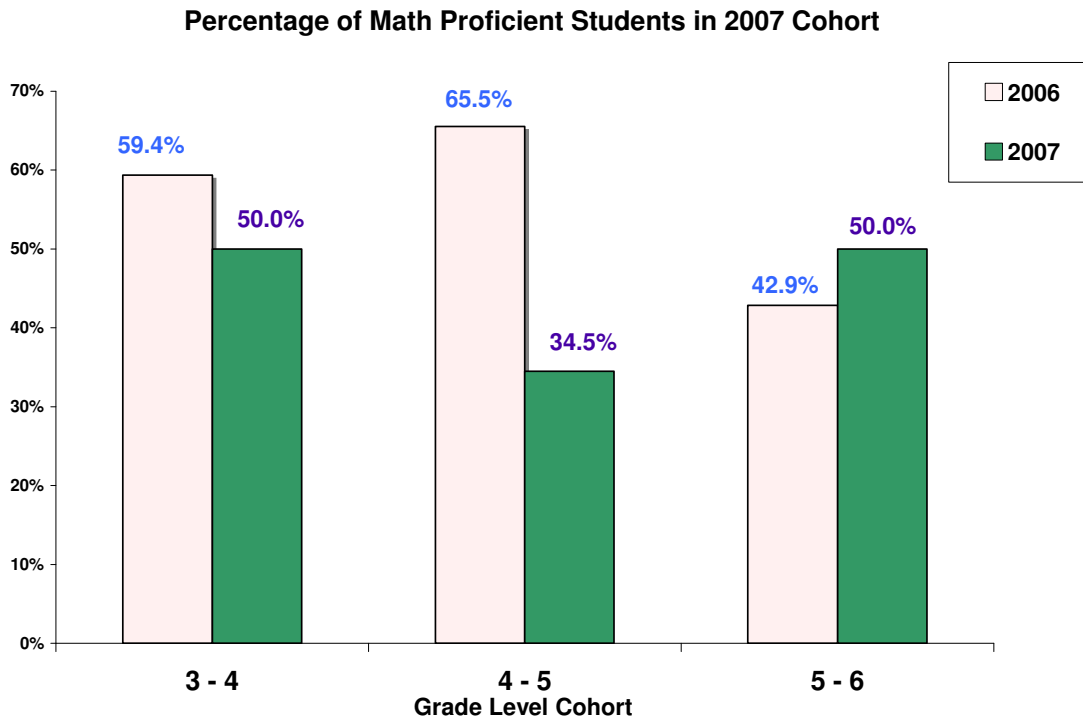
Across the grades, 52.8% of the cohort was proficient, as compared to 40.4% last year. This increase represents 16 students who moved into proficiency by increasing their score from a level 2 to a level 3. Significant increases were seen in 4th and 5th grade cohorts, while proficiency in the 6th grade cohort remained flat.



Progress was also seen amongst our lowest performing students, as the percentage of students at level 1 across all grade level cohorts went from 11.2% last year to 4.5% in 2007. In the 6th grade cohort, the percentage of students at level 1 decreased from 7.1% to 0%.

Math

An increase in proficiency was seen this year in the 6th grade cohort, however, proficiency in the 4th and 5th grade cohorts decreased. Overall, proficiency across the grades decreased from 56.2% to 44.9%.



Consistent progress was seen amongst our lowest performing students, as the percentage of students at level 1 across all grade level cohorts decreased from 18% in 2006 year to 11.2% this year.

Implications and Plans

At Bronx Arts, we are committed to the success of our students and understand the importance of demonstrating achievement on New York State exams. Based on last year's test scores and subsequent analysis, we are planning programmatic changes to build upon the strengths and address the weaknesses revealed by the test scores. Some of our plans are summarized below:

- In order to sustain increases in ELA proficiency for a second year, we must continue to focus on literacy in the same vein as this year. This will include further defining and propagating best practices, providing professional development, and closely monitoring literacy instruction and progress throughout the year through supervision and regular assessment.
- We must continue to increase the effectiveness of interventions and supports provided to our students with disabilities, in both math and ELA. As an inclusion school, we have a special responsibility to ensure that our students with disabilities are performing at high levels. While we see that this group of students has made significant progress this year, we are still not satisfied with their performance. This year, we will hire a Special Education Coach and Coordinator who will work with teachers to ensure that they are meeting the needs of special education students. In addition, we are adjusting the role of learning specialists and increasing training for them.
- We will devote more time to professional development in Math, especially for teachers who have had less successful results. One element will consist of working with a PD consultant from *Math in the City* on an ongoing basis. We are also purchasing the updated (and significantly improved) edition of the *Investigations* Math program and providing extensive training in implementation.