Girls Preparatory Charter School of New York

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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PUBLIC PREP
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The following PPN Staff Members prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

- Julie Anne Garretson, Network Director of Operations
- Shanice Adamns, Managing Director of Schools
- Chaitanya Ramineni, Managing Director of Data and Technology

Trustee's Name	**Board Position**	
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Tamara Zachery	Trustee	Development

Katrina Liebst has served as the Principal of the Girls Preparatory Charter School of New York elementary grades (Pre K-4) since 2022. When the elementary and middle academies were consolidated into one location, Ms. Liebst served as the Principal for grades 1-8.

Jessica Strong served as the Principal of Girls Preparatory Charter School of New York middle grades (5-8) from 2018-2023

SCHOOL OVERVIEW

Girls Prep is the first all-girls charter school in New York City. It was founded in 2005 and in the school year 2023-24 served elementary and middle school grades 1-8. Girls Prep New York is part of the Public Prep Academies (PPA) education corporation.

Girls Prep is part of Public Preparatory Network, which launched in 2009 and supports the instructional, operational, and administrative functions of PPA schools. Public Prep was founded on the premise that every family, regardless of race, income level or ZIP code, can and should have the power to access a great, tuition-free and single-gender public school education. Our approach is rooted in love and justice, and requires an ongoing commitment to delivering high quality, accessible, and anti-racist education. The Public Prep model is designed to help scholars see the possibilities for themselves, and to prepare every scholar to achieve their highest level of success. Further, our teams recognize the significance of preparing scholars to realize their inherent greatness. From a very young age, we reinforce to our scholars that they are agents of change. We guide scholars in realizing their power and promise, through the values of scholarship, excellence, community, and integrity. Our scholars develop their abilities to read, write, listen, speak, create, and think critically across disciplines, with a particular focus on science, the arts, and math.

Our model is designed so scholars build strong character, depth of knowledge, and empathy for the world around them. We ensure scholars are prepared to graduate from middle school and into New York City's top performing independent, parochial, and public schools to continue on a pathway to pursue their passions and life-long success

ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	30	25	26	38	46	56	75	56	67	0	0	0	0	419
2022-23	18	16	14	22	27	33	50	56	44	0	0	0	0	280
2023-24	0	9	6	4	12	20	21	41	48	0	0	0	0	161

GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient readers of the English language

BACKGROUND

PPA uses a Science of Reading approach to literacy instruction in conjunction with the New York State Standards as a foundation for planning and instruction. Each day, scholars receive 120-145 minutes of Literacy instruction daily depending on their grade level. Teachers use a lesson format that follows a predictable structure – Warm-Up, Teach, guided practice, Independent Practice, connect – so that students know what to expect and what is expected of them at each part of the lesson.

The reading program starts in the youngest grade levels with a research-based phonics program, where our scholars can learn the building blocks of reading with an emphasis on decoding, phonological awareness, and sight recognition. This approach grounds our scholars in the tools they need to become successful readers.

Students gain the benefits of a collaborative model by learning to communicate in a positive and student-centered climate, apply knowledge through meaningful communication about what they have read, self-monitor through independent reading goals, and practice and master skills and standards by incorporating teacher and student feedback.

Teachers are trained and expected to monitor literacy growth using the Roots Assessment in elementary grades, part of the Success for All Phonics curriculum which is a researched-backed assessment and curricular resource. Roots assesses children's literacy skills, provides key data to educators, and trains teachers how to interpret that data in a way that moves children reliably through their phonics program. Students also complete writing diagnostics tied to the units of instruction. Teachers use regular unit assessments in all grades to monitor student performance and progress.

The Roots Assessment, NWEA MAP assessment, interim assessments, and quizzes are used strategically by staff to ensure that immediate re-teach and intervention of ELA skills is incorporated into daily plans, and six-week intervention plans. Ongoing assessment data collection and analysis informs our RTI (response to intervention) process, a network wide model that targets students for enrichment and/or intervention.

While PPA is committed to incorporating the programs that build strong foundations and embed higher order critical thinking, we also ensure rigor and high academic expectations through standardization and structure. For example, we have developed standardized practices for grading and evaluating student work as well as for small group instruction and Response to Intervention process and criteria.

Elementary and Middle ELA

ELA Measure 1 - Absolute
Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/ IEP	Admin error	Medically excused	Other reason	
3	3	0	0	0	0	0	1	4

4	11	0	0	0	0	0	0	11
5	20	0	0	0	0	0	0	20
6	19	0	0	0	0	0	1	20
7	37	1	0	0	0	0	0	38
8	46	0	0	0	0	0	1	47
All	136	1	0	0	0	0	3	140

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	3	3	100%	3	3	100%
4	11	10	91%	10	9	90%
5	20	11	55%	19	11	58%
6	19	6	32%	18	5	28%
7	37	20	54%	36	20	56%
8	46	39	85%	45	38	84%
All	136	89	65%	131	86	66%

ELA Measure 2 - Absolute
Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [1]

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

[1] You can find the statewide MIP goals for 2022-23 to 2026-27 here

English Language Arts 2023-24 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
136	[13]	[35]	[51]	[39]

PI=26%+2*38%+2.5*29%=172.5

RESULTS AND EVALUATION

The school exceeded the state's MIP of 113 for the year 2023-24 by 59.5 points with a PI of 172.5, showing the success of PPA's approach to ELA instruction and how setting high expectations for achievement has benefitted students.

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.[2]

2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level				
Grade	**Percent of Students at or Above Proficiency**			
	Charter School Students In At Least 2nd Year		**All District Students**	
	Percent Proficient	**Number Tested**	**Percent Proficient**	**Number Tested**
3	100%	3	60%	526
4	90%	10	59%	526

[2] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

5	58%	19	52%	497
6	28%	18	56%	566
7	56%	36	62%	546
8	84%	45	62%	567
All	66%	131	58%	3228

ELA Measure 4 - Comparative
Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide.

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.5	452	437.4	1.41
4	96.3	451	440.2	1.06
5	93.9	445	439.4	0.60
6	86.0	444	440.2	0.45
7	82.1	458	444.2	1.52
8	88.6	460	446.9	1.51
All	88.7	452.3	442.2	1.10

ELA Measure 5 - Growth
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[1]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a

state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

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[1] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.9	50
5	59.8	50
6	53.5	50
7	62.3	50
8	56	50
All	57.1	50

ELA Internal Exam Results

NWEA

During 2023-24, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: NWEA MAP

MAP Growth is a computer adaptive test created by NWEA. PPA students take the MAP assessment three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. MAP Growth dynamically adjusts to each student's performance and creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP benchmarks are derived based on an empirical analysis of the scores that have best

correlated with NYS test proficiency in the past. After each year of NYS testing, the Public Prep Academic Team may revise the NWEA MAP benchmarks to improve alignment to the previous year's NYS test.

The table below summarizes participation information for this year's test administration. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2023-24 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Outcome
Measure 1: Percentage of students at or above the 50th percentile in Grades 3-8	All students	62	149	51%	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	70	149	48%	No

End of Year Performance on 2023-24 NWEA MAP ELA Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[3]	Number Tested *	Percent Proficient	Number Tested
3	50%	4	67%	3
4	45%	11	50%	10
5	25%	20	26%	19
6	26%	19	22%	18
7	19%	37	19%	36
8	50%	46	48%	44
All	36%	149	35%	140

*Spring 2024 MAP exam was used for this analysis

End of Year Growth on 2023-24 NWEA MAP ELA Assessment
By All Students

Grades	Median Growth Percentile	Number Tested

[3] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

3	64	4
4	63	11
5	37	20
6	54	19
7	42	37
8	43	46
All	44	149

Summary of the ELA Goal

We are committed to providing the resources needed for our students to become proficient readers of the English language. PPA is committed to a culture of continuous improvement where student achievement and success has no limit.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

ELA Action Plan

As of 2024-25, Girls Preparatory Charter School of New York has temporarily paused elementary and middle school operations.

GOAL 2: MATHEMATICS

Girls Prep students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

Background

PPA uses an intensive math curriculum that utilizes the New York State Standards as a foundation and folds in rigorous curricula to challenge students and allow teachers to narrow and deepen the scope of math instruction. Math instruction schedule includes two math blocks, one for a core standards aligned unit of study, and a second that includes complex problem-solving and a combination of data-informed small group instruction and targeted practice using adaptive technology.

Throughout the school year, PPA used a new elementary curriculum, Eureka squared K-4, with stronger results. For the 24-25 SY we have rolled out the program across grades K-8. As a network, we are committed to the implementation of a mathematics program grounded in problem based learning where students build conceptual understanding by making meaning of mathematics through inquiry, collaboration, and feedback. This approach promotes reasoning and problem solving, allows students to connect and build mathematical representations, engage in high-quality discourse, and build procedural fluency from conceptual understanding. Through our curriculum, our students are able to affirm their mathematical identity in the classroom and beyond as they connect mathematics to the world around them.

Elementary and Middle Mathematics

Math Measure 1 - Absolute
Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2024. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year). Note that Boys Prep administers the Regents exam in Algebra in lieu of the 8th grade mathematics exam.

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested	Total Enrolled

		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	3	1	0	0	0	0	0	0	4
4	11	0	0	0	0	0	0	0	11
5	20	0	0	0	0	0	0	0	20
6	19	1	0	0	0	0	0	0	20
7	37	0	0	0	0	0	1	0	38
8	0	0	0	0	0	0	0	47	47
All	90	2	0	0	0	0	1	47	140

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	3	3	100%	3	3	100%
4	11	9	82%	10	8	80%
5	20	9	45%	19	9	47%
6	19	10	53%	18	9	50%
7	37	24	65%	36	24	67%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	90	55	61%	86	53	62%

Math Measure 2 - Absolute
Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of

students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
90	[13]	[22]	[39]	[16]

PI=24%+2*43%+2.5*18%=155

RESULTS AND EVALUATION

The school's PI of 155 exceeded the state's MIP of 115.3 for the year 2023-24 by 39.7 points, a sign that the switching of curriculum and continued emphasis on academic rigor in mathematics within the classroom and beyond continue to bring student success.

Math Measure 3 - Comparative

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2023-24 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100%	3	63	546
4	80%	10	64	546
5	47%	19	57	479
6	50%	18	57	584

7	67%	36	68	555
8	N/A	N/A	N/A	N/A
All	62%	53	62%	2710

Math Measure 4 - Comparative
Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	95.5	464	442.7	1.48
4	96.3	452	441.1	0.77
5	93.9	441	439.5	0.12
6	86.0	444	442.3	0.13
7	82.1	465	446.2	1.47
8	NA	NA	NA	NA
All	88.7	453.2	442.9	0.78

Math Measure 5 - Growth
Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[1]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

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[1] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	33.5	50
5	30.8	50
6	62.0	50
7	69.9	50
8	0.0	50
All	54.0	50

Performance on a Mathematics Regents Exam
Of 8th Grade All Students by Year

In 8th grade, we met the goal of 75% or more students scoring proficiently. In lieu of the state exam, our students took the Algebra regents, a high school level exam, and 83% of students passed this exam.

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2023-24	Integrated Algebra	83%	44

NWEA

During 2023-24, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: NWEA MAP

MAP Growth is a computer adaptive test created by NWEA our students take three times per school year. The results provide teachers with information to help them deliver appropriate content for each student and determine each student's academic growth over time. MAP Growth dynamically adjusts to each student's performance and creates a personalized assessment experience that accurately measures performance—whether a student performs on, above, or below grade level. MAP benchmarks are derived based on an empirical analysis of the scores that have best correlated with NYS test proficiency in the past. After each year of NYS testing, the Public Prep Academic Team may revise the NWEA MAP benchmarks to improve alignment to the previous year's NYS test.

The table below summarizes participation information for this year's test administration. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

Overall, the measure was not met in every grade.

2023-24 NWEA MAP Math Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Outcome
Measure 1: Percentage of students at or above the 50th percentile in Grades 3-8	All students	55	92	36%	No
Measure 2: Percentage of students meeting projected growth from Fall to Spring in Grades 3-8	All students	72	92	52%	No

End of Year Performance on 2023-24 NWEA MAP Math Assessment

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[4]	Number Tested *	Percent Proficient	Number Tested
3	25%	4	33%	3
4	82%	11	80%	10
5	25%	20	26%	19
6	16%	19	11%	18
7	16%	38	16%	37
8	N/A	N/A	N/A	N/A
All	33%	92	32%	87

*Spring 2024 MAP exam was used for this analysis

End of Year Growth on 2023-24 NWEA MAP Math Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3	56	4
4	81	11
5	53	20
6	49	19
7	35	38
8	N/A	N/A
All	51	92

Summary of the Mathematics Goal

Students will demonstrate steady progress in the understanding and application of mathematical skills and concepts. Our goal is not only to ensure that students are mastering key concepts but also to use this data-driven approach to inform instruction, adjust pacing, and tailor interventions to meet individual

[4] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

learning needs. Over time, this will result in measurable improvements in mathematical proficiency and critical thinking skills across all student groups.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

Mathematics Action Plan

As of 2024-25, Girls Preparatory Charter School of New York has temporarily paused elementary and middle school operations.

GOAL 3: SCIENCE

Students will become proficient in all grade-level Science expectations

Background

PPA's science curriculum has been designed to provide a solid foundation for students in the essential understandings of elementary and middle science as outlined in the New York State standards. The curriculum provides students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes.

Elementary and Middle Science

Science Measure 1 - Absolute
Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered the New York State Testing Program computer-based science assessment to 5th graders in Spring 2024. The table below summarizes the performance of students enrolled for at least two years. Our 8th grade students participated in the Living Environment Regents exam in 2023-24.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	19	7	37%
8	N/A	N/A	N/A
All	19	7	37%

Additional Evidence

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Percent Passing with a 65	Number Tested
8	2023-24	Living Environment	64%	45

During the 2023-24 school year, 8th grade students completed the Living Environment Regents in lieu of the New York State science exam.

Science Measure 2 - Comparative
Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

The Institute does not require charters to report on this measure for 2023-24.

Summary of the Elementary/Middle Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

Evaluation of the Science Goal

Based on scholars' results as assessed by the 5th grade New York State Science exam and the f New York State Living Environment Regents exam, Girls Prep did not meet the goal of 75% of students achieving proficiency. However, it is noteworthy that the percentage of students meeting proficiency on the Living Environment Regents has increased over the last three years.

Additional Context and Evidence

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	50	27	54%
8	2022-23	Living Environment	52	31	60%
8	2023-24	Living Environment	45	29	64%

Science Action Plan

As of 2024-25, Girls Preparatory Charter School of New York has temporarily paused elementary and middle school operations.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

Year	Status
2021-22	Good standing
2022-23	Good standing
2023-24	Good standing