

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.



Girls Preparatory Charter School of New York

Accountability Plan for School Year 2006-2007

Charter Period 2005 -- 2009

ACADEMIC GOALS

English Language Arts

Goal I: Students will become proficient readers of the English language.

Measure 1 (Absolute): Student performance on the New York State ELA Exams.

For the 2007-08 through 2008-09 school years, 75 percent of third through fifth graders who are enrolled in at least their second year at GPCS will perform at or above Level 3 on the New York State English Language Arts (ELA) examination.

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

Not yet applicable.

Measure 2 (Optional): Student Performance on ECLAS-2

As stated last year in our Accountability Plan, for the 2005-06 through 2008-09 school years, 75% of kindergarten students will perform at or above Level 2 on all relevant sub-tests for the spring administration of ECLAS-2. However, this measure will be replaced by Rigby PM Ultra Benchmark testing, for reasons outlined below.

Girls Prep will no longer administer the ECLAS-2 to measure literacy skills development in all students. ECLAS-2 was used in past years to measure students' skills in reading comprehension, reading accuracy, sight word mastery, decoding, phonics, and phonemic awareness. All of these skills are tested throughout the year in other assessments, which are less time consuming and can therefore be more frequently administered. Reading comprehension, accuracy, and decoding are tested four times a year through the Rigby PM Ultra Benchmark Kit, a running record assessment tool. Additionally, phonics and phonemic awareness will continue to be monitored through the use of DIBELS, an assessment administered three times a year with additional progress monitoring as needed for students not reaching the benchmark. ECLAS-2 will be used to gather more data for students not attaining the benchmarks as evidenced by the Rigby and DIBELS assessments as well as other students requiring academic intervention rather than the whole school population.

Measure 2 (Optional – New): Student Performance on Rigby

For the 2006-2007 through 2008-2009 school years, 75% of all students will perform at or above grade level benchmark on the Rigby PM Ultra Benchmark Assessment, which is administered five times throughout the year.

Name of Test: Rigby PM Ultra **Subtest:** Reading Comprehension and Decoding

Number of Students at Each Rigby Level

Grade	Benchmark Level	Levels													# of Students At or Above Benchmark / # of Students in Grade	% of Students At or Above Benchmark
		1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21	22+		
K	6	1		1	7	9	6	6		3		6	1	2	40 / 42	95 %
1st	17						1	1	3	2	9	8	11	17	45 / 52	87 %
2nd	22												6	28	28 / 34	82 %

Measure 3 (Comparative): Student performance as compared to students in similar schools and home districts on NYS ELA exams

Each year, the percent of students who are enrolled in at least their second year at GPCS and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of Community School District 1.

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

Not yet applicable.

Measure 4 (Optional): Student Proficiency on NCE for the Terra Nova Assessment

For the 2006-07 through 2008-09 school years, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Terra Nova Assessment, a nationally-normed reading test, and an NCE of 50 (i.e., grade level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least some increase in the current year.

This year Terra Nova Literacy tests were administered in both October and May.

Name of Test: Terra Nova **Subtest:** Literacy

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score NCE	Qualitative Level and Percent Attaining*	Other **
Kindergarten	May 2007	42	0	2 students have IEP; still tested	0	42	63.35	76.19% at or above Grade Equivalent (GE = 0.8)	AVG GE: 1.23

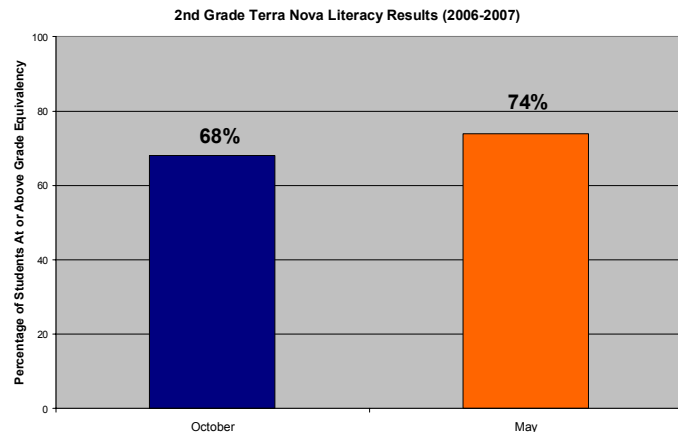
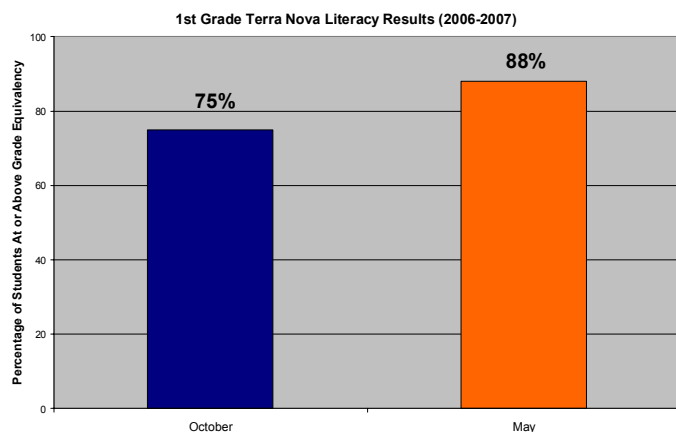
Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score NCE	Qualitative Level and Percent Attaining*	Other **
1 st Grade	October 2006	52	0	1 student has IEP; still tested	0	52	57.81	75.00% at or above Grade Equivalent (GE = 1.1)	AVG GE: 1.40

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score NCE	Qualitative Level and Percent Attaining*	Other **
1 st Grade	May 2007	52	0	1 student has IEP; still tested	0	52	63.35	88.46% at or above Grade Equivalent (GE = 1.8)	AVG GE: 2.88

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score NCE	Qualitative Level and Percent Attaining*	Other **
2nd Grade	October 2006	37	0	0	0	34	57.21	67.65% at or above Grade Equivalent (GE =2.1)	AVG GE: 2.81

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (NCE)	Qualitative Level and Percent Attaining*	Other **
2 nd Grade	May 2007	34	0	0	0	34	63.79	73.53% at or above Grade Equivalent (GE = 2.8)	AVG GE: 5.15

Analysis Measure 4 (Optional): Student Literacy proficiency on NCE for the Terra Nova Assessment



Girls Prep determined that the Terra Nova assessments were more applicable for tracking the performance of our girls and their progress toward goals on the 3rd grade State ELA. For that reason, in the Fall of the 2006-2007 school year we gave the Terra Nova to determine a baseline for our students. We then tested them with the Terra Nova again in May of this year (Kindergarten was only tested once in May). The goal that we had outlined as pertaining to the ITBS, is the same for the Terra Nova, namely that “for the 2006-07 through 2008-09 school years, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed reading test, and an NCE of 50 (i.e., grade level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least some increase in the current year” replacing the Terra Nova for the ITBS and using the Fall 2006 benchmark as a proxy for the Spring of 2006.

Between the Fall and Spring test dates we saw our NCE data increase by around six points for both First and Second Grades. The October test was not administered to Kindergarten; however the May score for NCE was over 13 points above the National Curve Equivalent. Additionally, the above charts demonstrate an increase in the percentage of students at or above grade equivalency for both First and Second Grades. These results represent significant progress in our Literacy program and we will strive in the next year to further increase our students’ performance on this measure.

Measure 5 (Comparative): Student performance as compared to students in similar schools and home districts on NYS ELA exams

Each year, the percent of students who are enrolled in at least their second year at GPCS and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of Community School District 1.

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

Not yet applicable.

Measure 5a (Required Outcome Measure): Student gains on New York State ELA Exam

For the 2008-09 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least some increase in the current year.

Not yet applicable.

Summary of Student Progress toward proficiency in English Language Arts

Girls Prep students' performance on each of the assessments we administer demonstrates the strength of our English Language Arts program. This Fall we began using Recipe for Reading, an Orton-Gillingham based multi-sensory phonics program, in order to ensure that all of our students were getting uniform and strong phonics instruction. The results of adding this component to our ELA program have been powerful as our students have become very strong readers. In each class Kindergarten to 2nd grade the average NCE is above 50, i.e., grade level. We will continue to use this program in our early grades and increase our focus on reading comprehension in second grade and beyond.

In addition to this curricular change, our teachers have worked hard this school year to begin to more totally align our curricula to the State Standards. This work, which we had been advised to do, is being completed this summer for all subjects in all grades.

Additionally, we have identified a source for interim assessments which will be aligned to the State Standards as well. We are confident that as we start the year with instruction and interim assessments aligned to State Standards, we will show even stronger performance by our students on the Terra Nova assessments as well as the 3rd grade State ELA.

For the students who did not meet grade level goals, they will either repeat the grade (this is the case for approximately 4 girls school-wide) or they have been in the process of being evaluated by the CSE to determine whether or not they have learning issues that we need to address in another manner. We are confident about the ultimate success of these students as well.

Mathematics

Goal II: GPCS students will demonstrate steady progress in the understanding and application of mathematical skills and concepts.

Measure 1 (Absolute): Student performance on the New York State Math Exams.

For the 2007-08 through 2008-09 school year, 75 percent of third through fifth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

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

Not yet applicable.

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the NYS Math exam.

Each year, the percent of students who are enrolled in at least their second year at GPCS, and performing at or above Level 3 on the State Mathematics exam in each tested grade will be greater than that of Community School District 1.

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

Not yet applicable.

Measure 3 (Optional): Student Proficiency on NCE for the Terra Nova Assessment

For the 2006-07 through 2008-09 school years, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Terra Nova Assessment, a nationally-normed reading test, and an NCE of 50 (i.e., grade level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least some increase in the current year.

This year Terra Nova Literacy tests were administered in both October and May.

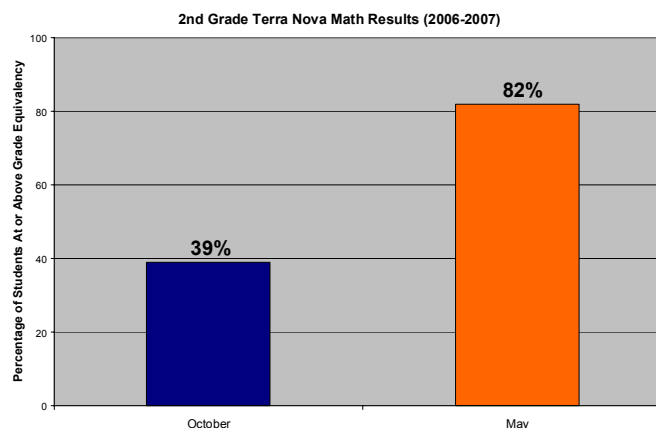
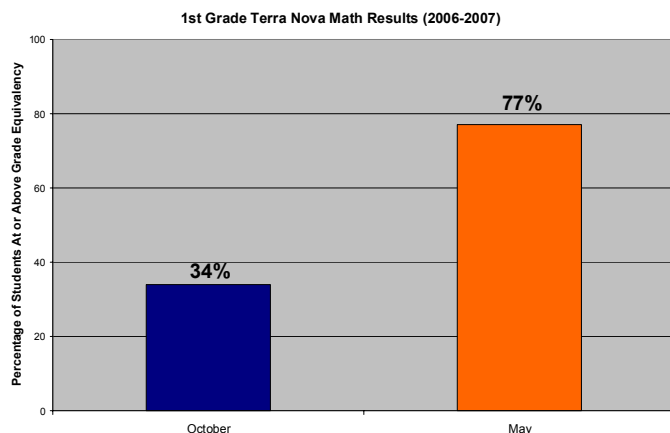
Name of Test: Terra Nova Subtest: Mathematics

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (NCE)	Qualitative Level and Percent Attaining*	Other **
Kindergarten	May 2007	42	0	2 students have IEP; still tested	0	42	55.17	71.43% at or above Grade Equivalent (GE = 0.8)	AVG GE: 1.13
Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (NCE)	Qualitative Level and Percent Attaining*	Other **
1 st Grade	Oct 2006	52	0	1 student has IEP; still tested	0	52	43.06	34.62% at or above Grade Equivalent (GE = 1.1)	AVG GE: 0.78
Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (NCE)	Qualitative Level and Percent Attaining*	Other **
1 st Grade	May 2007	52	0	1 student has IEP; still tested	0	52	56.50	76.92% at or above Grade Equivalent (GE = 1.8)	AVG GE: 2.21

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (NCE)	Qualitative Level and Percent Attaining*	Other **
2 nd Grade	Oct 2006	37	0	0	0	34	43.38	38.24% at or above Grade Equivalent (GE = 2.1)	AVG GE: 1.73

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent in Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (NCE)	Qualitative Level and Percent Attaining*	Other **
2 nd Grade	May 2007	34	0	0	0	34	68.91	82.35% at or above Grade Equivalent (GE = 2.8)	AVG GE: 4.47

Analysis Measure 3 (Optional): Student Mathematics proficiency for the Terra Nova



Girls Prep determined that the Terra Nova assessments were more applicable for tracking the performance of our girls and their progress toward goals on the 3rd grade State ELA. For that reason, in the Fall of the 2006-2007 school year we gave the Terra Nova to determine a baseline for our students. We then tested them with the Terra Nova again in May of this year (Kindergarten was only tested once in May). The goal that we had outlined as pertaining to the ITBS, is the same for the Terra Nova, namely that “for the 2006-07 through 2008-09 school years, grade-level cohorts of students will reduce by one half the gap between their average NCE in the previous spring on the Iowa Test of Basic Skills (ITBS), a nationally-normed reading test, and an NCE of 50 (i.e., grade level) in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least some increase in the current year” replacing the Terra Nova for the ITBS and using the Fall 2006 benchmark as a proxy for the Spring of 2006.

Between the Fall and Spring test dates we saw our NCE data increase by around 13 points for First Grade and around 25 points for Second Grade. The October test was not administered to Kindergarten; however the May score for NCE was 5 points above the national average. Additionally, the above charts demonstrate an increase in the percentage of students at or above grade equivalency for both First and Second Grades. While our Fall Math scores were far behind our Literacy scores, the dramatically higher May results show Math to be catching up. These results represent significant progress in our Mathematics program and we will strive in the next year to further increase our students’ performance on this measure.

Measure 3a (Required Outcome Measure) : Student gains on State Mathematics exam

For the 2008-09 school year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least some increase in the current year

Not yet applicable.

Goal III: GPCS students will demonstrate proficiency relevant to achievement in science

Measure 1(Absolute): Student performance on the NYS Science Examination

For the 2008-09 school year, 75 percent of fourth graders who are enrolled in at least their second year at GPCS will perform at or above Level 3 on the New York Science examination.

Not yet applicable.

Measure 2 (Comparative): Student performance as compared to students in similar schools and home districts on the NYS Science exam.

Each year, the percent of students who are enrolled in at least their second year at GPCS and performing at or above Level 3 on the State Science exam in each tested grade, will be greater than that of Community School District 1.

Not yet applicable.

Summary Student Progress toward proficiency in Mathematics

Mathematics was a big focus for Girls Prep this year. Again, we changed assessments in the Fall administering the Terra Nova as a baseline for our students. We were surprised by the performance of our students in October when 34% of First Graders and 39% of Second Graders were at or above grade level on average. We immediately began tutoring some of the students, working to more appropriately align our curriculum to the Standards and the Terra Nova. In February we began working with

an Aussie Consultant who worked to ensure that teachers were focusing on number sense, word problems and exemplars. Our second grade teachers gave interim assessments that were closely aligned to the Terra Nova and we began to see improvement. We are heartened to see the results of the May Terra Nova but are aware that more work remains.

Going forward, our approach is to augment our curriculum with Exemplars and more complex higher order mathematics. We are so committed to our students excelling with mathematics, that we have added a Math Specialist to our team. This summer she completed the work of aligning all of our math curricula to the State Standards and she will also be responsible for small math groups, and coaching teachers regarding math instruction. The Aussie Consultant will also be available to work with our Math Specialist and teachers on a much more limited basis.

We are confident that the focus our teachers have on math, together with the focus of a Math Specialist and the alignment of our curricula together with other resources we have been able to focus on math instruction, we will see even stronger results in the coming year especially when our 3rd graders take the State Math Assessment.

Additional Required Academic Measure

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

ORGANIZATIONAL GOALS

Parent and Student Satisfaction

Goal V: Parents will express high satisfaction with the school.

Each year, parents will express satisfaction with the school’s program, based on the school’s Parent Survey in which at least two-thirds of parents provide a positive response to the survey items (an overall grade of B or better).

Parent Survey Form with Results

*Total Surveys Received: 78

**Total Families Enrolled: 129

Date Administered: May 2007

	A+	A	B	C	D	F	No Grade
What overall grade would you give Girls Prep Charter School?	21	44	12	0	0	0	1
	27%	56%	15%	0%	0%	0%	1%
How would you grade the overall education your child is receiving at this school?	27	42	8	0	0	0	1
	35%	54%	10%	0%	0%	0%	1%
What grade do you give Girls Prep for the amount your child has learned/is learning at this school?	28	37	10	1	0	0	2
	36%	47%	13%	1%	0%	0%	3%
How would you grade the qualifications and performance of the teachers?	23	40	14	0	0	0	1
	29%	51%	18%	0%	0%	0%	1%
How would you grade the individualized attention your child gets?	16	36	23	1	0	0	2

	21%	46%	29%	1%	0%	0%	3%
What grade do you give Girls Prep on the way it communicates with you and keeps you informed about your child's progress and what's going on at school?	21	24	28	3	1	0	1
	27%	31%	36%	4%	1%	0%	1%
How do you grade the way the school handles parent complaints?	10	37	19	9	1	0	2
	13%	47%	24%	12%	1%	0%	3%
How do you grade the way the school handles discipline/safety issues?	17	30	24	5	0	0	2
	22%	38%	31%	6%	0%	0%	3%
Have/Would you recommend the school to another family?	YES		NO				
	76		0				2
	97%		0%				3%

*Percentages are based on total surveys received.

**Total students enrolled = 135; there are 6 sets of siblings totaling 129 families

Parent Comments:

(Responses are a sample)

- It would be nice if the girls could dress casual once a month to showcase their individuality.
- My child has learned a lot. The school and her teachers are wonderful!
- I love the curriculum and the way the teachers take pride in teaching my daughter.
- Overall the school is great... Girls Prep is well on their way to achieving the goals stated in its mission statement.
- Some administrative aspects can be a bit unorganized and I wish there were more support from the school for the PTA.
- I'm very happy with the progress my daughter has achieved in all areas. I love her teachers.
- I always recommend this school to any family with a girl.
- Find a lower floor to put the school on.

- Girls Prep is a very good school. There's always room for improvement. Keep up the good work.
- I didn't like the way Ms. Haskins was fired and the fact that we had no say. All parents were not included in the decision to hire the new principal.
- Many of the initial promises have not been kept (chess, sign language, and Saturday School). Currently there is not anything that will allow our girls to stand out; what else can we say besides, "my daughter reads above her grade level." That is not enough.
- My experience with Girls Prep has been excellent. I love the rigorous education. I am extremely satisfied.

Analysis:

We have met the goal across all outcome measures (the individual questions). The Parent Satisfaction Surveys were collected in November (Fall) and May (Spring). We received 97 Fall Surveys back out of 129 families represented in our school. Ninety-three percent found that the quality of education at Girls Prep is Excellent or Very Good. Five percent found that the quality of education at Girls Prep is Good and 2% found that it was simply Fair. Our Spring survey asked families to give us a grade. We received 80 Spring surveys out of 122 families represented in our school. Eighty-nine percent gave the overall education their daughter is receiving a grade of A or A+. Ten percent gave us a B. One family (1%) did not respond to this question.

In summary, the vast majority of our parents feel that Girls Prep is doing an excellent job. Ninety-eight percent of our families responded that they would recommend our school to another family (2% did not respond).