



Charter Schools Institute
The State University of New York

Renewal Recommendation Report

Girls Preparatory Charter School of the Bronx

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This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (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”).¹

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: www.newyorkcharters.org/schoolsRenewOverview.htm.

SCHOOL BACKGROUND INFORMATION

Opening Information

Date Initial Charter Approved by SUNY Trustees	September 9, 2008
School Opening Date	August 2009

Current Location

Address	District	Facility	Enrollment	Grades
681 Kelly St., Bronx, NY 10455	Bronx CSD 8	Co-Location	447	K-5

Partner Organization

School Year(s)	Partner Name	Partner Type
2009-10 to present	Public Preparatory Network, Inc.	Charter Management Organization

¹ Revised September 4, 2013, and available at: <http://newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.
SUNY Charter Schools Institute ■ Renewal Recommendation Report

RENEWAL RECOMMENDATION

Recommendation

Initial Short-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Girls Preparatory Charter School of the Bronx and renew its charter for a period of three years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Charter Renewal, with a maximum projected enrollment of 672 students.

To earn a Short-Term Renewal, a school must demonstrate that it has compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but has in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,² which will likely result in the school’s being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures that have demonstrated the capacity to meet the school’s academic Accountability Plan goals and to operate the school in an educationally and fiscally sound fashion.

Over the Accountability Period,³ the school has compiled a mixed record of educational achievement in meeting its academic Accountability Plan goals, but has in place and in operation at the time of renewal an academic program of sufficient effectiveness that it is likely, with additional time, to meet or come close to meeting those goals consistently and has a governing board and organizational structures that have demonstrated the capacity to meet the goals and to operate the school in an educationally and fiscally sound fashion. The school has come close to meeting its math goal, but has a limited record of success in meeting its English language arts (“ELA”) goal. In the last two years of its current charter term, the partner organization, Public Preparatory Network Inc. (“Public Prep”), has redoubled its supports for the school, and Girls Prep Bronx is showing signs of improvement that are likely to continue with the additional time renewal would permit.

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 must make the following findings required by the Act:

² The Qualitative Education Benchmarks are a subset of the *State University of New York Charter Renewal Benchmarks* (Version 5.0, the “SUNY Renewal Benchmarks”), available at:

<http://newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf>.

³ For the purpose of reporting student achievement results, the SUNY Renewal Policies define the Accountability Period as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the Accountability Plan covers the first four years of the initial charter term.

- 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 school can demonstrate the ability to operate 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 three years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the means by which it will 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. SUNY⁵ 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. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the school 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.

Report Format

The Institute makes the foregoing renewal recommendation based on the school’s Application for Charter Renewal, the school’s record in meeting its Accountability Plan goals, evaluation visits conducted and information gathered during the charter term, and a renewal evaluation visit near the end of the current charter term. 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 following 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 education corporation fiscally sound?
4. If the school’s charter is renewed, what are its plans for the next charter term, and are they reasonable, feasible and achievable?

⁴ See New York Education Law § 2852(2).

⁵ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

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, additional evidence on student achievement contained in the School Performance Summaries and the New York City Department of Education ("NYCDOE") Progress Report Results.

IS THE SCHOOL AN ACADEMIC SUCCESS?

Girls Preparatory Charter School of the Bronx (“Girls Prep Bronx”) is becoming an academic success given its progress toward meeting its key Accountability Plan goals and evidence about the educational program compiled at the time of renewal using the SUNY Charter Renewal Benchmarks.

Academic Attainment. At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and math. 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.

Note: This year the Institute is not reporting results for the two absolute ELA and math measures. Because of the high standards in the new state testing program only a handful of schools statewide met the absolute proficiency target and the state has not yet recalibrated the absolute Annual Measurable Objective.

Throughout Girls Prep Bronx’s four-year Accountability Period and the two years for which state assessment results are available,⁶ the school compiled limited data to demonstrate attainment of its ELA and math goals. After generally failing to meet its comparative measures in the first year, the school met them in the second year by showing overall improvement in student performance. In the first year, the school did not meet either comparative measure in ELA: it underperformed the local school district and performed worse than predicted compared to similar schools statewide based on economically disadvantaged students; in math, it slightly outperformed the district and performed better than predicted in comparison to similar schools, though it did not meet its performance target.

In 2012-13, Girls Prep Bronx outperformed the district and met its performance targets in comparison to similar schools in both subjects. The school’s comparative growth in 2012-13, when students showed greater year-to-year growth compared to statewide results than students with the same scores in the previous year, reflects these gains. The school placed at the 67th percentile in ELA and the 66th percentile in math among all public schools statewide. During the Accountability Period, the school has also met its science goal and is in good standing under the state’s NCLB accountability system.

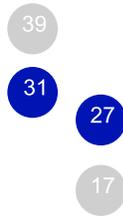
These results appear on the following page and in School Performance Summaries in the Appendix.

⁶While the Accountability Period covers the first four years of the charter term under review, the school only began administering state assessments to its 3rd graders when the school was in its third year of operation.

Girls Prep Bronx Charter School

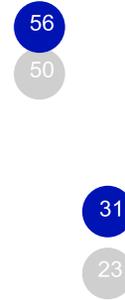
Comparative Measure: District Comparison.
 Each year, the percent of **GPBCS students enrolled** in at least their second year performing at or above proficiency will be greater than that of students in the same tested grades in the **local school district**.

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



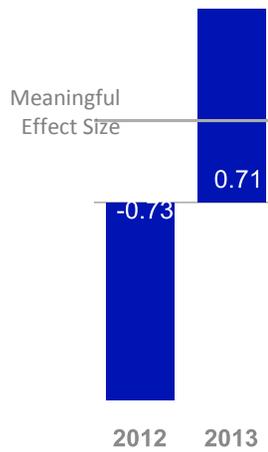
Standard met in one of two years.

MATHEMATICS ACCOUNTABILITY PLAN GOAL

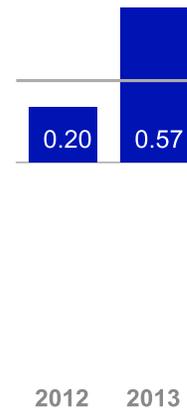


Standard consistently met.

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

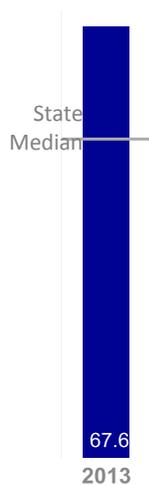


Standard met in one of two years.

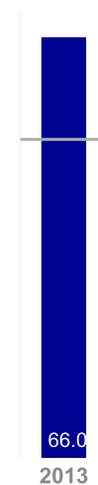


Standard met in one of two years.

Comparative Growth Measure: Mean Growth Percentile.
 Each year, **GPBCS** unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.



Standard met.



Standard met.

Instructional Leadership. Girls Prep Bronx has been reflective about its leadership capacity and has continually developed its instructional leadership team throughout the charter term. Under the direction of the founding principal, the school has identified previous shortcomings in the supports provided to teachers and has made numerous changes as a result. Public Prep, the school's charter management organization, has itself also increased internal capacity to support school leaders in developing the skills and competencies of all teachers.

- All Girls Prep Bronx community members express commitment to ensuring every student prepares for and graduates from a four-year college or university. Daily morning meetings and sisterhood circles serve as means by which the school demonstrates its core values of merit, responsibility and sisterhood, which school leaders believe will serve as a reliable compass for students' academic journeys.
- In addition to the principal, the school's instructional leadership team includes an ELA coach, a math coach, the director of curriculum and assessment and a learning specialist coordinator. Grade team leaders facilitate weekly instructional planning meetings and serve as liaisons between classroom teachers and instructional leaders. The school also continues to contract with external consultants to provide curriculum, instructional coaching and professional development in ELA and math. The principal and director of curriculum and instruction have improved coordination of these multiple service providers to some extent, but teachers continue to report instances of inconsistent feedback. At the network level, Public Prep added a number of key instructional support leaders to its central team, most notably a chief academic officer and directors of assessment and accountability, curriculum and instructional technology.
- With two grade level team meetings per week, Girls Prep Bronx has increased the time to plan instruction and review student data available to teachers. Late in the charter term, the school dedicated one full weekly grade team meeting to the review of assessment data and student work. An instructional leader meets with each grade team to discuss student and teacher needs on a weekly basis.
- Trends identified during grade team meetings inform the school's ongoing professional development activities to some extent; however, the network conducts monthly professional development based on its strategic plan to provide more targeted Common Core aligned professional learning activities. In 2012-13, Girls Prep Bronx partnered with its sister school, Girls Preparatory Charter School of New York (also authorized by the SUNY Trustees), for professional development regarding close reading and other Common Core aligned instructional routines and strategies. Student achievement results improved significantly during that school year, and instructional leaders continue to direct professional development activities on implementing the Common Core standards in 2013-14 with a focus on text and task complexity as well as accountable talk. Instructional leaders follow up on professional development sessions with frequent classroom observations during which they assess teachers' efficacy in implementing targeted practices. Prior to the start of the school year, teachers returning to Girls Prep Bronx participate in two weeks of pre-service training; teachers who are new to the school have an additional week of pre-service training.
- Girls Prep Bronx has made gains in its efforts to build the instructional competencies of all teachers. The school strengthened its coaching, professional development and evaluation

processes near the end of the charter term but these are not yet fully systematic, systemic and sustained. Instructional leaders now conduct coaching in defined, six week cycles rather than ad hoc as was previous practice, but teacher interest rather than student achievement continues to drive much of the coaching. The network-wide professional development activities notwithstanding, Girls Prep Bronx lacks a comprehensive professional development program that definitively builds the pedagogical skills of all teachers. The school's principal and director of curriculum and assessment continue to conduct mid-year and end-of-year teacher evaluations based on criteria teachers know well and now make concerted efforts to ground the ongoing formal and informal observations in the same criteria.

Curriculum & Assessment. Having recognized prior missed opportunities to accurately predict and improve student achievement with valid and reliable interim assessments ("IAs") early in the charter term, Girls Prep Bronx now has an assessment system that improves student learning and instructional effectiveness. Teachers deliberately use the new benchmarks and IAs, which align to the school's curriculum framework, in their planning for classroom instruction and in identifying students in need of intervention services. The Girls Prep Bronx curriculum supports teachers in their planning of instruction across subjects and grades.

- The Public Prep network provides teachers with scope and sequence documents as well as unit plans to provide a bridge between the school's curriculum framework and daily instruction. Teachers know what to teach and when to teach it based on these documents. Grade level teams choose whether to write daily lesson plans individually or to collaborate on shared instructional plans. The school now holds all teachers accountable for a high level of student learning through common unit assessments.
- Teachers share lesson objectives and lesson plans via the school's server. Instructional leaders review a sample of these plans weekly and provide written feedback. Although the lesson plans include stated objectives aligned to the curriculum, the plans do not consistently reflect thorough planning to ensure students meet the objectives. Common omissions include an assessment component, the specific questions used to check for students' understanding of the lesson objectives, anticipation of student difficulties and options for adjusting instruction based on results from checks for understanding.
- Teachers now collaborate routinely to plan instruction and analyze assessment data. Each grade has a grade level leader and each grade team meets twice a week to focus on curriculum planning, assessment and other instructional issues. The school has no process for vertical alignment of the curriculum. Girls Prep Bronx recently introduced data inquiry teams in which teachers examine assessment results to understand the effectiveness of specific classroom practices.
- Girls Prep Bronx has significantly changed the manner in which it uses assessment data and now has a system that improves instructional effectiveness and student learning. Not only have leaders at the school and network level worked to triangulate and disaggregate the data to better understand trends, but teachers have a meeting each week dedicated entirely to examining data as opposed to waiting for IA results a few times a year. The school now has a school-wide approach to examining the data, creating a consistent approach to adjusting instruction and planning interventions.

Pedagogy. As shown in the chart below, during the renewal visit, Institute team members conducted 23 classrooms observations following a defined protocol used in all school renewal visits.

		Grade						Total
		K	1	2	3	4	5	
Content Area	ELA				3	3	2	8
	Math		1	2	2	2	1	8
	Writing		1		1			2
	Science				1			1
	Soc Stu			1			3	4
	Total		2	3	7	5	6	23

- Most teachers deliver purposeful lessons with clear objectives aligned to the school’s curriculum (15 out of 23 classrooms observed). Teachers frequently design lessons built on students’ previous skill and knowledge, often making direct references to previous lessons. For example, a teacher conducting an ELA lesson asked students, “What were some predictions from yesterday? Did they come true or not?” before continuing the shared text. While this was observed in many classrooms, the lack of evidence of strong questioning skills aligns with what the Girls Prep leaders indicate are a large focus of their professional development changes in the last year.
- Some teachers regularly use effective techniques to check for student understanding (13 out of 23 classrooms observed). Techniques teachers employ include circulating during the lesson to monitor students’ written responses, cold-calling and whole class non-verbal checks. Despite using a variety of procedural checks, many teachers do not fully gauge students’ understanding during lessons nor do they consistently adjust instruction based on these checks.
- A majority of teachers attempt to include challenging activities that develop depth of understanding and higher-order thinking and problem solving skills in their lessons (13 out of 23 classrooms observed) but do not sufficiently prepare for when students struggle with these challenging activities. For example, in an ELA lesson during which teachers challenged students to infer characters’ motivation from specific actions, teachers did not foresee students’ difficulties in correctly identifying actions. Because teachers had not created an instructional plan anticipating the lower-level task as a stumbling block, what could have been a rich and stimulating lesson on making inferences quickly became a dry teacher-centric lecture focused on a rudimentary skill.
- Teachers establish and maintain a positive classroom environment with a consistent focus on academic achievement (20 out of 23 classrooms observed). Most lessons, however, lack a sense of urgency for learning with teachers often pacing lessons too slowly to challenge students and frequently tolerating extended transitions from one activity to another. Most

teachers clearly communicate behavioral expectations and redirect any misbehavior that does occur; in a few exceptional cases, teachers do not enforce consequences for disruptive behavior such as throwing objects at peers.

At-Risk Students. Girls Prep Bronx addresses the needs of students at-risk of academic failure, students with disabilities and ELLs.

NOTEWORTHY
 Girls Prep Bronx has invested considerable resources in its programs for at-risk students. The school serves 78 percent of currently enrolled students with Individualized Education Programs (“IEPs”) requiring academic services in Integrated Co-Teaching (“ICT”) classrooms. Twelve non-ELL specialist staff members are bi-lingual. The school also conducts thorough evaluations of the effectiveness of its intervention programs. A review of services provided during the 2012-13 school year, for example, identified the program that evidenced strongest student growth compared to other interventions, and a deep examination of irregular data revealed issues with implementation of another program.

General Education Students Receiving Targeted Interventions

Program	<p>Research-based intervention programs in reading and math: small group pull-out leveled literacy intervention in 14 to 18 week cycles; differentiated instruction incorporating high-interest literature, adaptive software and direct instruction in reading, writing and vocabulary skills; commercial curriculum focusing on computation, number sense and problem-solving provided in scaffolded modules.</p> <p>Specialists provide additional push-in support if requested by teachers for particular lessons.</p>
Staff	Learning specialist coordinator, two learning specialists and two reading specialists.
Identification Process	Automatic referral for students not meeting grade-level benchmarks on universal screening tools.
Coordination	At-risk staff attends weekly grade team meetings.
Progress Monitoring	Immediate performance feedback with adaptive software; periodic assessments with commercial programs.

Classroom Teacher Professional Development	In-depth review of referral process and intervention programs during pre-service training.
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Students with Disabilities

Program	At least one ICT classroom per grade; ten students receive Special Education Teacher Support Services (“SETSS”) push-in during ELA and math instructional blocks.
Staff	Learning specialist coordinator and two learning specialists; six classroom teachers certified in special education.
Identification Process	The school collaborates with the district Committee on Special Education (“CSE”) for students previously identified as having special needs or disabilities. The school refers students for special education evaluations based on their performance on IAs and/or state tests, teacher recommendations and growth following academic intervention programs.
Coordination	Instructional specialists meet with classroom teachers during grade team meetings; learning support coordinator reviews lesson plans and provides suggestions for improved differentiation.
Progress Monitoring	Student support team consisting of principal, learning specialist coordinator, learning specialists, instructional coaches, director of student and family affairs, social workers and classroom teachers meets regularly; classroom teachers and specialists track students’ progress toward meeting IEP goals using shared software.
Classroom Teacher Professional Development	In-depth review of referral process and intervention programs during pre-service training.

		2011-12	2012-13	2013-14
Enrollment (N)		(45)	(58)	(63)
Results	Tested on State Exams (N)	(11)	(26)	(N/A)
	Percent Proficient on ELA Exam	9.1	3.8	N/A
	Percent Proficient Statewide	15.5	5.0	N/A

English Language Learners

Program	Push-in model to provide scaffolding and additional supports within general education classroom; small group pull-out instruction to strengthen foundational language skills and vocabulary.
Staff	ELL coordinator and ELL specialist both certified in English-as-a-Second-Language; 12 additional bi-lingual staff members provide informal support for ELLs.

Identification Process	Girls Prep Bronx administers the Home Language Survey and Language Assessment Battery-Revised (LAB-R) to identify students in need of services.			
Progress Monitoring	ELL specialist meets with classroom teachers on a weekly basis. Specialist and coordinator track ELL students' performance on ongoing assessments.			
Classroom Teacher Professional Development	In-depth review of referral process and intervention programs during pre-service training.			
		2011-12	2012-13	2013-14
Enrollment (N)		(27)	(26)	(26)
Results	Tested on NYSESLAT ⁷ Exam (N)	(27)	(26)	(N/A)
	Percent Proficient or Making Progress on NYSESLAT	48	42	N/A

⁷ New York State English as a Second Language Achievement Test, a standardized state exam.
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IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

Girls Prep Bronx is an effective, viable organization that continually monitors the progress of its educational program and makes adjustments as necessary. The education corporation board (the “board”) takes strong action to improve the organization’s structure, capacity and support systems to achieve the school’s mission and make progress toward meeting its academic Accountability Plan goals. During the charter term, the board, with certain minor exceptions, has been in general and substantial compliance with the terms of its charter, by-laws and applicable state and federal law, rules and regulations.

ORGANIZATIONAL STRUCTURE

Board Oversight. The Girls Prep Bronx board holds itself, the school’s charter management organization and the school’s principal accountable for results. Having been both deeply disappointed in and surprised by the poor 2011-12 state assessment results, the board developed a thoughtful strategic plan that included a number of short- and long-term measures to strengthen the educational program. The board establishes clear priorities and objectives and has benchmarks to track progress as well as a process for regular review and revision of its plans.

- Girls Prep Bronx trustees possess a range of skills and areas of expertise relevant to school governance including education reform, finance, marketing and communications. The board devotes adequate meeting time and carefully reviews reports from Public Prep and school leaders to provide rigorous oversight of the educational program.
- The board understands the core business of the school – student achievement – and centers all of its actions on improving instruction and operations to ensure high levels of student success. Well-versed in the school’s Accountability Plan, the board maintains a detailed dashboard of the Institute’s measures of student achievement as well as its own metrics.
- The Girls Prep Bronx board works with the school’s principal to ensure Public Prep provides high quality services and effectively negotiates the terms of its management agreement with the management organization. After reviewing the school’s first set of state assessment results, the board demanded more frequent and purposeful support from the network to accelerate improvements in the educational program and did so without increased costs.
- The board regularly evaluates the performance of itself and Public Prep using defined criteria including student performance data and operational effectiveness measures. Public Prep leads a comprehensive evaluation of the school’s principal and solicits input from school staff and the board to do so.

Organizational Capacity. Girls Prep Bronx has put in place a well-functioning organizational structure with staff, systems, policies and procedures to support the effective delivery of the educational program. While the school continues to receive substantial support from Public Prep, it maintains distinct lines of accountability with clearly defined roles and responsibilities.

- The school operates with an administrative structure with staff, operational systems, policies and procedures that allow for successful implementation of the educational

program. The director of operations oversees a small office management team, enabling instructional leaders to focus wholly on teaching and learning. In addition to providing support for instructional leadership, Public Prep manages key functions such as payroll and staff and student recruitment.

- The school has high faculty retention, retaining 87 percent of its staff in the last school year. School staff speak of effective leadership and a strong and positive culture at the school as the primary reasons for their commitment.
- In contrast to earlier in the charter term, Girls Prep Bronx establishes clear priorities and monitors its progress toward meeting those continually. The school also allocates ample resources to support the achievement of its goals.
- Girls Prep Bronx maintains adequate enrollment with demand for entry far exceeding available seats. According to the school, the current waitlist includes over 700 prospective students.⁸
- Girls Prep Bronx has in place a uniform discipline system to promote school-wide behavioral norms and applies it consistently.
- Girls Prep Bronx has procedures in place to monitor its progress toward meeting enrollment and retention targets for students with disabilities, ELLs and economically disadvantaged students. The school is concerned in the decreased ELL student enrollment. As such, the school's leadership and the Public Prep network are engaged in targeted outreach efforts to to bolster ELL recruitment capacity and is making good faith efforts to meet or even exceed its enrollment and retention targets. The Institute will closely monitor these efforts over the course of a next charter should it be granted by the Trustees.
- In conjunction with the management organization, Girls Prep Bronx continually monitors and evaluates its educational program and makes changes as necessary. For example, concerned that the previous interim assessments had not accurately predicted student achievement on state tests, the school revamped its assessment system and bolstered its training of teachers to analyze achievement data. The school regularly aggregates student assessment data at the classroom level to compare the performance of general education students in ICT classes to their general education peers in non-ICT classes. Girls Prep Bronx also adjusts the actual assessments given to collect data. Girls Prep Bronx now uses the MAP assessment to give a broader picture of student and school performance, replacing the Terra Nova assessment.

⁸ Source: Application for Charter Renewal.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

Current Key Design Elements ⁹	Evident?
Single Sex Education;	✓
Interdisciplinary, Knowledge-Based Curriculum;	✓
Strong School Culture	✓
Unity Meetings; and	✓
Family-School Partnerships.	✓

Parent Satisfaction. Parents/guardians and students are satisfied with the school.¹⁰

2010-2011	2011-2012	2012-2013
Response Rate: 74%	Response Rate: 81%	Response Rate: 82%
Academic Expectations: 9.5 Communication: 9.4 Engagement: 9.2 Safety and Respect: 9.6	Academic Expectations: 9.0 Communication: 9.2 Engagement: 8.9 Safety and Respect: 9.1	Academic Expectations: 9.0 Communication: 9.2 Engagement: 8.9 Safety & Respect: 9.1

Persistence in Enrollment. The school provided the following statistical information in its renewal application materials.

	2010-11	2011-12	2012-13
Percent of Eligible Students Returning From Previous Year ¹¹	97	97	97

⁹ 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.

¹⁰ Source: Application for Charter Renewal.

¹¹ Ibid.

COMPLIANCE

Governance. The board materially and substantially implements, maintains and abides by adequate and appropriate policies, systems and processes and procedures to ensure the effective governance and oversight of the school. The board demonstrates an understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board receives financial reports and information, which it and its finance and development committee use for planning.
- The board has materially complied with the terms of its by-laws in terms of election of trustees.
- The board appropriately sought amendment to its charter to contract with Public Prep for comprehensive management services, and to amend its enrollment in response to available facilities.

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

- Complaints. The school has generated few informal complaints regarding parental communication related to tardies and absences jeopardizing grade advancement. No formal complaints required review by the Institute, and initial inquiries found no violations.
- Violations. The Institute did not issue any violations 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.

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

- Code of Ethics. The education corporation did not amend its Code of Ethics to conform to the current requirements of the New York General Municipal Law.
- By-laws. The education corporation's by-laws had a few, technical deficiencies.

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Girls Prep Bronx is fiscally sound. Girls Prep Bronx maintains adequate cash reserves to ensure stable operations. Public Prep supports Girls Prep in the areas of fiscal operations. Public Prep’s financial model ensures that all fully enrolled schools are financially sustainable, operating the school’s program solely through public funding. The SUNY Fiscal Dashboard, a multi-year financial data analysis for SUNY authorized charter schools, appears in the Appendix.

Budgeting and Long-Range Planning. Working in partnership with Public Prep, Girls Prep Bronx has employed clear budgetary objectives and budget preparation procedures throughout the charter term.

- Realistic budgets are developed and monitored on a regular basis.
- The board’s Finance Committee reviews the financial reports on a quarterly basis.
- Girls Prep Bronx has developed a five-year financial model.

Internal Controls. Girls Prep Bronx has a history of sound fiscal policies, procedures and practice and maintains appropriate internal controls.

- Public Prep guides all internal controls and procedures at Girls Prep Bronx.
- Mengel, Metzger, Barr & Co. prepared Girls Prep’s most recent audit reports. The reports are strong (unqualified opinion) with no material weaknesses or internal control comments.
- After an incident where a rogue employee of Public Prep charged approximately \$118k in false credit card charges to Public Prep and Girls Preparatory Charter School of New York between July 2009 and January 2012, Public Prep strengthened its internal controls regarding credit card usage and cash withdrawals. The employee’s actions did not affect Girls Prep Bronx, and the other school was made whole.

Financial Reporting. Girls Prep Bronx has complied with financial reporting requirements by providing SUNY and State Education Department (“SED”) with required financial reports that are on time, complete and follow generally accepted accounting principles (GAAP).

Financial Condition. Girls Prep Bronx maintains adequate financial resources to ensure stable operations and operates solely on public funding.

- As of June 30, 2013, Girls Prep had net assets in excess of \$1.1M.
- Girls Prep Bronx conducts private fundraising as a contingency to build surpluses for the school to address potential facilities issues, protect against revenue shortfalls and other unanticipated changes.
- Girls Prep has no long-term debt.

ARE THE SCHOOL'S PLANS FOR THE NEXT CHARTER TERM REASONABLE, FEASIBLE AND ACHIEVABLE?

Girls Prep Bronx has applied for a short-term renewal of three years with a grade configuration of Kindergarten through 8th grade in the least year of a new charter term. To the extent that Girls Prep Bronx has begun implementing an educational program that supports achieving its key academic goals, operates an effective and viable organization and is fiscally sound, its plans to continue to implement the educational program during a three-year charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The school 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 Girls Prep Bronx is to prepare New York City's girls to graduate from college and succeed in life. Girls Prep girls will embody the core values of scholarship, merit, responsibility and sisterhood and use these values to guide their choices. Girls Prep will graduate scholars who meet or exceed New York Performance Standards and are active citizens who learn and serve in their communities.

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 even while it expands to 8th grade. Other key aspects of the renewal application, to include the proposed by-laws and code of ethics and by-laws, have been or will be amended to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

Plans for the Educational Program.

	Current Charter Term	End of Next Charter Term
Enrollment	447	672
Grade Span	K-5	K-8
Teaching Staff	39	60
Days of Instruction	180	180

While Girls Prep Bronx has reached its currently chartered grade span of K-5, it would add additional grades during a new three-year charter term to the middle school academy such that the school would provide instruction for a total of 672 students in Kindergarten through 8th grade in the final year of a new charter term.

The Institute notes a number of factors beyond the quality of the educational program in place at the time of the renewal visit that weigh heavily in its recommendation that the SUNY Trustees grant Girls Prep Bronx authority to serve middle grades during a short-term renewal charter:

1. The education corporation, in recognition of the school's mixed record of academic achievement, requested an initial short-term renewal of its Kindergarten – grade 5 charter and "a limited and conditional extension" of that charter to add one grade per year during the next charter term such that Girls Prep Bronx would provide instruction to students in Kindergarten – 8th grade in the final year of its subsequent charter term;
2. Both the school and Public Prep have committed significant resources to building the organizational capacity necessary to sustain the school's academic improvement at the elementary level while also replicating best practices from the middle school academy of its sister school, Girls Preparatory Charter School of New York; and
3. Girls Prep Bronx proposes to launch its middle grades program in an area particularly in need of improved student learning. In 2012-13 student proficiency in ELA ranged from five to 12 percent in the five nearest schools serving middle school students. Math results were similarly poor, with proficiency ranging between only two percent and a high of 13 percent. While the Institute acknowledges the difficulty in using absolute performance measures for 2012-13, these results suggest Girls Prep Bronx is likely to offer a superior educational option for middle school students than those currently available in neighborhood schools.

With continued support from Public Prep to implement the core elements of the instructional program that have enabled the school to begin to meet its Accountability Plan goals during the current charter term, Girls Prep Bronx would likely meet its goals in the future.

Plans for Board Oversight and Governance. Board members commit to continuing to serve Girls Prep Bronx in the next charter term.

Fiscal & Facility Plans. The education corporation has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has taken a conservative approach to budgeting and planning for the next charter term. An ample waitlist provides support for the enrollment assumptions in the plan.

Girls Prep Bronx plans to remain in its current co-located facility to provide instruction for elementary grades. The education corporation has not yet identified a facility to house its middle grades but remains hopeful that the NYCDOE will confirm a co-location within a mile of the current Kelly Street location. Girls Prep Bronx's finance personnel and board understand the risks associated with a potential change in access to free district facilities and the associated impact to operating expenses. The education corporation may opt to use the school's cash reserve and/or fundraising to offset increases in facility expense in the event of a change in availability or cost.

The organization's record of fiscal soundness and the financial projection submitted and reviewed sufficiently demonstrate that Girls Prep Bronx has the ability to operate in a fiscally sound manner during the next charter term.

APPENDIX

SCHOOL OVERVIEW

Current Mission Statement

The mission of Girls Prep Bronx is to prepare New York City's girls to graduate from college and succeed in life. Girls Prep girls will embody the core values of scholarship, merit, responsibility and sisterhood and use these values to guide their choices. Girls Prep will graduate scholars who meet or exceed New York State Performance Standards and are active citizens who learn and serve in their communities.

School Characteristics

School Year	Proposed Revised Enrollment	Actual Enrollment¹²	Proposed Grades	Actual Grades
2009-10	132	129	K-1	K-1
2010-11	207	204	K-2	K-2
2011-12	281	297	K-3	K-3
2012-13	354	353	K-4	K-4
2013-14	425	447	K-5	K-5

¹² Source: SUNY Charter Schools Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

Student Demographics¹³

	2010-11		2011-12		2012-13 ¹⁴
	Percent of School Enrollment	Percent of NYC CSD 08 Enrollment	Percent of School Enrollment	Percent of NYC CSD 08 Enrollment	Percent of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	0	1	1	1
Black or African American	39	26	40	25	40
Hispanic	49	63	57	63	59
Asian, Native Hawaiian, or Pacific Islander	0	5	0	5	0
White	0	6	0	6	0
Multiracial	12	0	2	0	0
Students with Disabilities¹⁵					
Students with Disabilities ¹⁵	11	--	15	19	15
English Language Learners					
English Language Learners	10	12	8	12	6
Eligible for Free Lunch					
Eligible for Free Lunch	78	77	74	73	76
Eligible for Reduced – Price Lunch					
Eligible for Reduced – Price Lunch	10	7	7	7	6
Economically Disadvantaged					
Economically Disadvantaged	--	--	--	--	--

Current Board of Trustees¹⁶

Board Member Name	Position
Boykin Curry, IV	Chair
Lauren Frank	Vice-Chair
Laura Weil	Treasurer
Maria Zimmerman	Trustee
Sarah Bennison-Machiels	Trustee
Sulma Arzu-Brown	Parent Representative

School Leader(s)

School Year(s)	Name and Title
2009-10 to Present	Josie Carbone, Principal

¹³ Source: 2010-11 and 2011-12 School Report Cards, SED.

¹⁴ The Institute derived the 2012-13 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2012 enrollment report to SED (2012-13 BEDS Report). District data are not yet available.

¹⁵ Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012 as the state's Empirical Analysis of Enrollment Targets.

¹⁶ Source: Institute Board Records.

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2009-10	First-Year Visit	Institute	April 20, 2010
2011-12	Evaluation Visit	Institute	February 9-10, 2012
2012-13	Evaluation Visit	Institute	May 16, 2013
2013-14	Initial Renewal Visit	Institute	October 8-9, 2013

Conduct of the School Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
October 8-9, 2013	Natasha Howard, PhD	Director of School Evaluation
	Aaron Campbell	Senior Analyst
	Jenn David-Lang	Consultant

FISCAL DASHBOARD



Girls Preparatory of the Bronx

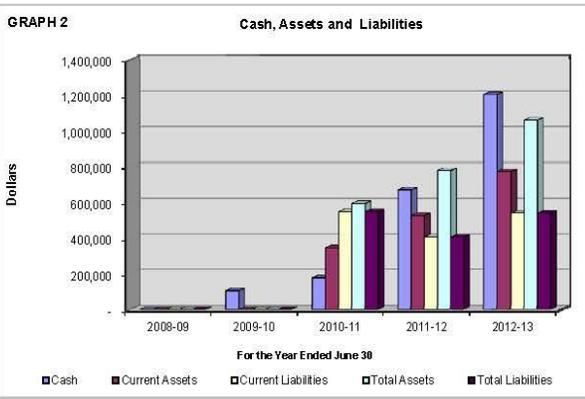
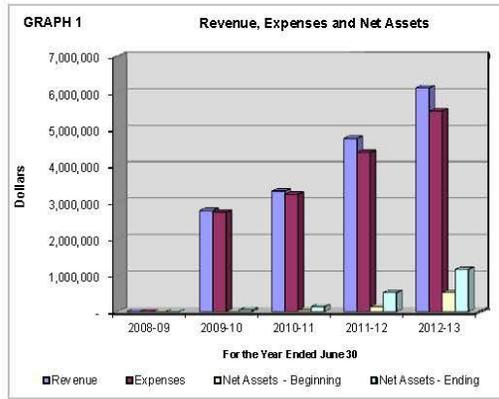
SCHOOL INFORMATION

FINANCIAL POSITION	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Assets						
Current Assets						
Cash and Cash Equivalents - GRAPH 2	-	-	106,740	179,819	670,851	1,204,704
Grants and Contracts Receivable	-	-	220,044	301,134	28,847	29,567
Accounts Receivable	-	-	-	-	-	20,015
Prepaid Expenses	-	-	17,049	44,742	74,448	50,366
Contributions and Other Receivables	-	-	-	-	-	38,383
Total Current Assets - GRAPH 2	-	-	343,833	525,695	774,146	1,343,035
Property, Building and Equipment, net	-	-	249,879	254,603	286,079	367,326
Other Assets	-	-	-	-	-	-
Total Assets - GRAPH 2	-	-	593,712	780,298	1,060,225	1,710,361
Liabilities and Net Assets						
Current Liabilities						
Accounts Payable and Accrued Expenses	-	-	26,801	42,703	49,385	96,736
Accrued Payroll and Benefits	-	-	171,380	350,721	445,737	454,728
Deferred Revenue	-	-	13,692	10,913	28,384	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-
Short-Term Debt - Bonds, Notes Payable	-	-	-	-	-	-
Other	-	-	335,293	-	16,137	401
Total Current Liabilities - GRAPH 2	-	-	547,166	404,337	539,703	551,865
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	-
Total Liabilities - GRAPH 2	-	-	547,166	404,337	539,703	551,865
Net Assets						
Unrestricted	-	-	46,546	133,188	520,522	1,158,496
Temporarily restricted	-	-	-	-	-	-
Total Net Assets	-	-	46,546	133,188	520,522	1,158,496
Total Liabilities and Net Assets	-	-	593,712	537,525	1,060,225	1,710,361
ACTIVITIES						
Operating Revenue						
Resident Student Enrollment	-	-	1,810,746	2,761,481	3,999,596	5,551,720
Students with Disabilities	-	-	26,235	193,399	400,418	-
Grants and Contracts	-	-	-	-	-	-
State and local	-	-	345,302	24,832	18,797	24,978
Federal - Title and IDEA	-	-	121,004	166,999	170,890	282,001
Federal - Other	-	-	495,810	160,331	38,597	44,046
Other	-	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-	-
Total Operating Revenue	-	-	2,599,097	3,307,032	4,628,298	5,902,745
Expenses						
Regular Education	-	-	2,057,733	2,379,597	3,074,378	3,793,125
SPED	-	-	173,727	441,224	890,970	1,258,641
Regular Education & SPED (combined)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Total Program Services	-	-	2,231,460	2,820,821	3,965,348	5,051,766
Management and General	-	-	493,212	397,090	395,313	440,034
Fundraising	-	-	1,611	2,758	4,000	4,974
Total Expenses - GRAPH 1 / GRAPH 4	-	-	2,726,283	3,220,669	4,364,661	5,496,774
Surplus / (Deficit) From School Operations	-	-	(127,186)	86,363	263,637	405,971
Support and Other Revenue						
Contributions	-	-	173,731	195	123,853	212,100
Fundraising	-	-	-	-	-	18,653
Miscellaneous Income	-	-	1	84	44	1,250
Net assets released from restriction	-	-	-	-	-	-
Total Support and Other Revenue	-	-	173,732	279	123,897	232,003
Total Unrestricted Revenue	-	-	2,772,829	3,307,311	4,751,995	6,134,748
Total Temporarily Restricted Revenue	-	-	-	-	-	-
Total Revenue - GRAPH 1	-	-	2,772,829	3,307,311	4,751,995	6,134,748
Change in Net Assets	-	-	46,546	86,642	387,334	637,974
Net Assets - Beginning of Year - GRAPH 1	-	-	-	46,546	133,188	520,523
Prior Year Adjustment(s)	-	-	-	-	-	-
Net Assets - End of Year - GRAPH 1	-	-	46,546	133,188	520,523	1,158,497
Functional Expense Breakdown						
Personnel Service						
Administrative Staff Personnel	-	-	339,149	261,383	301,870	354,301
Instructional Personnel	-	-	1,113,788	1,645,338	2,305,654	2,805,732
Non-Instructional Personnel	-	-	180,503	165,486	207,869	244,440
Personnel Services (Combined)	-	-	-	-	-	-
Total Salaries and Staff	-	-	1,613,440	2,072,207	2,815,393	3,404,473
Fringe Benefits & Payroll Taxes	-	-	279,506	369,919	469,025	687,585
Retirement	-	-	54,868	73,736	94,717	104,032
Management Company Fees	-	-	161,075	275,849	399,960	497,400
Building and Land Rent / Lease	-	-	10,960	12,183	4,906	-
Staff Development	-	-	54,549	53,803	76,867	92,561
Professional Fees, Consultant & Purchased Services	-	-	129,936	29,300	53,088	70,061
Marketing / Recruitment	-	-	66,563	10,392	11,523	42,754
Student Supplies, Materials & Services	-	-	226,520	179,641	244,267	367,264
Depreciation	-	-	53,255	74,048	94,537	120,115
Other	-	-	75,811	69,591	100,378	110,529
Total Expenses	-	-	2,726,283	3,220,669	4,364,661	5,496,774
ENROLLMENT						
Chartered Enroll	-	-	144	210	273	350
Revised Enroll	-	-	130	207	-	-
Actual Enroll - GRAPH 4	-	-	130	207	297	368
Chartered Grades	-	-	Planning	K-1	K-2	K-3
Revised Grades	-	-	-	-	-	K-4

Girls Preparatory of the Bronx

SCHOOL ANALYSIS

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	
Primary School District							
NYC							
Per Pupil Funding	11,023	12,443	12,443	13,527	13,527	13,527	
Increase over prior year	8.1%	12.9%	0.0%	8.7%	0.0%	0.0%	
PER STUDENT BREAKDOWN							
Revenue							
Operating	-	-	19,993	15,976	15,581	16,040	17,183
Other Revenue and Support	-	-	1,336	-	418	630	585
TOTAL - GRAPH 3	-	-	21,329	15,977	15,997	16,671	17,768
Expenses							
Program Services	-	-	17,165	13,627	13,349	13,728	14,714
Management and General, Fundraising	-	-	3,806	1,932	1,344	1,209	2,361
TOTAL - GRAPH 3	-	-	20,971	15,559	14,693	14,937	17,075
% of Program Services	0.0%	0.0%	81.8%	87.6%	90.9%	91.9%	86.8%
% of Management and Other	0.0%	0.0%	18.2%	12.4%	9.1%	8.1%	13.2%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	0.0%	1.7%	2.7%	8.9%	11.6%	4.1%
Student to Faculty Ratio				9.4	11.9	14.7	
Faculty to Admin Ratio				5.5	5.0	5.0	
Financial Responsibility Composite Scores - GRAPH 6							
Score	-	-	-	0.3	0.7	0.7	0.5
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring -1.0 - 0.9	N/A	N/A	N/A	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring	Fiscally Needs Monitoring
Working Capital - GRAPH 7							
Net Working Capital	-	-	(203,333)	121,358	234,443	791,170	50,823
As % of Unrestricted Revenue	0.0%	0.0%	-7.3%	3.7%	4.9%	12.9%	0.4%
Working Capital (Current) Ratio Score	-	-	0.6	1.3	1.4	2.4	1.1
Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	HIGH	HIGH	MEDIUM	MEDIUM	HIGH
Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	Poor	Poor	Good	Good	Poor
Quick (Acid Test) Ratio							
Score	-	-	0.6	1.2	1.3	2.3	1.0
Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	Poor	Good	Good	Good	Good
Debt to Asset Ratio - GRAPH 7							
Score	-	-	0.9	0.5	0.5	0.3	0.6
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	MEDIUM	MEDIUM	MEDIUM	LOW	MEDIUM
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	Good	Good	Good	Excellent	Good
Months of Cash - GRAPH 8							
Score	-	-	0.5	0.7	1.8	2.6	1.0
Risk (Low > 6 mo. / Medium 3 - 6 mo. / High < 3 mo.)	N/A	N/A	HIGH	HIGH	HIGH	HIGH	HIGH
Rating (Excellent > 6 mo. / Good 3 - 6 mo. / Poor < 3)	N/A	N/A	Poor	Poor	Poor	Poor	Poor



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 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.

SCHOOL PERFORMANCE SUMMARY: English Language Arts
Girls Preparatory Charter School - Bronx



	2010-11 Grades Served:			MET	2011-12 Grades Served: K-3			MET	2012-13 Grades Served: K-4			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	30.1 (73)	30.6 (62)		3	29.7 (74)	29.4 (68)				
	4	(0)	(0)		4	(0)	(0)		4	23.3 (73)	24.2 (66)				
	5	(0)	(0)		5	(0)	(0)		5	(0)	(0)				
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)				
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)				
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)				
	All	(0)	(0)		All	30.1 (73)	30.6 (62)	NO	All	26.5 (147)	26.9 (134)	NO			
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	PI	AMO		Grades	PLI	AMO				
					3	112	135	NO	3-4	96					
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:				Comparison: Bronx District 8				Comparison: Bronx District 8						
	Grades	School	District		Grades	School	District		Grades	School	District				
				NA	3	30.6	39.2	NO	3-4	26.9	17.4	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.	% FL	Actual	Predicted	Effect Size		% FL	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
						73.7	30.1	42.3	-0.73	NO	90.0	26.5	17.8	0.71	YES
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				4	67.6					
	5				5				5	0.0					
	6				6				6	0.0					
	7				7				7	0.0					
	8				8				8	0.0					
	All				All				All	67.6	50.0			YES	

SCHOOL PERFORMANCE SUMMARY: Mathematics

Girls Preparatory Charter School - Bronx



	2010-11 Grades Served:			MET	2011-12 Grades Served: K-3			MET	2012-13 Grades Served: K-4			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	53.4 (73)	56.5 (62)		3	28.4 (74)	27.9 (68)			
	4	0	0		4	0	0		4	35.6 (73)	34.8 (66)			
	5	0	0		5	0	0		5	0	0			
	6	0	0		6	0	0		6	0	0			
	7	0	0		7	0	0		7	0	0			
	8	0	0		8	0	0		8	0	0			
	All	0	0		All	53.4 (73)	56.5 (62)	NO	All	32.0 (147)	31.3 (134)	NO		
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	PI	AMO		Grades	PLI	AMO			
					3	144	148	NO	3-4	111				
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:				Comparison: Bronx District 8				Comparison: Bronx District 8					
	Grades	School	District		Grades	School	District		Grades	School	District			
				NA	3	56.5	50.1	YES	3-4	31.3	23.1	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.	% FL	Actual	Predicted	Effect Size	% FL	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size		
					73.7	53.4	49.6	0.20	NO	90.0	32.0	22.4	0.57	YES
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				4	66.0				
	5				5				5	0.0				
	6				6				6	0.0				
	7				7				7	0.0				
	8				8				8	0.0				
	All				All				All	66.0	50.0	YES		

NYCDOE PROGRESS REPORT RESULTS

Girls Prep Bronx received a letter grade of “A” on its 2012-13 NYCDOE Progress Report. The NYCDOE bases the overall grade on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2012-13 based on a pre-determined scoring distribution. For elementary and middle schools, the distribution is: 26 percent A, 35 percent B, 31 percent C, six percent D, and two percent E. For high schools, the distribution is: 33 percent A, 36 percent B, 21 percent C, 6 percent D, and five percent E.

Girls Prep Bronx received the “A” based on the composite score of the three categories. The school received an “A” in School Environment, which measures factors other than student achievement. The NYCDOE largely bases this category on parent and teacher satisfaction surveys, which measure the conditions necessary for learning. In the Student Performance category, the school received an “A”, indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of Girls Prep Bronx’s significant year-to-year growth in math in comparison to its peer schools, it received an “A” in Student Progress.

These results are consistent with the Institute’s analysis above.