

**GIRLS PREPARATORY
CHARTER SCHOOL OF THE BRONX**

**2010-11 Accountability Plan
Progress Report**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2011

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Josie Carbone and Alexandra Steele prepared this 2010-11 Accountability Plan Progress Report on behalf of the school's board of trustees:

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INTRODUCTION

As a charter school, Girls Preparatory Charter School of the Bronx (hereafter “Girls Prep Bronx”) has the freedom to structure its school in innovative ways and with that freedom comes great responsibility to succeed. Girls Prep Bronx opened its doors to 132 Kindergarten and 1st grade girls in August 2009. The Girls Prep Bronx community lives by four core values: Scholarship, Merit, Sisterhood and Responsibility. We believe that we should observably see students valuing merit and scholarship, and teachers encouraging exploration, joy in learning, and persistence.

Our girls treat each other as sisters and the Girls Prep Bronx community reinforces high expectations for behavior. Faculty and staff facilitate mediation and peer-to-peer conflict resolution to build every student’s capacity to solve her problems through diplomacy and accountability. Programmatically, our social curriculum, “Second Step,” and a school-wide discipline system support student culture and discipline. In this consistent structure students are acknowledged for exceptional community contributions and held accountable for poor choices. Community expectations are further enriched in bi-weekly Unity Meetings. These meetings are academic, performance-based, and structured using guiding questions. These meetings also honor student academic achievements.

Key programs and processes at Girls Prep Bronx:

- A well-balanced education — emphasizing creativity and health alongside academic excellence. In addition to strong core academics, our girls excel in music, art, yoga, dance and physical education and embody school values such as sisterhood and responsibility.
- Our Principal is an instructional leader. She dedicates her time to supporting teachers and ensuring academic excellence. In addition, Instructional Specialists aid classroom teachers in providing the best instruction possible and in identifying and serving students with special needs.
- Two instructors are present in classrooms — a fully certified Lead Teacher and a Fellow or Associate. In first and second grade, there is a CTT class, with a Collaborative Team Teacher and Lead Teacher. This two-instructor model allows for increased individual attention and daily small group instruction. Our unique Fellows Program pairs new teachers with Lead Teachers for two years while they gain certification and experience. At the end of two years, Fellows are encouraged to apply to be Lead Teachers.
- Specific and comprehensive assessment is used to evaluate and meet the diverse learning needs of every child and to target specific students and specific skills using small groups, centers, and differentiation built into lessons.
- Supporting students through the school’s Student Support Team, a team of specialized educators that push in and pull out for SETSS, academic intervention, ESL support, speech therapy, occupational therapy, physical therapy, and counseling.
- English Language Learners are supported through our bilingual ELL Specialist who pushes in for reading and writing and takes the beginner English Language Learner groups three times per week, in place of Social Studies.

- Girls Prep Bronx students learn to be active citizens as well as scholars. Teachers treat students with compassion and fairness and teach students to use the same behavior with their peers. We have found that our supportive and well-rounded learning environment produces incredible results.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	Total
2009-10	66	66						132
2010-11	64	66	72					202
2011-12								
2012-13								
2013-14								

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Students will become proficient readers of the English language.

Background

The Readers and Writers workshop model is implemented in conjunction with NYS standards based instruction that is supported by curriculum. Both reading and writing workshop are approximately 45-55 minutes. Teachers use a lesson format that follows a predictable structure:

1. Warm-Up
2. Teach
3. Try
4. Clarify

For students, the Workshop model allows students to become avid readers and writers, choosing appropriate books, reading independently, and writing with purpose as “real authors.” Students demonstrate reading and writing skills by engaging in meaningful communication about what they read and write. The consistent and deep discussion enables teachers to assess students’ range for understanding from comprehension to synthesis, and allows students to build an inquiry based understanding. Based on teacher and student feedback, students take responsibility for their own learning by setting goals to evaluate accomplishments. The workshop model fosters a positive and collaborative climate where students set group goals as well independent reading goals.

Goal setting and assessment is enhanced and by the Fountas & Pinnell Guided Reading Program. The Beebop series offers sets of leveled books and lesson guides for teachers to use during small group reading instruction. Embedding assessment and goal setting allows for close progress monitoring for every student.

Each student also receives 45 minutes of small group reading instruction during Reading Group. Reading group focuses on phonemic awareness, decoding, fluency, and comprehension. The Recipe for Reading program is used for phonics instruction in grades K-2.

While NYS standards was the basis for the curriculum framework, The Complete Year in Reading and Writing series is used to support Process Units, Genre Units, Strategy Units, and Conventions Units.

Each Process, Strategy, Genre, and Conventions unit is divided into four distinct stages that are based on the learning conditions outlined by the gradual release of responsibility from teacher to student:

1. Immersion: Students explore, notice, observe, and investigate a topic of study.
2. Identification: Students recognize, identify, name, and define what they will know by the end of the unit.
3. Guided Practice: Students experiment, try, find, and practice the skills and strategies being modeled so that they may work towards the goals of the unit.
4. Commitment: Students reflect on their learning and commit to using this knowledge in their future reading and writing.

The Girls Prep Bronx program is committed to always incorporating the programs that build strong foundations, embed higher order critical thinking, and implement practical strategies for skill proficiency.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school will administer the New York State Testing Program English language arts assessment to students in third grade in spring 2012.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Results

Not Applicable.

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual

¹ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English Language Arts AMO, which for 2009-10 was 122.² The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The school will administer the New York State Testing Program English Language Arts assessment to students in third grade in spring 2012.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district, Community School District #8.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of 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.

The school will administer the New York State Testing Program English Language Arts assessment to students in third grade in spring 2012.

Results

Not Applicable

Evaluation

Not Applicable.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Additional Evidence

Not Applicable

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts 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.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

The school will administer the New York State Testing Program English Language Arts assessment to students in third grade in spring 2012.

Results

Not Applicable.

Evaluation

Not Applicable.

Goal 1: Growth Measure

On the current year's state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort,

not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

The school will administer the New York State Testing Program English Language Arts assessment to students in third grade in spring 2012.

Results

Not Applicable.

Additional Evidence

Not Applicable.

Goal 1: Optional Measure

Each year, on the Reading Terra Nova 3, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

First and second grade students at Girls Prep Bronx were assessed in spring of the 2010 and spring of 2011 using the nationally norm-referenced test Reading Terra Nova 3. The Terra Novas provide scores in national percentiles, grade equivalents, scale scores, and normal curve equivalents. We are choosing to report student results using the normal curve equivalent (NCE) scores. Because NCEs, unlike percentiles, are an equal interval scale, they can legitimately be aggregated and averaged. An NCE of 50 is considered at grade level, regardless of the time of year at which testing is done and grade level tested. The average NCE for a group is useful in looking at that group’s growth.

For the students in the Grade 1 Cohort, the baseline results were kindergarten results from the spring of 2010; for the Grade 2 Cohort the baseline results were the first grade results from the spring of 2010. Only students assessed in the consecutive years are included in the cohort.

Results

The student cohort for grade 1 and grade 2 had mixed results. The grade 1 cohort did not meet the target, dropping by 3 NCEs to a mean of 51 NCE but still above grade level. The grade 2 cohort achieved the target by increasing to 53 NCE.

Student Growth Performance on Reading Terra Nova 3

Cohort	Number in subgroup	NCE Average 06/10	Target NCE	NCE Average 06/11	Target Met
GR1	58	54	+/- 55	51	No
GR2	57	52	+/-53	53	Yes

Evaluation

This outcome measure has partially been met. The Grade 2 Cohort increased from 2010 by 1 NCE, but the Grade 1 Cohort lost ground.

Additional Evidence

Students scoring *below 50 NCE* in the cohorts for grade one and grade two scored a mean score of 41 NCE and 43 NCE, respectively. This score was more than the previous year in both instances by an average of 7 NCE and 6 NCE, respectively. Students scoring above 50 NCE for grade one and two scored a mean score of 56 NCE and 63 NCE, respectively.

Reading					
Percent of Student Cohort in Quartiles 1 through 4					
Grade 2011	Test Date	4th Quartile (upper)	3rd Quartile	2nd Quartile	1st Quartile (lowest)
		64-99 NCE	50-63 NCE	37-49 NCE	1-36 NCE
1	Jun-10	29%	41%	12%	17%
	Jun-11	16%	38%	33%	14%
2	Jun-10	25%	26%	25%	25%
	Jun-11	25%	32%	32%	12%

Cohort

Additional analysis shows significant growth in the cohort of students advancing from kindergarten in 2010 to first grade in 2011. In this group of students where 89%, 58 of the 65, of kindergarten students moved on to first grade at Girls Prep Bronx, 17 students *were below grade level (50 NCE)*. In the spring of 2010, of these 17 students, the average gain in NCEs was **9.7** in the spring of 2011, a significant positive gain. Of the 57 students taking the grade 1 Terra Nova exam and moving to grade 2, 28 students were below grade level in spring of 2010. Of these 28 students, the average gain in NCEs was **6** in the spring of 2011, a significant positive gain.

Aggregate (all students)

The kindergarten classes at Girls Prep Bronx were only administered the Reading Terra Nova 3 in June 2011. The students also performed as a group at above grade level, greater than an average NCE of 50. The students achieved an average NCE of **52** in reading.

Student Performance on Terra Nova 3 - Reading subtest

Grade	Number Tested	NCE Average 06/22/11
K	64	52
1	65	50
2	71	54
School-wide	200	52

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Not Applicable
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not Applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district, Community District #8.	Not Applicable
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Not Applicable
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Not Applicable
Growth	Each year, on the Reading Terra Nova 3, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Did Not Meet

Action Plan

While Girls Prep Bronx has made progress, we have not yet met our accountability goal consistently, which could impact long-term student achievement. Therefore, Girls Prep will continue the methods that have worked and strategically implement resources, programs and processes in the coming year that are targeted to address the following gaps.

For English Language Arts

Girls Prep Bronx has had moderate to good success remediating and moving students performing in the lowest quartile. Girls Prep Bronx attributes this success to intensive assessment, goal setting and targeted differentiation plus small group instruction. For the 2011-12 school year, Girls Prep will continue to integrate Fountas and Pinnell to get reading level starting points for every student and set individual reading growth goals for every student. We will support growth toward those goals through guided reading and the structures embedded in the Girls Prep Bronx Readers and Writers workshop model. Because phonemic awareness is so critical a foundation, Girls Prep Bronx will continue using DIBELS assessment to identify areas of strength and weakness in fluency and phonemic awareness for kindergarten through second grades.

For third grade, Girls Prep Bronx will implement an interim assessment program that is aligned with NYS standards and learning expectations, as well as the pacing scope of curriculum. The assessments will be administered every 6-8 weeks. After each test administration, the instructional leadership team will conference with teachers to analyze the data from these assessments and develop re-teaching and intervention action plans.

Girls Prep will continue to drive rigorous instruction that supports student achievement in critical

thinking and higher order skill development through the writers' workshop units and LitLife. These units build students capacity to go beyond structure and conventions to real world application. Additionally, beginning in the 2011-12 in preparation for full implementation in 2012-13, Girls Prep Bronx will implement National Common Core aligned curriculum maps and lessons for Grade 3 English Language Arts.

Girls Prep Bronx has added a CTT (Collaborative Team Teacher) classroom in kindergarten, second, and third grade – in addition to the CTT classes it already has in grades 1 and 2. This means Girls Prep Bronx will have a CTT classroom at every grade, except for 2nd grade in which it will have two. This classroom structure aligns with the workshop models and small group reading embedded into the school's design. It also maintains a small student-to-teacher ratio, allowing for immediate attention to interventions within a classroom. Finally, our CTT model inspires, supports, and requires collegial collaboration among staff, and helps facilitate ongoing professional development by highlighting areas of strength and weakness among teachers or new ideas from teachers to develop in a more formal way.

Girls Prep Bronx will continue to support continued teacher development and the perfecting of instructional delivery with the school's standard program of approximately 15 hours per week of classroom coaching and feedback for teachers. This process continues to help teachers self-identify areas of improvement and help instructional leadership reallocate resources and people as needed to achieve successful outcomes for students.

The culture of Girls Prep Bronx with regard to intervention recognizes that every child has areas requiring growth and enrichment; thus, we will continue to implement our RTI (response to interventions) process, which reaches 100% of our students across 3 tiers of intervention and enrichment.

Girls Prep Bronx is committed to a culture of continuous improvement and will incorporate strategies and programs, such as additional CTT staff and interim assessments described in the above plan, to meet the student achievement expectations set forth in the schools charter mission and vision.

MATHEMATICS

Goal 2: Mathematics

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

Background

At Girls Prep Bronx our goal is to offer a computation and skill-based foundation that is enhanced by an analytical and logic based curriculum. Students learn a sustained and deep applied math curriculum through a classroom climate where serious engagement, being “intellectual”, and exploring deeply the answers behind concepts are the norm. Effective execution of this curriculum is typified by our teachers, who can strike the balance between prioritization of skills and standard pedagogy and the excitement and learning that is shaped and enveloped through experience and application.

Girls Prep Bronx deploys several curriculum resources to achieve our “big goals” of sustained, deep and analytical understanding by embedding several resources:

- EnVision Math. Aligned to the New York State Standards, EnVision Math is the core curriculum component of the Girls Prep Bronx math program. The Girls Prep Bronx Math Scope and Sequence outlines each math topic studied and the related performance indicators that students must master by the end of the year. The program develops math concepts through interactive and visual learning and moves from the concrete to the abstract.
- Investigations. Our EnVision math core program is supplemented by Investigations. The Girls Prep Bronx Scope and Sequence clearly outlines each related Investigations unit and the connected activities, discussions, and routines that will deepen student mathematical experiences from each EnVision topic area. The Investigations activities are strategically designed and deployed to develop NYS inquiry based standards.
- “Every Day Counts” Calendar Math (and companion resources). Aligned to the NCTM standards, Every Day Counts provides lessons and activities that preview, teach and reinforce place value, measurement, and problem-solving skills. Girls Prep Bronx employs this curriculum to support foundational skills in math. The foundational application in a “real world” every day application helps students move math from the abstract to the practical.

Goal 2: Absolute Measure

In 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the time adjusted Scale Score on the New York State mathematics examination.

Method

The school will administer the New York State Testing Program Mathematics assessment to students in third grade in spring 2012.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2010-11 is 137³. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

The school will administer the New York State Testing Program Mathematics assessment to students in third grade in spring 2012.

Results

Not Applicable.

Evaluation

Not Applicable.

³ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Additional Evidence

Not Applicable.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district, Community School District #8.

Method

The school will administer the New York State Testing Program Mathematics assessment to students in third grade in spring 2012.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics 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.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

The school will administer the New York State Testing Program Mathematics assessment to students in third grade in spring 2012.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 2: Growth Measure

In 2010-11, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2010-11 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2009-10, that cohort is expected to show at least an increase in the percentage in 2010-11.

Method

The school will administer the New York State Testing Program Mathematics assessment to students in third grade in spring 2012.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 2: Optional Growth Measure

Each year, on the Math Terra Nova 3, all grade-level cohorts of students enrolled in kindergarten through 3rd grade will reduce by one-half the gap between their average NCE and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

First grade students at Girls Prep Bronx were assessed in spring of the 2010 and spring of 2011 using the nationally norm-referenced test for mathematics, the Terra Nova 3. The Terra Nova provides scores in national percentiles, grade equivalents, scale scores and normal curve equivalents. We are choosing to report student results using the normal curve equivalent (NCE) scores. Because NCEs,

unlike percentiles, are an equal interval scale, they can legitimately be aggregated and averaged. An NCE of 50 is considered at grade level. Regardless of the time of year at which testing is done and grade level tested. The average NCE for a group is useful in looking at that group's growth.

For the students in the Grade 1 Cohort, the baseline results were kindergarten results from the spring of 2010; for the Grade 2 Cohort, the baseline results are the first grade results from the spring of 2010. Only students assessed in the consecutive years are included in the cohort.

Results

The average NCEs for the Grade 1 and Grade 2 cohorts are 52 and 53 NCEs, respectively. While both are above grade level, the target of an increase of 1 or more NCEs was not achieved.

Student Growth Performance on Math Terra Nova 3

Cohort	Number in subgroup	NCE Average 06/10	Target NCE to Gap of 50 NCE	NCE Average 06/11	Target Met
GR1	58	52	+/-53	50	No
GR2	57	53	+/- 54	48	No

Evaluation

This outcome measure has not been met by Girls Prep Bronx. Students scoring below 50 NCE in spring of 2010 did not reduce by half the gap between their average NCE and 50 NCE and the average NCE for the group above 50 NCE did not make positive gains.

Additional Evidence

Math					
Percent of Student Cohort in Quartiles 1 through 4					
Grade 2011	Test Date	4th Quartile (Upper)	3rd Quartile	2nd Quartile	1s Quartile (Lowest)
		64-99 NCE	50-63 NCE	37-49 NCE	1-36 NCE
1	Jun-10	28%	33%	16%	24%
	Jun-11	24%	26%	26%	24%
2	Jun-10	28%	23%	32%	18%
	Jun-11	23%	23%	23%	32%

Cohort

Students scoring *below 50 NCE* in cohorts for grade one and grade two scored a mean score of 32 NCE and 33 NCE, respectively. Students scoring above 50 NCE for grade one and two scored a mean score of 67 NCE and 65 NCE, respectively. Only small improvements with the lower two quartiles and a small loss in the upper quartiles are evident.

Additional evidence for math indicates a problem for which Girls Prep Bronx will address (see action plan). However, results are still mixed. Despite not attaining this measure, additional analysis shows growth from kindergarten to first grade. The average growth for students in this group achieving below 50 NCE in 2010 was 1.8 NCEs. While this growth is significant, it is slower and less than the growth observed for reading. The grade 2 cohort saw a loss of minus 3.1 NCEs.

Aggregate (all students)

The kindergarten classes at Girls Prep Bronx were only administered the Math Terra Nova 3 in June 2011. The students performed as a group at grade level.

Student Performance on Terra Nova 3 - Reading subtest

Grade	Number Tested	NCE Average 06/22/11
K	64	53
1	65	49
2	71	47
School-wide	200	50

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Not Applicable
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Not Applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district, Community District #8.	Not Applicable
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Not Applicable
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Not Applicable
Growth	Each year, on the Math Terra Nova 3, all grade-level cohorts of students enrolled in kindergarten through 3rd grade will reduce by one-half the gap between their average NCE and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	Not Met

Action Plan

Girls Prep Bronx has not made acceptable progress in mathematics for our own expectations to fulfill our mission. While gains are evident, they are not enough to close the gaps. Therefore, Girls Prep Bronx will continue the methods that have worked and strategically implement people, programs, and processes in the coming year that are targeted to address gaps.

For Mathematics

Girls Prep Bronx is adding people to support greater interventions in mathematics. A math coach has been added for the 2011-12 school year. Girls Bronx will access their institutional partner, Public Prep, to support capacity in this aspect of the academic program – in particular, their newly hired Managing Director of Student Learning and Achievement. The school’s newly hired CTTs will also help to assist in small group instruction and tutoring on top of more scaffolded and differentiated instruction within the lessons.

Girls Prep Bronx has an RTI (response to intervention) process that will reinforce the keen attention to current student achievement levels in math. Girls Prep Bronx will set goals based on its achievement criteria and monitor intervention, enrichment and progress to ensure students achieve in math.

Our interim assessment program will increase communication about specific skills and standards that students are weak in, and inform both unit planning, re-teach and tutoring, and our RTI process.

For third grade, Girls Prep Bronx will implement an interim assessment program that is aligned with NYS standards and learning expectations, as well as the pacing scope of curriculum. The assessments will be administered every 6-8 weeks. After each test administration, the instructional leadership team will conference with teachers to analyze the data from these assessments and develop re-teaching and intervention action plans. Girls prep Bronx will more specifically and effectively use Scholastic’s *Do The Math* to support intervention and enrichment.

Girls Prep Bronx will continue to support continued teacher development and the perfecting of instructional delivery with the school’s standard program of approximately 15 hours per week of classroom coaching and feedback for teachers. Teams of teachers will work closely with the math instructional coach to develop their experiences with math as a method to grow teacher content expertise. In addition, teachers will be mentored in using “Number Talks” to build students foundational number sense skills.

SCIENCE

Goal 3: Science

Girls Prep Bronx students will demonstrate proficiency relevant to achievement in science.

Background

Girls Prep Bronx follows the Delta FOSS science curriculum that emphasizes discovery, experiential learning, and scientific experimentation.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Method

The school will administer the New York State Testing Program Science assessment to students in fourth grade in spring 2013.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district, Community District #8.

Method

The school will administer the New York State Testing Program Science assessment to students in fourth grade in spring 2013.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Summary of the Science Goal

As a K-2 school in 2010-11, there were no standardized tests administered in science at Girls Prep Bronx. **Our first class of fourth grade students will sit for the New York State Science assessment in spring 2013.**

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Not Applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district, Community District #8.	Not Applicable

Action Plan

In order for Girls Prep Bronx students to demonstrate proficiency relevant to achievement in science, we will maintain our strong science program. Our unique Fellows Program allows all of our Fellows and Associates to teach their own science classes, therefore investing in a deep commitment to the subject area. With the addition of our Collaborative Team Teaching classrooms, Fellows and Associates will co-teach science with the support of a special education teacher and lead teacher, making sure that our most at-risk students get the targeted instruction they require.

SOCIAL STUDIES

Goal 4: Social Studies

Girls Prep Bronx students will demonstrate proficiency relevant to achievement in Social Studies.

Background

In the early grades, Social Studies instruction is tailored to the study of self, family, and community history. Fiction and non-fiction read-alouds, field trips, and research skills (like interviewing community members) enrich each standards-based unit.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

Not Applicable.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district, Community District #8.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district, Community District #8. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

Not Applicable.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Summary of the Social Studies Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Not Applicable
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district, Community District #8.	Not Applicable

Action Plan

In order for Girls Prep Bronx students to demonstrate proficiency relevant to achievement in Social Studies, we will continue to use our rich social studies curriculum and instructional model to strengthen our program. Through social studies, students will be guided to see the larger world context and create personal action plans to address issues important to them in their community.

NCLB

Goal 5: NCLB

Girls Prep Bronx will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

Since all students are expected to meet the state's learning standards, the federal No Child Left Behind legislation 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. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

As a second year school without state test results, Adequate Yearly Progress is not able to be measured.

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

NCLB Status by Year

Year	Status
2009-10	First Year School
2010-11	Second Year School, without State Test Results
2011-12	
2012-13	

Goal 6: Parent Satisfaction

Parents will express high satisfaction with the school.

Goal 6: Absolute Measure

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 all parents/guardians provide a positive response to the survey items.

Background

The relationship between home and school is central to each child's success. At Girls Prep Bronx, we partner with families to ensure every child achieves success.

The following are critical connecting points for school members and parents to ensure a successful partnership for children:

- Every year begins with a home visit from the student's new teachers. This opens the two-way communication and provides individualized relationships prior to the student stepping foot in a classroom filled with other students. It is an opportunity to build trust and mutual understanding for parent expectations and how a teacher can help a parent see those expectations for her daughter achieved.
- Our full-time Director of Student and Family Affairs dedicates her time to supporting students and answering family questions or concerns.
- Girls Prep Bronx encourages family involvement. Families are welcome to visit or volunteer any time. The Girls Prep Bronx Community Council sends home weekly news updates and hosts many events and meetings.
- Girls Prep Bronx hosts a variety of school-wide family events such as picnics, movie nights, yoga nights and breakfasts. We also host instructional workshops for families, including but not limited to financial planning, math support, literacy strategies, and nutrition.
- Because Girls Prep Bronx understands that homework is a critical component of independent practice and sustained learning, each student has a homework folio for which parents and students can monitor success and completion of these assignments. This often serves as a catalyst for the most important conversations between teacher and parent.
- All families have phone numbers and emails for their daughter's teacher. Teachers return phone calls within 36 hours and usually much faster.

Method

Surveys are collected by the teachers and submitted to the New York City Department of Education. Our survey remains constant year-to-year to track any changes in responses. The survey results are presented to every faculty member at the school, the Board of Trustees, and to parents.

Results

74% of Girls Prep Bronx parents responded to the New York City Department of Education’s School Survey in the 2010-11 school year. Parents expressed extremely high levels of satisfaction, 100%, when asked about the education of their child, their opportunities to be involved and how well the school communicates.

2010-11 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
107	144	74%

2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Satisfied or very satisfied with the education their child received this year.	100%
Satisfied or very satisfied with their opportunities to be involved in the child's education.	100%
Satisfied or very satisfied with how well the school communicates with them.	100%

Evaluation

This outcome measure has been met by Girls Prep Bronx. The percent of parents that were satisfied with Girls Prep Bronx greatly exceeded the measure of 2/3s satisfied. 74%, or 107 of the 144 families, responded to the survey with 100% satisfied. 100% expressed satisfaction with the level of opportunity that exists for them to get involved in their child’s education. 100% of parents were satisfied with how well the school communicates with them.

Because relationships are so central to fulfilling our mission, we will work toward increasing the response rate for parents and improving satisfaction on the communication of our academic expectations.