

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

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

**Girls Preparatory Charter School
of New York**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

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Anne Lackritz and Kimberly Morcate prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Sarah Robertson	Chair
Mary Mitchell	Vice Chair
Nicole Pullen Ross	Treasurer
Lauren Frank	Member
Laura Weil	Member
Mary Claire Ryan	Member

INTRODUCTION

Founded in 2005, Girls Preparatory Charter School of New York (hereafter “GPCSNY”) is the first all-girls charter school in New York City. In a single-gender environment that nurtures the gifts of every child, GPCSNY offers students a high-caliber education and the high expectations for excellence that they need to become successful in high school, college and beyond. Having just completed the fifth year of operation, we collected our third year of testing data after our third and fourth grade students took the New York State English Language Arts and Math exams. We also completed our first year of grade five students, who attended our Middle School. We are confident from students’ outstanding results and obvious commitment to our school that GPCSNY has developed a school culture, core curriculum, and systems to support increasingly high levels of growth and achievement among our students.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	34	20												54
2006-07	33	49	30											112
2007-08	48	46	50	30										174
2008-09	47	51	41	44	25									215
2009-10	46	50	45	43	42	25								251

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Girls Preparatory Charter School of New York (“GPCSNY”) students will become proficient readers of the English language.

Background

The English Language Arts curriculum at the GPCSNY is designed to ensure that students become fully literate and learn to read, write, and speak well. GPCSNY teachers use a balanced literacy framework to help students become great readers. This includes interactive read-alouds, shared reading, independent reading, literacy center activities, word study and language concept study, and guided reading. Reading instruction takes place throughout the day in all subject areas. Every day, elementary students receive 45 minutes of small group instruction during Reading Group which includes word study and language concept study, and guided reading. The student-teacher ratio during reading group is approximately 8:1. In grades K-1 this time is spent teaching students about phonics, developing phonemic awareness, developing reading strategies, decoding, and developing comprehension. In the later grades, time is spent reviewing phonics rules, reading strategies and decoding, but the focus shifts to reading for meaning, developing comprehension skills, and discussing and evaluating literature. By 5th grade, students are receiving 75 minutes a day of reading instruction.

Writing is a vital part of literacy instruction at GPCSNY. Learning to read and learning to write go hand-in-hand and the reading and writing curriculum are closely aligned to support students as they develop as readers and writers.

GPCSNY works with consultants from LitLife, an organization that works with schools to cultivate readers and writers, to discuss what our students need, what we need to teach, and how we teach writing at the school. Through this work a collaborative team of teachers created a New York State standards aligned writing curriculum tailored to the needs of our students.

The GPCSNY writing curriculum is organized around genre-based themed units which introduce or reinforce different literacy competencies. Every student at GPCSNY participates in a 45 minute writing workshop daily. Each workshop begins with a mini-lesson on a specific skill or strategy. The class then works on individual writing assignments while teachers hold conferences with students. Teachers use these conferences to note general trends in their class’s writing and also to track the progress of individual students. At the end of the lesson the class comes together to share their work.

Goal 1: Absolute Measure

Each year through 2013-14, 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, 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 English Language Arts examination.

Method

The school administered the New York State Testing Program English Language Arts assessment to students in third through fifth grade in April 2010. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	43	0	0	0	43
4	42	0	0	0	42
5	25	0	0	0	25
All	110	0	0	0	110

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

Overall, 94% of GPCSNY students in grade three through five achieved scores at or above a Scale Score of 650. Further, 94% of the group of students in at least their second year met the same measure.

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	86	43
	Students in At Least 2 nd Year	88	42
4	All Students	98	42
	Students in At Least 2 nd Year	98	42
5	All Students	100	25
	Students in At Least 2 nd Year	100	25
All	All Students	94	110
	Students in At Least 2 nd Year	94	109

Evaluation

This outcome measure has been met by GPCSNY. Overall, 94% of the 109 students in at least their second year scored at or above a Scale Score of 650. GPCSNY exceeded the measure target of 75% by 19 percentage points. Each grade’s cohort group individually exceeded the measure target of 75% by scoring at or above a Scale Score of 650 on the New York State English Language Arts assessment. 88% of grade three students in at least their second year met the measure. 98% of grade four students in at least their second year achieved at least a Scale Score of 650. Finally, 100 percent of grade five students in at least their second year exceeded a Scale Score of 650.

Additional Evidence

GPCSNY has performed overall at greater than 80% proficiency rate since 2008.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80	30	98	44	88	42		
4			92	25	98	42		
5					100	25		
6								
7								
8								
All	80	30	96	69	94	109		

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 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 is 155.² 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.

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.

Results

The students of GPCSNY achieved an aggregate PI score of 159, surpassing the goal AMO of 155.

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	1	39	47	13	110

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 47 & + & 13 & = & 99 \\
 & & & + & 47 & + & 13 & = & 60 \\
 & & & & & & \text{PI} & = & \mathbf{159}
 \end{array}$$

Evaluation

This outcome measure has been met by GPCSNY. We tested 110 students in third through fifth grades. Overall, they surpassed the 155 AMO mark set by NYSED.

Additional Evidence

GPCSNY has maintained a PI that has surpassed the target AMO since 2008. Only one percent or less of our students has consistently been at Level 1. Our Level 2 percentage declined from 2008 to 2009, however increased in 2010 due to the changes in cutoff scores.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	NA						122	
2007-08	3	30	0	20	77	3	180	133
2008-09	3-4	69	0	4	84	12	196	144
2009-10	3-5	110	1	39	47	13	159	155

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.

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.

Results

Overall in grades three through five, GPCSNY had 61% of students scoring at Levels 3 and 4 compared to the district’s 48% proficiency rate.

**2009-10 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	GPCSNY Students In At Least 2 nd Year		All Manhattan District 1 Students	
	Percent	Number Tested	Percent	Number Tested
3	62	42	51	848
4	57	42	47	892
5	64	25	46	793
6				
7				
8				
All	61	109	48	2533

Evaluation

This outcome measure has been met by GPCSNY. From the table, the reader can see that GPCSNY is surpassing the ‘same grade’ proficiency levels of the local school district, Manhattan District 1. Overall, GPCSNY has a 61% proficiency rate on the NYS English Language Arts assessment to the district’s 48% proficiency rate, a difference of 13 percentage points. GPCSNY achieved higher proficiency rates in each individual grade as well; by a margin of 11% in grade 3, 10% in grade 4 and 18% in grade 5.

Additional Evidence

GPCSNY has outperformed the local district, Manhattan District 1, in overall proficiency rates by a minimum of 13 percentage points, the three years represented in the table below.

**English Language Performance of Charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	GPCSNY	Manhattan District 1	GPCSNY	Manhattan District 1	GPCSNY	Manhattan District 1	GPCSNY	Manhattan District 1
3	80	61	98	71	62	51		
4			92	70	57	47		
5					64	46		
6								
7								
8								
All	80	61	96	70	61	48		

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. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

Students at all levels exceeded the predicted proficiency rates. The overall Effect Size was 1.81 in 2009.

2008-09 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		44	97.7	73.0	24.7	1.99
4		25	92.0	74.0	18.0	1.48
5						
6						
7						
8						
All	50.0	69	95.7	73.4	22.3	1.81

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

This outcome measure has been met by GPCSNY. The school's aggregate Effect Size far exceeded 0.3. In addition, each grade level's effect size was much greater than 0.3 in 2009. Students in grade 3 achieved an Effect Size of 1.99 and students in grade 4 achieved a 1.48 Effect Size.

Additional Evidence

As displayed in the table below, GPCSNY has exceeded the 0.3 Effect Size in both 2008 and 2009 by a large margin.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	NA					
2007-08	3	52.54	30	80	65.26	1.14
2008-09	3-4	50	69	95.7	73.4	1.81
2009-10	3-5	56.36	110			

Goal 1: Growth Measure

Each year through 2013-14, 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 on the current year’s state English Language Arts exam. 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.

In 2009-10, 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 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be 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.

Results

Cohort students who have NYS English Language Arts test scores for both 2009 and 2010 maintained or improved the same level of performance. Both GPCSNY grade level cohort groups achieved the target, as well as the overall group.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	42	98	98+	98	YES
5	24	92	92+	100	YES
All	66	95	95+	99	YES

Evaluation

This outcome measure has been met by GPCSNY Charter School of New York. Overall the GPCSNY cohort group improved from 95% achieving a minimum Scale Score of 650 on the NYS ELA exam in 2009 to a 99% in 2010. The grade level cohort groups each did very well, maintaining the same rate of achievement or increasing in 2010. Current fourth grade students of this cohort held steady, with 98% scoring at 650 or better. 100% of our 2010 fifth grade cohort students scored higher than a Scale Score of 650.

Additional Evidence

Each year that GPCSNY has had cohort groups measured in year-to-year performance on the New York State English Language Arts assessment, the groups have achieved the targets both by grade level and overall.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	NA		
2007-08	3	NA	NA
2008-09	4	1	1
2009-10	4-5	2	2

Goal 1: Optional Measure

For the 2009-2010 through 2013-2014 school years, 75 percent of GPCSNY students will perform at or above grade level on the Reading Terra Nova 3.

Method

This measure examines student performance on a nationally norm referenced standardized test. All GPCSNY students that were present on the date of testing took the Terra Nova 3 (G-13) Reading sub-test in the spring 2010. Students in kindergarten through fifth grade took the test the week of June 14, 2010.

Results

The students at GPCSNY had mixed results on the Terra Nova Reading Test. Greater than 75% of students in Kindergarten, third grade, fourth grade and fifth grade scored at or above their respective grade level equivalents. However, fewer than 75% of students scored at or above grade level equivalents in grades one and two.

All Student Performance on Terra Nova 3: Reading Sub-Test (G-13)

Grade	Week of Test	Grade Equivalent on DOT	Percent at or above Grade Level	# Tested	Goal Met?
K	6/14/2010	0.9	86	45	Yes
1	6/14/2010	1.9	60	50	No
2	6/14/2010	2.9	69	45	No
3	6/14/2010	3.9	81	34	Yes
4	6/14/2010	4.9	86	42	Yes
5	6/14/2010	5.9	76	25	Yes

Evaluation

This outcome measure has not been met by GPCSNY. Although most of our grades met the measure, two did not. Students in Kindergarten (86%), third grade (81%), fourth grade (86%), and fifth grade (76%) scored at or above the grade level equivalent based on the date of testing. Fewer than 75% of students in grade one (60%) and two (69%) scored at or above the grade level equivalent.

Additional Evidence

We also examined Normal Curve Equivalent (NCE) scores on the Terra Nova 3 Reading test. An NCE score of 50 is thought to be “at grade level.” NCE scores are helpful because they can be averaged for a group and make it very simple to see if a group is improving between test administrations. The below table displays GPCSNY average NCE scores for the Terra Nova 3 Reading subtest given in spring 2010. All grades, but first, have an NCE average above 50. Students in first grade have an average NCE score of 49, just short of what is considered grade level.

All Student Performance on Terra Nova 3 - Reading Spring 2010 Average NCE Scores

Grade	Average NCE Score
K	69
1	49
2	55
3	62
4	61
5	59

Summary of the English Language Arts Goal

The 2009-10 school year proved to be a successful in terms of English Language Arts performance. We met our two absolute measures, our two comparative measures and our growth measure. The amount of confidence that students can receive from such a successful year can only serve them well in the years ahead. However, we are adjusting our support and the services we offer to students who have yet to be deemed proficient.

The students of GPCSNY performed well on the New York State English Language Arts exam. 94% of all students scored at or above a Scale score of 650 on the NYS ELA assessment. Students performed better than the local district and cohort students showed year to year gains. The only measure students did not meet is the optional absolute measure regarding Terra Nova performance. Fewer than 75% of students tested in the Terra Nova 3 - Reading subtest in grades 1 and 2 scored at or above the grade level equivalent. However, greater than 75% of students in grades K, 3, 4 & 5 scored at or above grade level.

We invested a tremendous amount of time and resources into ensuring that our ELA curriculum is aligned with New York State’s standards, and that our teachers are equipped with the training, materials and administrative support necessary to succeed. In 2009-10, we are proud to say that our investment paid great dividends; however, we will continue to strive to ensure that each of our students is proficient in ELA.

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.	Achieved
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.	Achieved
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
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.	Achieved
Optional Absolute	75 percent of GPCSNY students tested will perform at or above grade level on the Reading Terra Nova 3.	Did Not Achieve

Action Plan

We are proud of the gains and achievements of our elementary and middle school students. In order to maintain and improve upon our goals that students become proficient readers of the English language, we will continue to use our strong literacy curriculum and instruction to build fluent readers and writers. GPCSNY will continue to employ a Reading Specialist who will provide support to our most at-risk students and use a Leveled Literacy Intervention (from Fountas and Pinnell). We will conduct monthly data meetings around reading assessments and interim assessments, and provide our faculty with weekly professional development and strong instructional coaching services, both of which will be focused on differentiation and critical thinking.

In the 2010-11 academic year GPCSNY is adding four Collaborative Team Teaching classrooms—in 2nd, 4th, 5th, and 6th grades—to support our special education students. In addition, we have added Academic Intervention Specialists, to assist our at-risk students. We will continue to institute DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments, interim assessments, and Rigby and Woodcock Johnson Reading assessments to all of our students, to further target and provide support to those most at-risk. In the Middle School, we are piloting Scholastic's Expert 21 reading and writing curriculum in the 6th grade. This curriculum exposes students to more critical analysis of text while still instructing the fundamental reading skills that prepares students for the New York State ELA assessment.

MATHEMATICS

Goal 2: Mathematics

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

Background

GPCSNY math instruction includes a morning meeting each day, as well as a math lesson each day at the elementary level. There is one additional math period each week that is to be used for review and/or extension. In middle school, scholars have math instruction for one hour and fifteen minutes daily.

In K-3, the framework of our math curriculum is Saxon Math. Our math program is supplemented by Exemplars, which is a problem-solving program to be used twice each month, and Stern Structural Arithmetic, which is a manipulatives-based number sense and arithmetic program to be included whenever possible. We follow the Saxon sequence of learning objectives. However, grade level teams are encouraged to enrich Saxon's script through interactive games, centers, and activities.

Beginning in 4th grade and throughout 5th grade, we use Envision Math, a New York State standards-aligned curriculum. This is supplemented by Exemplars, Stern, and Singapore Math as necessary. Teachers enrich the program with interactive games, centers, and activities.

In every grade, we use data to differentiate instruction and create guided groups, centers, and lessons. Differentiated instruction is essential in reaching the needs of all students. We also strive to dig deep with our questioning, and to encourage students to explain their ideas.

Goal 2: 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 mathematics examination.

In 2009-10, 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 mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through fifth grade in May 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	43	0	0	0	43
4	42	0	0	0	42
5	25	0	0	0	25
6					
7					
8					
All	110	0	0	0	110

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Results

100% of all GPCSNY students who took the New York State Mathematics assessments scored at or above a Scale Score of 650.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100	43
	Students in At Least 2 nd Year	100	42
4	All Students	100	42
	Students in At Least 2 nd Year	100	42
5	All Students	100	25
	Students in At Least 2 nd Year	100	25
6	All Students		
	Students in At Least 2 nd Year		
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	100	110
	Students in At Least 2 nd Year	100	109

Evaluation

This outcome measure has been met by GPCSNY.

100% of all students who took the NYS Mathematics assessment achieved a Scale Score of at least 650.

Additional Evidence

Students at GPCSNY have been taking the NYS Math exam for three years. The students in at least their second year have maintained a high level of performance each year. Through 2008-09, 100% scored at Levels 3 & 4. This year 100% achieved a minimum Scale Score of 650. We are very proud of this continued success.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	30	100	44	100	43		
4			100	25	100	42		
5					100	25		
6								
7								
8								
All	100	30	100	69	100	110		

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 2009-10 is 135⁴. 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 students of Girl’s Preparatory Charter School of New York achieved an aggregate PI score of 184, surpassing the goal AMO of 135.

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	0	16	56	27	110

$$\begin{array}{rcccccc}
 \mathbf{PI} & = & 16 & + & 56 & + & 27 & = & 100 \\
 & & & & + & 56 & + & 27 & = & 84 \\
 & & & & & & \mathbf{PI} & = & \mathbf{184}
 \end{array}$$

Evaluation

This outcome measure has been met by GPCSNY. We tested 110 students in third through fifth grades. Overall, they surpassed the 135 AMO mark set by NYSED by 49.

⁴ 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

GPCSNY has maintained a PI that has surpassed the target AMO since 2008. Not until 2010, did any of our students test below Level 3 on the New York State Mathematics assessment.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	NA						86	
2007-08	3	30	0	0	77	23	200	102
2008-09	3-4	69	0	0	61	39	200	119
2009-10	3-5	110	0	16	56	27	184	135

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.

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 the corresponding grades in the school district.

Results

Overall in grades three through five, GPCSNY has an 84% proficiency rate of students scoring at Levels 3 & 4, compared to the district’s 60% proficiency rate.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	GPCSNY Students In At Least 2 nd Year		All Manhattan District 1 Students	
	Percent	Number Tested	Percent	Number Tested
3	86	42	60	866
4	76	42	62	906
5	92	25	59	807
6				
7				
8				
All	84	109	60	2579

Evaluation

This outcome measure has been met by GPCSNY. From the table, the reader can see that GPCSNY is surpassing the ‘same grade’ proficiency levels, 3 & 4, of the local school district, Manhattan District 1. Overall, GPCSNY has an 84% proficiency rate on the NYS Mathematics assessment to their 60% proficiency rate, a difference of 24 percentage points. GPCSNY achieved higher proficiency rates in each individual grade as well; by a margin of 26% in grade 3, 14% in grade 4 and 33% in grade 5.

Additional Evidence

GPCSNY has outperformed the local district, Manhattan District 1, in overall proficiency rates by a minimum of 12 percentage points on the NYS Mathematics exam the three years represented in the table below.

**Mathematics Performance of Charter School and Local District
By Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	67	100	92	86	60		
4			100	83	76	62		
5					92	59		
6								
7								
8								
All	100	67	100	88	84	60		

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. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

Students at all levels exceeded the predicted proficiency rates. The overall Effect Size was 1.25 in 2009.

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		44	100	92.1	7.9	1.17	
4		25	100	85.8	14.2	1.40	
5							
6							
7							
8							
All		50.0	69	100	89.8	10.2	1.25

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

This outcome measure has been met by GPCSNY. The school's aggregate Effect Size far exceeded 0.3. In addition, each grade level's effect size was much greater than 0.3 in 2009. Students in grade 3 achieved an Effect Size of 1.17 and students in grade 4 achieved a 1.40 Effect Size.

Additional Evidence

As displayed in the table below, GPCSNY has exceeded the 0.3 Effect Size in both 2008 and 2009 by a large margin.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	NA					
2006-07	NA					
2007-08	3	52.54	30	100	87.84	1.28
2008-09	3-4	50	69	100	89.8	1.25
2009-10	3-5	56.4	62			

Goal 2: Growth Measure

Each year through 2013-14, 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 mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, 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 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be 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.

Results

Cohort students who have NYS Math test scores for both 2009 and 2010 maintained the same high level of performance. Both GPCSNY grade level cohort groups achieved the target of 100%.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	42	100	100	100	YES
5	24	100	100	100	YES
6					
7					
8					
All	66	100	100	100	YES

Evaluation

This outcome measure has been met by GPCSNY. Overall the GPCSNY cohort group held steady at 100% achieving a minimum Scale Score of 650 on the NYS Math exam in 2009 and in 2010.

Additional Evidence

Each year GPCSNY has had cohort groups measured in year to year performance on the New York State Mathematics assessment, the groups have achieved the targets both by grade level and overall.

Cohort Performance on Mathematics Exam Since the Advent of the Grades 3-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	3	NA	NA
2008-09	4	1	1
2009-10	4-5	2	2

Goal 1: Optional Measure

For the 2009-2010 through 2013-2014 school years, 75 percent of GPCSNY students will perform at or above grade level on the Math Terra Nova 3.

Method

This measure examines student performance on a nationally norm referenced standardized test. All GPCSNY students that were present on the date of testing took the Terra Nova 3 (G-13) Math sub-test in the spring 2010. All students were administered the test on the week of June 14, 2010.

Results

The students at GPCSNY had mixed results on the Terra Nova Math Test. Greater than 75% of students in Kindergarten, third grade, fourth grade and fifth grades scored at or above their respective grade level equivalents. However, fewer than 75% of students scored at or above grade level equivalents in grades one and two.

All Student Performance on Terra Nova 3: Math Sub-Test (G-13)

Grade	Week of Test	Grade Equivalent on DOT	Percent at or above Grade Level	# Tested	Goal Met?
K	6/14/2010	0.9	96%	45	Yes
1	6/14/2010	1.9	56%	50	No
2	6/14/2010	2.9	67%	45	No
3	6/14/2010	3.9	79%	34	Yes
4	6/14/2010	4.9	81%	42	Yes
5	6/14/2010	5.9	76%	25	Yes

Evaluation

This outcome measure has not been met by GPCSNY. Although most of our grades met the measure, two did not. Students in Kindergarten (96%), third grade (81%), fourth grade (81%) and fifth grade (76%) scored at or above grade levels based on the date of testing. Fewer than 75% of students in grade one (56%) and two (67%) scored at or above the grade level equivalent.

Additional Evidence

We also examined Normal Curve Equivalent (NCE) scores on the Terra Nova 3 Math test. An NCE score of 50 is thought to be “at grade level.” NCE scores are helpful because they can be averaged for a group and make it very simple to see if a group is improving between test administrations. The below table displays GPCSNY average NCE scores for the Terra Nova 3 Math subtest given in spring 2010. All grades have an NCE average above 50, performing above grade level.

**All Student Performance on Terra Nova 3 - Math
Spring 2010 Average NCE Scores**

Grade	Average NCE Score
K	75
1	51
2	54
3	58
4	59
5	64

Summary of the Mathematics Goal

We met every required measure under our overall Mathematics goal. These results are consistent with what data our internal and school based assessments yield during the course of the school year. The data tells us that our students are learning the Mathematics topics laid out in our standards-aligned curriculum, and not requiring a tremendous amount of re-teaching during the year. This allows our teaching staff to avoid losing time re-visiting topics, but rather, it allows them a tremendous opportunity to cover a number of sequential topics in advance of the assessment. Each of our groups is well over the 75% absolute mark, and we will look to maintain that effort, and those results, in the years to come.

The only measure that was not met all grades is our optional Terra Nova measure. Grades 1 and 2 did not have greater than 75% of students score above the grade level equivalent mark.

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.	Achieved
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.	Achieved
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.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
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.	Achieved
Optional Absolute	75 percent of GPCSNY students tested will perform at or above grade level on the Math Terra Nova 3.	Did Not Achieve

Action Plan

We are proud of the gains and achievements our elementary and middle school students made this year. In order to maintain and improve upon our goal that GPCSNY students demonstrate steady progress in the understanding and application of mathematical skills and concepts, we will continue to employ the Saxon, EnVision, and Singapore curricula, ramping EnVision down to 3rd grade to capitalize on the critical thinking skills it supports. We will provide rich support to our most at-risk students, conduct data meetings around math and interim assessments, and provide our faculty with weekly professional development and strong instructional coaching services around math, both of which will be focused on differentiation and critical thinking.

In the 2010-11 academic year, GPCSNY will add four Collaborative Team Teaching classrooms—in 2nd, 4th, 5th, and 6th grades—to support our special education students. We will add an Academic Intervention Specialist at the elementary school to assist our at-risk students, and a Learning Specialist at the middle school for the same population.

We are integrating new technology-based math curriculum from Scholastic, which will allow teachers to provide small group interventions in math and differentiate interventions, in addition to conducting math interim assessments, to help further target and provide support to those most at-risk.

- FASTT Math, one of the Scholastic interventions, uses research-validated methods to provide systematic instruction and continuous practice to help students automatically recall and understand math facts in addition, subtraction, multiplication, and division. The program uses adaptive technology to offer each student a differentiated learning experience based on his or her individual strengths and weaknesses.
- “Do The Math,” the other Scholastic program GPCSNY will use in 2010-11, engages students with concepts and skills using concrete, manipulative materials, games that reinforce and provide practice, selected children’s literature that provides a context for mathematical concepts and skills, and visual representations to help students represent their thinking. The program, which reflects National Council of Mathematics (NCTM) standards, teaches essential Numbers and Operations math skills that integrate with a core math curriculum.

SCIENCE

Goal 3: Science

GPCSNY students will demonstrate proficiency relevant to achievement in science.

Background

Girls Prep science curriculum follows the New York State Learning Standards, supported by the use of the Scott Foresman curriculum for science as our primary curricular resource in K-4. Teachers also contribute their own unique, hands-on enrichment activities to the basic curriculum. The enriched science curriculum emphasizes experiential learning and scientific experimentation. In the middle school (beginning in Grade 5), students will also be exposed to Forensic Science, Engineering and Environmental Science through our science program. Our Science curriculum for all years, K-8, is spiraled and exposes students to Earth, Life and Physical Science throughout the year. Students learn how to ask scientific questions, conduct experiments, write lab reports and essays that explain scientific concepts.

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 administered the New York State Testing Program science assessment to students in 4th grade in spring 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The overall percent of GPCSNY grade 4 students in at least their second year performing at Levels 3 & 4 is 98%.

**Charter School Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	0	2	45	52	98	42
	Students in At Least 2 nd Year	0	2	45	52	98	42

Evaluation

This outcome measure has been met by GPCSNY.

98 percent of grade 4 students performed at Levels 3 & 4 on the NYS science assessment.

Additional Evidence

GPCSNY hopes to maintain at least this level of achievement going forward.

**Science Performance
By Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					100	25	98	42
All					100	25	98	42

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.

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.

Results

At the time of this report, Manhattan District 1’s grade 4 NYS Science exam results have not been made public.

**2009-10 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	GPCSNY Students In At Least 2 nd Year		All Manhattan District 1 Students	
	Percent	Number Tested	Percent	Number Tested
4	98	42	TBD	TBD

Evaluation

TBD

Additional Evidence

TBD

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2008-09		2009-10		2010-11		2011-12	
	GPCSNY	Manhattan District 1	GPCSNY	Manhattan District 1	GPCSNY	Manhattan District 1	GPCSNY	Manhattan District 1
4	100	76	98	TBD				
All	100	76	98	TBD				

Summary

We are optimistic that all measures have been achieved by the GPCSNY grade 4 students, even without the local school district results. 98 percent of the students reached Levels 3 & 4 on the NYS science assessment. We are hopeful that our students will maintain this level of excellence in the years to come.

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.	Achieved
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.	TBD

Action Plan

In order for GPCSNY 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. In the Middle School, students receive two tiers of science instruction, one that is derived from the New York State standards and covers topics such as life science, earth science, and simple machines; and a Forensic Science curriculum that offers students the opportunity to act as investigators and apply science to real-world situations. Students learn the techniques of forensic science and understand how crime scene investigators (CSIs) are able to process and interpret physical evidence in order to solve crimes. Students complete a culminating project at the end of the year where they have a chance to solve a staged crime and present their methodology and hypothesis to the class.

SOCIAL STUDIES

Goal 4: Social Studies
 GPCSNY students will demonstrate proficiency relevant to achievement in Social Studies.

Background

Girls Prep follows the Scott Foresman curriculum for Social Studies, with teachers adding hands-on enrichment activities. In elementary school, Social Studies instruction is tailored to community history. Our 5th grade Social Studies curriculum consists of studies in world geography, economics, forms of government and American History. Students learn how to read primary documents, maps, charts, and write essays that answer critical thinking questions, draw conclusions and support their answers with evidence from texts.

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

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

96% of the students in at least their second year achieved scores at Levels 3 & 4 on the New York State social studies assessment.

**Charter School Performance on 2009-10 State Social Studies Exam
 By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	4	0	62	33	96	24
	Students in At Least 2 nd Year	4	0	62	33	<u>96</u>	24

Evaluation

This outcome measure has been met by GPCSNY.

96 percent of grade 5 students performed at Levels 3 & 4 on the NYS social studies assessment. Students exceeded this measure by 21 percentage points. This was the first year GPCSNY had 5th grade students and we are very pleased with their performance on the social studies test.

Additional Evidence

**Social Studies Performance
By Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5							96	24
All							96	24

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.

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.

Results

At the time of this report, Manhattan District 1’s grade 5 NYS social studies exam results have not been made public.

**2009-10 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	GPCSNY Students In At Least 2 nd Year		Manhattan District 1 Students	
	Percent	Number Tested	Percent	Number Tested
5	96	24	TBD	TBD

Evaluation

TBD

Additional Evidence

TBD

**Social Studies Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5							96	TBD
All							96	TBD

Summary of the Social Studies Goal

We are optimistic that all measures have been achieved by the GPCSNY grade 5 students in social studies, even without the local school district results. 98 percent of the students reached Levels 3 & 4 on the NYS assessment.

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.	Achieved
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.	TBD

Action Plan

We are proud of the gains and achievements of our elementary and middle school students. In order to maintain and improve upon our goals, we will continue to use our rich social studies curriculum and instructional model to strengthen our program.

In the upcoming year, 6th grade students will study ancient civilizations and their legacy on our world today. In future years, 7th and 8th graders will receive instruction in Global and American History and teachers will augment the State’s curriculum with readings about social issues that affect women, and our community. 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
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

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

GPCSNY was awarded a status of “Good Standing” for academic year 2009-2010.

Evaluation

This measure was met for AY 2009-2010. Furthermore, every year that GPCSNY has been in operation, we have been awarded a status of “Good Standing.”

Additional Evidence

Since GPCSNY opened in AY 2005-2006 we have been awarded a status of Good Standing in that and each subsequent academic year.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing

Goal 6: Parent Satisfaction
 Parents will express high satisfaction with the school.

Goal 6: Absolute Measure
 Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

Method

School Survey Overview

The NYC School Survey helps school leaders understand what key members of the school community say about the learning environment at each school. The information captured by the survey is designed to support a dialogue among all members of the school community about how to make the school a better place to learn.

Every year, all parents, all teachers, and students in grades 6 - 12 take the NYC School Survey. The survey ranks among the largest surveys of any kind ever conducted nationally. In 2010, 922,694 surveys out of a possible 1,480,276 were submitted.

The survey results provide insight into a school’s learning environment and a measure of diversification that goes beyond test scores on the Progress Report. NYC School Survey results contribute 10% - 15% of a school's Progress Report grade (the exact contribution to the Progress Report is dependent on school type). Survey questions assess the community’s opinions on academic expectations, communication, engagement, and safety and respect. School leaders can use survey results to better understand their own school’s strengths and target areas for improvement.

Results

80% of GPCSNY parents responded to the New York City Department of Education’s School Survey in the 2009-10 school year. Parents expressed high levels of satisfaction, 98% and higher, when asked about their child’s education, their opportunities to be involved and the quality of communication they receive.

2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
185	231	80%

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.	99%
Satisfied or very satisfied with their opportunities to be involved in the child's education.	99%
Satisfied or very satisfied with how well the school communicates with them.	98%

Evaluation

This outcome measure has been met by GPCSNY.

The percent of parents that were satisfied with GPCSNY greatly exceeded the measure of 67%. 99% of parents are satisfied with the education their child received in the past year. 99% expressed satisfaction with the level of opportunity that exists for them to get involved in their child’s education. 98% of parents were satisfied with how well the school communicates with them.

The relationship between home and school is central to each child's success. At GPCSNY, we partner with families to provide maximum support to our students. Every year begins with a home visit by the student's teachers. This initial visit allows families and teachers to establish a relationship before the school year begins. We continue to build a partnership throughout the year and from year to year. We place such importance on the role parents and caregivers have in the students’ educations and are thrilled to see they are happy with the school’s performance.