

**GIRLS PREPARATORY CHARTER SCHOOL
OF NEW YORK**

**2010-11 Accountability Plan
Progress Report**

Submitted to the SUNY Charter Schools Institute on:

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Anne Lackritz, Kaitlin Seaver, and Alexandra Steele prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

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

INTRODUCTION

Founded in 2005, Girls Preparatory Charter School of New York (hereafter “GPCSNY”) is a single-sex education model that achieves excellence through continuous learning and data-driven instruction. Our programs and environment are designed to empower each student to build strong character, demonstrate critical thinking, possess a core body of knowledge, and be on a predictive path to earn a degree from a four-year university.

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 sixth year of operation, we collected our fourth year of testing data after students in grades 3-6 took the New York State English Language Arts and Math exams. We are confident from our students’ successful results and clear commitment to their education that GPCSNY is effective in establishing a strong school culture, core curriculum, and systems that foster high levels of 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
2010-11	49	51	49	50	51	72	49							371

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 GPCSNY is designed to ensure that students become fully literate and learn to read, write, and speak well. GPCSNY implements a modified Readers and Writers Workshop design and partners with consultants from LitLife, to ensure fidelity and effective execution of the components of the model GPCSNY uses. LitLife helps our faculty refine their unit planning, in order to incorporate a balanced literacy framework. Teachers and students interact through read-alouds, shared reading, literacy center activities, word study and language concept study, and guided reading.

GPCSNY uses Fountas and Pinnell to get baseline reading levels on students, set goals and support the guided reading model. In addition, through independent reading students build their desire to read and expand their capacity to read. At GPCSNY both teachers and students collaborate in a structure that is standards-based, goal-oriented and driven by individual student interests.

Writing is a vital part of literacy instruction at GPCSNY. The GPCSNY writing curriculum is organized around genre-based themed units. The workshop model ensures immediate application of writing skills and a medium to evaluate and assess student understanding.

The class routine is as follows:

- Direct instruction, mini lesson.
- Independent practice with one-on-one conferencing between teacher/s and student. Teachers use these conferences to note general trends in their class’s writing and also to track the progress of individual students.
- A student-led share activity, where peer-to-peer feedback is the learning dialogue and formative assessment feedback is the practice of the teacher.

Reading instruction takes place throughout the day in all subject areas. However, dedicated instructional time for grades K-4 is 45 minutes of small group instruction during Reading Group, which includes phonics, guided reading, language and communication skills, in addition to a 45 minute reading workshop each day. Middle school students receive 75 minutes a day of reading instruction. In addition to reading instruction, students receive a 45 minute writing workshop daily.

While the foundations skills are rolled into the curriculum to ensure that students have proficiency in these building blocks, the focus shifts to reading for meaning, developing comprehension skills, and discussing and evaluating literature for grades 5 and 6.

Because data and targeted instruction is central to our conventional instructional planning, GPCSNY implements interim assessments. The assessment results are used strategically by our Data Leadership Team – to ensure the immediate re-teach and intervention of ELA skills is incorporated into the daily plans, as well as six week intervention plans. Additionally, the ongoing data informs our RTI (response to intervention process) which captures 85% of our students for enrichment and/ or intervention.

Our English Language Learners receive additional support from our ELL Coordinator who ensures students are making progress in English fluency and mastering content in all subjects in pace with all students.

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 administered the New York State Testing Program English language arts assessment to students in grades 3 through 6 in April 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	<i>Level 3</i>
3	657
4	654
5	654
6	654
7	652
8	652

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.

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).

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	50
4	51	0	0	0	51
5	72	0	0	0	72
6	49	0	0	0	49
7					
8					
All	222	0	0	0	222

Results

Overall, 81.9% of GPCSNY students in grade three through six achieved scores at or above the time adjusted scale score.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent At or Above Time Adjusted Scale Scores	Number Tested
3	All Students	80	50
	Students in At Least 2 nd Year	78	41
4	All Students	92	51
	Students in At Least 2 nd Year	90	42
5	All Students	84.5	72
	Students in At Least 2 nd Year	91.1	34
6	All Students	67	49
	Students in At Least 2 nd Year	82.6	23
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	81.9	222
	Students in At Least 2 nd Year	85.5	140

Evaluation

² 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.

This outcome measure has been met by GPCSNY. Overall, 85.5% of the 140 students in at least their second year at GPCSNY scored at or above the time adjusted scale score. GPCSNY exceeded the measure target of 75% by 10.5 percentage points. Every grade’s cohort group individually exceeded the measure target of 75% by scoring at or above the time adjusted scale score on the New York State English Language Arts assessment.

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, a Scale Score of 650 in 2009-10, and time adjusted scale score in 2010-11							
	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	78	41
4			92	25	98	42	90.4	42
5					100	25	91.1	34
6							82.6	23
7								
8								
All	80	30	95	69	95	109	85.5	140

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 was 122.³ 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.

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.

Results

The students of GPCSNY achieved an aggregate PI score of 155, surpassing the goal AMO of 122.

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	
3-6	5	35	59	1	222

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 35 & + & 59 & + & 1 & = & 95 \\
 & & & + & 59 & + & 1 & = & 60 \\
 & & & & & & \text{PI} & = & \mathbf{155}
 \end{array}$$

Evaluation

This outcome measure has been met by GPCSNY. We tested 222 students in third through sixth grades. Overall, they surpassed the 122 AMO mark set by NYSED.

Additional Evidence

GPCSNY has maintained a PI that has surpassed the target AMO since 2008.

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
2010-11	3-6	222	5	35	59	1	155	122

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 six, GPCSNY had 61.3% of students scoring at Levels 3 and 4 compared to the district's 52.5% proficiency rate.

**2010-11 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	70	41	54.7	813
4	64.7	42	53.8	853
5	53.52	34	52.6	858
6	57.14	23	48.8	814
7				
8				
All	61.3	140	52.5	3338

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 61.3% proficiency rate on the NYS English Language Arts assessment to the district's 52.5% proficiency rate, a difference of 8.8 percentage points. GPCSNY achieved higher proficiency rates than the district in each individual grade as well.

Additional Evidence

GPCSNY has outperformed the local school district, Manhattan District 1, in overall proficiency rates by a minimum of 18 percentage points, the four 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	30	98	44	88	42	70	54.7
4			92	25	98	42	64.7	53.8
5					100	25	53.52	52.6
6							57.14	48.8
7								
8								
All	80	30	96	69	94	109	61.3	52.5

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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

GPCSNY achieved an effect size of .8 which exceeds the target of .3 significantly.

2009-10 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						
4						
5						
6						
7						
8						
All	55.9		60	48.6	11.4	.8

School's Overall Comparative Performance:

Better than expected.

Evaluation

GPCSNY not only exceed the target of .3, but also exceeded the predicted performance level by 11.4 percentage points.

Additional Evidence

GPCSNY exceeded the target effect size for each year of operation for which the school had data able to be evaluated.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	N/A	N/A	N/A	N/A	N/A	N/A
2007-08	3	52.5	30	80.0	65.3	1.14
2008-09	3-4	50	69	95.7	73.4	1.81
2009-10	3-5	55.9	109	60	48.6	0.8
2010-11	3-5	56.25	222			

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 time adjusted scale score for the 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 2010-11 the progress they are making towards the absolute measure of 75 percent of students performing at or above the time adjusted scale score. 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 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 2009-10 and 2010-11 had mixed results. Both GPCSNY grade level cohort groups achieved the target, as well as the overall group.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-2011

Grade	Cohort Size	Percent Performing At or Above 650 for 2009-10. Time Adjusted SS for 2010-11			Target Achieved
		2009-10	Target	2010-11	
4	42	86	86+	90.4	Yes
5	34	98	98+	91.1	No
6	23	100	100	82.6	No

All		95	95+	85.5	No

Evaluation

This outcome measure has not been met by GPCSNY Charter School of New York. Overall the GPCSNY cohort group performed at 85.5% achieving at or above the time adjusted scale score. One out of three cohorts saw growth, and students in who moved from Grade 5 (2009-10) to Grade 6 (2010-11) saw the most decrease.

Additional Evidence

While GPCSNY cohort groups overall did not meet the metric, their performance still exceeds the 75% by 10.5 percentage points.

**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
2010-11	3-6	1	3

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 2011. Students in kindergarten through sixth grade took the test the week of June 22, 2011.

Results

The students at GPCSNY had mixed results on the Terra Nova Reading Test. In Kindergarten and 4th grade, more than 75% of students were at or above grade level. The gap between 75% at or above grade level in grades one, three and five was small – less than 10 percentage points. Grades 2 and Grade 6, however, had larger gaps of 16 and 14 percentage points, respectively.

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

Aggregate Performance June 22, 2011 Terra Nova Reading Results					
GRADE	At or Above 50 NCE	% at or above 50 NCE	Mean NCE	N tested	Goal Met
KG	40	85%	63	47	Yes
1	33	66%	56	50	No
2	29	59%	53	49	No
3	37	74%	58	50	No
4	39	76%	58	51	Yes
5	49	69%	57	71	No
6	30	61%	55	49	No
<i>School</i>	<i>257</i>	<i>70%</i>		<i>367</i>	<i>No</i>

Evaluation

This outcome measure has not been met by GPCSNY. While only two of the seven grades met the outcome measure the mean NCE for all grades, on average 100% of the school was at or above grade level.

Additional Evidence

Cohort Analysis

Additional analysis shows significant achievement and growth in the cohort of students advancing from their respective grades in 2010 to the next grade in 2011. The school wide cohort analysis shows that 2 out of the 6 (Grade 4 with 80% and Grade 5 with 83%) had greater than 75% of students at or above grade level and two additional grade level cohorts (Grade 3 with 73% and Grade 6 with 71%) with nearly 75% at or above grade level. Additionally, the cohort analysis shows that the grade levels with a greater percentage of students at or above grade level are the upper grades, indicating that the longer GPCSNY students are engaged and learning at the school the better they perform. Similarly, the mean NCE for the cohort increases with the increase in grades. The average NCE for the grade 6 cohort is nearly at the 75th percentile; the median NCE is 68 or 80th percentile for this group of students.

Cohort Performance 2011(Spring) Terra Nova Reading Results				
GRADE	% at or above 50 NCE	Mean NCE	N tested in subgroup	Target Met
1	66%	56	38	No
2	64%	55	42	No
3	73%	57.5	40	No
4	80%	57	40	Yes
5	83%	59	29	Yes
6	71%	61.2	21	No

Summary of the English Language Arts Goal

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

In 2010-11, GPCSNY achieved 3 out of the 5 available measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

Type	Measure	Outcome
Absolute	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 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.	TBD
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.	Did Not Achieve
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

The GPCSNY action plan consists of continuing to embed rigor into the curriculum, assess and use that information to create re-teach and tutoring plans, and make adjustments to our curriculum as necessary.

For the 2011-12 school year, GPCSNY will use ANET's interim assessments and utilize our data coach as part for the network for grades 3-7. These interim assessments are given every six to eight weeks culminating in data review meetings where every teacher and the school's instructional leadership team analyzes the results, in order to create a plan for addressing gaps for individual students, groups of students and the whole class.

Our kindergarten through second grade will continue to use measures that assess all components of balanced literacy. Fountas and Pinnell will be implemented for all grades.

GPCSNY has spearheaded mapping and aligning with the National Common Core standards, which is supported by a technology. For the 2011-12 school year, we are using Rubicon Atlas to map align and assess our curriculum.

Finally, both educators and students will continue to be supported by staff. Leadership will continue to be committed to a regular schedule of observation and feedback. All students will be supported through the school's RTI process coordinated and supported by the Learning Specialists and Reading Specialists.

The GPCSNY model will continue to use a collaborative classroom model with one Collaborative Team Teacher in every grade. Additionally, we will continue to ensure our English Language Learners are supported in the classroom and additionally through our Learning Specialists.

MATHEMATICS

Goal 2: Mathematics

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

Background

GPCSNY pulls from several curriculum sources to get a whole math program that fosters rigorous standards and skill, as well as experiential and investigatory, and foundational learning. The schedule of the math program differs depending on level.

GPCSNY's 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 thirty minutes daily.

The primary publisher's resource for grades K-2 is Saxon Math and EnVision for Grades 3-4. This program is supplemented with additional content and exemplars to provide more process based problem solving and to fill gaps in the curriculum. **The scope and sequence has been adjusted to better align with NYS standards and common core.** Our math program is supplemented by Stern Structural Arithmetic, which is a manipulatives-based number sense and arithmetic program.

For Middle School math, we use Singapore Math and comparable tools to build proficiency in the mechanics of mathematical processes.

In grades 6 and 7 the *Connected Math* (CMP2) curriculum from Pearson is used. This curriculum facilitates discovery of the mathematics in the real world. Fifth grade is using Investigations and EnVision to accomplish these more abstract mathematical concepts.

GPCSNY's instructional leadership teams believes the focus on abstract math can more readily assure that students will be able to take on a more diverse array of mathematical problems and transfer their mathematical understandings to new and varied situations. The team believes that this strategy will best prepare our scholars for the mathematics they will find in their lives throughout high school, college, and beyond the classroom, and put them in a strong position to perform when they encounter applied skills, be it a state test, a college entrance exam, or balancing a budget.

GPCSNY uses the Study Skills period to target areas of need as well as growth; for example, our Math Club meets during this period.

In every grade, GPCSNY uses 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 encourage students to explain and justify 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 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 administered the New York State Testing Program mathematics assessment to students in 3 through 6 grades in May 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

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**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	50	0	0	0	50
4	51	0	0	0	51
5	72	0	0	0	72
6	49	0	0	0	49
7					
8					
All	222	0	0	0	222

⁴ 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

95% of all GPCSNY students who took the New York State Mathematics assessments scored at or above the time adjusted scale score.

**Charter School Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent At or Above Time Adjusted Scale Scores	Number Tested
3	All Students	100	50
	Students in At Least 2 nd Year	100	41
4	All Students	98	51
	Students in At Least 2 nd Year	97.6	42
5	All Students	91.6	72
	Students in At Least 2 nd Year	100	34
6	All Students	89.7	49
	Students in At Least 2 nd Year	95.6	23
7	All Students		
	Students in At Least 2 nd Year		
8	All Students		
	Students in At Least 2 nd Year		
All	All Students	94.82	222
	Students in At Least 2 nd Year	99.1	140

Evaluation

This outcome measure has been met by GPCSNY.

95% of all students who took the NYS Mathematics assessment achieved at or above the time adjusted scale score. In addition, 99.1, or nearly 100 percent, of students enrolled in at least their second year achieved at or above the time adjusted scale score.

Additional Evidence

Students at GPCSNY have been taking the NYS Math exam for four years. The students in at least their second year have maintained a high level of performance each year. Through 2009-10, 100% scored at Levels 3 and 4. This year 99.1% achieved the time adjusted Scale Score.

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, a Scale Score of 650 in 2009-10, and time adjusted scale score in 2010-11							
	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	100	41
4			100	25	100	42	97.6	42
5					100	25	100	34
6							95.6	23
7								
8								
All	100	30	100	69	100	110	99.1	140

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 137⁵. 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 Girls Preparatory Charter School of New York achieved an aggregate PI score of 182 surpassing the goal AMO of 137.

Calculation of 2010-11 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-6	1	18	55	27	216

$$\begin{array}{rcl}
 \text{PI} & = & 18 + 55 + 27 = 100 \\
 & & + 55 + 27 = 82 \\
 \text{PI} & = & \mathbf{182}
 \end{array}$$

⁵ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Evaluation

This outcome measure has been met by GPCSNY. We tested 222 students in third through sixth grades. Overall, they surpassed the 137 AMO mark set by NYSED by 45.

Additional Evidence

GPCSNY has maintained a PI that has surpassed the target AMO since 2008.

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
2010-11	3-6	216	1	18	55	27	182	137

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 six, GPCSNY has an 86.4% proficiency rate of students scoring at Levels 3 & 4, compared to the district's 63% proficiency rate.

**2010-11 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	85.4	41	60.6	826
4	90.5	42	66.2	865
5	82.3	34	64.4	875
6	86.9	23	60.8	828
7				
8				
All	86.4	140	63	3394

Evaluation

This outcome measure has been met by GPCSNY. From the table, the reader can see that GPCSNY surpassed the ‘same grade’ proficiency levels, 3 & 4, of the local school district, Manhattan District 1. Overall, GPCSNY has an 86.4% proficiency rate on the NYS Mathematics assessment to their 63% proficiency rate, a difference of 23.4 percentage points.

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 four 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	85.4	60.6
4			100	83	76	62	90.5	66.2
5					92	59	82.3	64.4
6							86.9	60.8
7								
8								
All	100	67	100	88	84	60	86.4	63

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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

GPCSNY achieved an effect size of 1.62 which far exceeds the target of 0.3.

2009-10 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						
4						
5						
6						
7						
8						
All	55.9		83.7	56.4	27.3	1.62

School's Overall Comparative Performance:

Better than expected to a large degree.

Evaluation

GPCSNY not only exceed the target of 0.3, but also exceeded the predicted performance level by 11.4 percentage points.

Additional Evidence

GPCSNY has exceeded the target effect size for each year of operation for which the school had data to be evaluated.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	N/A	N/A	N/A	N/A	N/A	N/A
2007-08	3	52.5	30	100	87.8	1.26
2008-09	3-4	50	69	100	89.8	1.25
2009-10	3-5	55.9	110	83.7	56.4	1.62

Goal 2: Growth Measure

On the current year’s state mathematics 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 mathematics 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.

Results

Cohort students who have NYS Math test scores for both 2010 and 2011 maintained the similar high levels of performance, but did not achieve 100%.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above 650 for 2009-10. Time Adjusted SS for 2010-11			Target Achieved
		2009-10	Target	2010-11	
4	42	100	100	98	No
5	34	100	100	100	Yes
6	23	100	100	95.6	No
7					
8					
All	98	100	100	98.5	No

Evaluation

This outcome measure has not been met by GPCSNY. Overall the GPCSNY cohort group held steady with only very slight dips in performance and still well above 75% achieving the time adjusted scale scores on the NYS Math exam in 2010 and in 2011.

Additional Evidence

In each previous year that 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
2010-11	4-6	1	3

Goal 2: Optional Measure

For the 2010-2011 through 2013-2014 school years, 75% 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 2011. All students were administered the test on the week of June 23, 2011.

Results

The students at GPCSNY had mixed results on the Terra Nova Math Test. In 3rd grade and 4th grade, more than 75% of students were at or above grade level (at 50 NCE or higher), and Kindergarten came close with 70% at or above grade level (50 NCE or higher). However, fewer than 75% of students scored at or above grade level in first, second, fifth and sixth grades.

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

Absolute Performance June 23, 2011 Terra Nova Math Results					
GRADE	At or Above 50 NCE	% at or above 50 NCE	Mean NCE	N tested	Goal Met
KG	33	70%	58	47	No
1	30	60%	52	50	No
2	28	57%	50	49	No
3	39	78%	59	50	Yes
4	43	84%	63	51	Yes
5	36	51%	52	71	No
6	27	55%	53	49	No
<i>School</i>	<i>236</i>	<i>64%</i>		<i>367</i>	<i>No</i>

Evaluation

This outcome measure has not been met by GPCSNY. While only two of the grades met the outcome measure (grade 3 at 78% and grade 4 at 84%), Kindergarten came within 5 percentage points at 70%. School-wide was within 11 percentage points at 64%.

Additional Evidence

Cohort Analysis

Additional analysis shows significant achievement and growth in the cohort of students advancing from their respective grades in 2010 to the next grade in 2011. The school wide cohort analysis shows that 3 out of the 6 (Grade 3 with 80%, Grade 4 with 85% and Grade 6 with 76%) had greater than 75% of students at or above grade level. Additionally, the cohort analysis shows that the grade levels with greater percentage of students at or above grade level increase as students progress in grades, indicating that the longer GPCSNY students are engaged and learning at the school, the better they perform. Generally the mean NCE for the cohort increases with the increase in grades, the average NCE for the grades 3, 4, and 6 is at or nearly at the 75th percentile.

Cohort Performance 2011(Spring) Terra Nova Math Results				
GRADE	% at or above 50 NCE	Mean NCE	N tested in subgroup	Target Met
1	61%	51	38	No
2	62%	51	42	No
3	80%	60	40	Yes
4	85%	63	34	Yes
5	63%	56	30	No
6	76%	60	21	Yes

Summary of the Mathematics Goal

We are committed to providing the resources needed for our students to understand and apply mathematical skills and concepts. GPCSNY is ensuring 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. GPCSNY is committed to a culture of continuous improvement where student achievement and success has no limit.

In 2010-11, GPCSNY achieved 3 out of the 5 available measures for evaluation. Below we have outlined an action plan to implement in the coming year. This plan includes programs and processes that have proven to be successful and new strategies that address our observable gaps.

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.	N/A
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 2009-10 state exam and 75 percent at or above the time adjusted scale score on the 2010-11 state exam.	Did Not Achieve
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

The GPCSNY action plan consists of continuing to embed rigor into the curriculum and continuing to assess and use that information to create re-teach and tutoring plans, in addition to making adjustments to our curriculum as necessary.

For the 2011-12 school year, GPCSNY will institute ANET’s interim assessments and utilize our data coach as part for the network for grades 3-7. These interim assessments are given every six to eight weeks culminating in data review meetings where every teacher and the school leadership analyzes the results and creates a plan for addressing gaps for individual students, groups of students and whole class.

Singapore Math and Connected Math for grades 6 and 7, and EnVision Math and Investigations for grade 5 will provide the experiential learning curriculum. Elementary grades will solely use the EnVision curriculum. All grades are supplemented by teacher created units and lessons aligned to the National Common Core and captured in Rubicon Atlas.

Finally, both educators and students will continue to be supported by staff. Leadership will continue to be committed to a regular schedule of observation and feedback.

All students will be supported through the school's RTI process, coordinated and supported by the Learning Specialists. 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. "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 GPCSNY model will continue to use a collaborative classroom model with one Collaborative Team Teacher in every grade. Additionally, GPCSNY will continue to ensure our English Language Learners are supported in the classroom and additionally through or ELL coordinator.

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 2011. 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 and 4 is 100%.

Charter School Performance on 2010-11 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	0	35.29	64.7	100	51
	Students in At Least 2 nd Year	0	0	33.3	66.6	100	42

Evaluation

This outcome measure has been met by GPCSNY. 100 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							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	100	25	98	42	100	42	TBD	TBD
All	100	25	98	42	100	42	TBD	TBD

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.

**2010-11 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	100	42	TBD	TBD

Evaluation

GPCSNY achieved the outcome, exceeding the target by 25 percentage points for both the aggregate and students enrolled in at least their second year.

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	81	100	TBD	TBD	TBD
All	100	76	98	81	100	TBD	TBD	TBD

Summary

We are optimistic that all measures have been achieved by the GPCSNY grade 4 students, even without the local school district results. 100 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

While GPCSNY has continued to achieve high levels of performance on the NYS Science Exam, we will continue to strive for 100 percent of our students scoring a level 3 or 4 as our students progress to more advanced science and the eighth grade science exam.

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

Social Studies exam was not administered in the 2010-11 school year.

Girls Prep follows the New York State standards for Social Studies, which outline the content to be addressed in each grade. In K-4, we use the Scott Foresman curriculum to support our scope and sequence. 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 and 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	96	24

Evaluation

This outcome measure has been met by GPCSNY. 96 percent of grade 5 students performed at Levels 3 and 4 on the NYS social studies assessment in 2009-10, the last time it was administered. Students exceeded this measure by 21 percentage points. 2009 -2010 was the first year GPCSNY had 5th grade students and we were 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.

**2009-2010 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	74	794

Evaluation

Not applicable.

Additional Evidence

Not applicable.

**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		2010-11	
	Charter School		Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	
5						96	74	N/A	N/A	
All						96	74	N/A	N/A	

Summary of the Social Studies Goal

This test was suspended by the New York State Department of Education in the 2010-11 school year. However, we would expect the same high levels of success we have seen in previous years.

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.	N/A
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.	N/A

Action Plan

Not applicable.

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 2010-2011.

Evaluation

This measure was met for AYP 2010-2011. Furthermore, every year that GPCSNY has been in operation, we have been awarded a status of "Good Standing."

Additional Evidence

Since GPCSNY opened in 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
2010-11	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***

Every year, all parents, all teachers, and students in grades K-12 take the NYC School Survey. The survey ranks among the largest surveys of any kind ever conducted nationally.

The survey results provide insight into a school's learning environment and qualitative aspects of the school that go 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.

Results

78% of GPCSNY parents responded to the New York City Department of Education's School Survey in the 2010-11 school year. Parents expressed high levels of satisfaction, 96% and higher, when asked about their child's education, their opportunities to be involved, and the quality of communication they receive.

2010-11 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
204	262	78%

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.	97%
Satisfied or very satisfied with their opportunities to be involved in the child's education.	96%
Satisfied or very satisfied with how well the school communicates with them.	97%

Evaluation

This outcome measure has been met by GPCSNY. The percent of parents that were satisfied with GPCSNY greatly exceeded the measure of 67%. 97% of parents are satisfied with the education their child received in the past year. 96% expressed satisfaction with the level of opportunity that exists for them to get involved in their child's education. 97% of parents were satisfied with how well the school communicates with them. On aggregate, 75% of all parents are satisfied with GPCSNY.

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 so that every child is supported and sees success.