

# Accountability Plan Progress Reports for the 2007-08 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

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

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

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

**2007-08**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Miriam Lewis Raccah prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
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Nicole Pullen Ross	Treasurer, Finance and Development Committee
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**INTRODUCTION**

Founded in 2005, Girls Preparatory Charter School is the first and only all-girls charter school in New York City. In a single-gender environment that nurtures the gifts of every child, Girls Prep offers students a high-caliber “neo-traditional” education and the high expectations for excellence that they need to become successful in high school, college and beyond. Having just completed its third year, our first cohort of students took the 3<sup>rd</sup> grade ELA and Math tests this year and we are confident from their results that Girls Prep has developed a school culture, core curriculum and systems to support increasingly high levels of growth and achievement among our students.

This year we had 174 students in kindergarten through third grade. 76% of our students are eligible for free and reduced priced lunch and they come from all five boroughs of New York City.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04														
2004-05														
2005-06	34	20												54
2006-07	33	49	30											112
2007-08	48	46	50	30										174

## ENGLISH LANGUAGE ARTS

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

#### **Background**

##### Reading

Girls Prep teachers use a balanced literacy framework to help students learn to read and ensure that all students exceed New York State standards. The reading curriculum is aligned with the recommendations of the National Reading Panel. Components of teaching reading at the elementary school level include:

- *Decoding through Phonics/Phonemic Awareness and High Frequency Words*
- *Read-Alouds*
- *Shared Reading*
- *Guided Reading*
- *Independent Reading*
- *Literacy Center Activities*

Reading instruction takes place throughout the day in all subject areas. Every day each student receives 45 minutes of small group instruction during Reading Group which includes word study and language concept study, and guided reading. In grades K-1 this time is spent teaching students about phonics, developing phonemic awareness, developing reading strategies, decoding, and developing comprehension. In grades 2-3 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.

#### **Goal 1: 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 English language arts examination.

#### **Method**

The school administered the New York State Testing Program English language Arts assessment to students in Third (3<sup>rd</sup>) grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested.

**2007-08 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	30	0	0	0	30
4					
5					
6					
7					
8					
All	30	0	0	0	30

**Results**

All of our 3<sup>rd</sup> grade students have been at Girls Prep for at least one full year at the time of the assessment. 80% of our students performed at Levels 3 and 4.

**Charter School Performance on 2007-08 State English Language Arts 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	
3	All Students	0	20	77	3	80	30
	Students in At Least 2 <sup>nd</sup> Year	0	20	77	3	<b>80</b>	30
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
5	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
6	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
7	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
All	All Students	0	20	77	3	80	30
	Students in At Least 2 <sup>nd</sup> Year	0	20	77	3	<b>80</b>	30

**Evaluation**

The goal was that 75% of our students perform at or above grade level. We clearly exceeded the goal by 5%. 80% of the third graders this year were classified as “economically disadvantaged” and 99% are members of an ethnic minority group. We are confident that these results reflect the rigor

<sup>1</sup> 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.

and balance of our reading program especially the fact that our students spend 45 minutes in small group instruction each day.

**Additional Evidence**

We do not have any additional evidence of our performance on the State ELA test as this is the first year we had a third grade class.

**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									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3									80	30

**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 2007-08 is 133. 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 Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system for 2007-2008 is 133. The goal is for the school’s aggregate PI or Performance Index (PI) value to equal or exceed this year’s English language arts AMO, which for 2007-08 is 133. The 2007-2008 Performance Index for Girls Prep 3<sup>rd</sup> grade students is 180 clearly exceeding the goal of 133.

**Girls Prep’s English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) for 2007-2008**

Year	Grades <sup>2</sup>	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2007-08	3	30	0	20	77	3	180	133

**Evaluation**

The Performance Index (PI) for the year (180) clearly exceeds the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system for the year of 133.

**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**

All of the students tested in third grade have been enrolled at Girls Prep for at least one year. As the charter below states 80% of our students (all of whom have been enrolled in our school for more than a year) scored a Level 3 or 4. Of the 852 tested students from the District 61.3% performed at a Level 3 or 4.

**2007-08 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80	30	61.3	852
All				

**Evaluation**

The percent of all tested Girls Prep students who are enrolled in at least their second year and performing at or above Level 3 (80%) on the state English language arts exam is greater than that of all students in the same tested grades in the local school district (61.3%).

<sup>2</sup> Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**Additional Evidence**

The chart below compares Girls Prep with PS 15 and PS 18, the two public elementary schools most proximate to Girls Prep.

**2007-08 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools					
	Girls Prep		PS 15		PS 188	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80	30	35.9	39	36.3	22
4						
5						
6						
7						
8						
All						

**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.

**Results**

Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available.

**Goal 1: Growth Measure**

Each year, 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.

Since this was the first year that our students were assessed by the State ELA exam, we cannot determine relative growth this year.

**Summary of the ELA Goals**

This is the first year that Girls Preparatory Charter School of New York has had a 3rd grade cohort take the State ELA exam. We are very pleased with the performance of our students on this assessment. We exceeded our goal in the Absolute Measure of 75% performing above Level 3 and 4. Our Performance Index was significantly higher than the Annual Measurable Objective and our students performed substantially above students in the same tested grades in all local school districts and the two schools most proximate to our school.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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
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.	Data not available
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year’s State exam.	N/A

**Action Plan**

There will be challenges to maintaining this level of performance next year. The cohort next year is much larger at 48 students. There are also more students with Individual Educational Plans in that cohort. We have been working with these students many since Kindergarten and know their challenges well. We have also added an educational position to our third grade team who will be able to assist the two teachers who will be teaching third grade yet again this coming year. The key to ensuring our student’s success is in staying true to the State standards and ensuring that all of our students master each of the standards prior to the assessments.

## MATHEMATICS

### **Goal 2: Mathematics**

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

#### **Background**

##### Math

The framework of Girls Prep's math curriculum is Saxon Math, a research-based curriculum. Girls Prep's math program is supplemented by Exemplars, which is a problem-solving program to be used twice each month, and Stern, which is a manipulative-based number sense and arithmetic program. The math curriculum emphasizes:

- *Automaticity*
- *Computation*
- *Problem Solving*
- *Math Language and Communication*

Girls Prep's math instruction includes a morning meeting each day, as well as a math lesson each day. There is one additional math period each week that is used for review and/or extension. Girls Prep follows the Saxon sequence of learning objectives which is aligned to State standards. Grade level teams enrich Saxon's script through interactive games, centers, and activities. Data-driven differentiation through guided groups, centers, and other models is essential in reaching the needs of all students. Teachers also strive to dig deep with questioning, encourage students to explain their ideas, and develop math vocabulary and writing.

This year was the first in which we had a Math Specialist working with our teachers. Jessica Willis took on the responsibility of ensuring that all of our math instruction was coordinated, rigorous, aligned to State standards and driven by student data. Additionally, we had an AUSSIE consultant who worked with Ms. Willis and the teachers this year.

### **Goal 2: 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 mathematics examination.

#### **Method**

The school administered the New York State Testing Program mathematics assessment to students in Third (3<sup>rd</sup>) grade in January 2008. 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.

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.

**2007-08 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
3	30	0	0	0	30
4					
5					
6					
7					
8					
All	30	0	0	0	30

**Results**

All of our 3<sup>rd</sup> grades students attended Girls Prep for at least one full year at the time of the assessment. 100% of our students performed at levels 3 and 4.

**Charter School Performance on 2007-08 State Mathematics 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	
3	All Students	0	0	77	23	100	30
	Students in At Least 2 <sup>nd</sup> Year	0	0	77	23	<b>100</b>	30
4	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
5	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
6	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
7	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
8	All Students						
	Students in At Least 2 <sup>nd</sup> Year						
All	All Students	0	0	77	23	100	30
	Students in At Least 2 <sup>nd</sup> Year	0	0	77	23	<b>100</b>	30

**Evaluation**

The goal was that 75% of our students perform at or above grade level. We exceeded the goal by 25%. 80% of the third graders this year were classified as “economically disadvantaged” and 99% are members of an ethnic or minority group. We are confident that these results reflect our increased

<sup>3</sup> 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

focus on math. Our blend of programs (Saxon, Stern and Exemplars) ensures that all math standards are addressed, while our system of interim assessments ensures that students do not slip through the cracks. Additionally, our curriculum specialist, with the help of an AUSSIE consultant, carefully modifies and monitors math instruction in each classroom.

**Additional Evidence**

As this is our first year of statewide math testing, we have no additional evidence to provide at this time.

**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 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 2007-08 is 102. 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 Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system for 2007-2008 is 102. The goal is for the school’s aggregate PI or Performance Index (PI) value to equal or exceed this year’s Math AMO, which for 2007-08 is 102. The 2007-2008 Performance Index for Girls Prep 3<sup>rd</sup> grade students is 200 clearly exceeding the goal of 102.

**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		
2005-06							86	
2006-07							86	
2007-08	3	30	0	0	77	23	200	102

**Evaluation**

The Performance Index (PI) for the year (200) clearly exceeds the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system for the year of 102.

**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**

As shown by the chart below, 100% of our students scored at advanced or proficient levels on the New York State mathematics exam. In comparison, 87.1% of students in Community School District 1 where Girls Prep is located met or exceeded the state standards.

**2007-08 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	30	87.1	862
4				
5				
6				
7				
8				
<b>All</b>	<b>100</b>	30	<b>87.1</b>	862

**Evaluation**

Girls Prep students outperformed students in their district by 13 percentage points. We believe that Girls Prep students were able to exceed the performance of other neighborhood students due to our use of a standards-aligned math curriculum, curriculum specialist, and regular interim assessments used to inform instruction.

**Additional Evidence**

The chart below compares Girls Prep with PS 15 and PS 18, the two public elementary schools proximate to Girls Prep.

**2007-08 Math Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools					
	Girls Prep		PS 15		PS 188	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	30	83.8	37	60	20
All						

**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.

**Results**

Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. As this is the first year in which our students were assessed using the state mathematics exam, we do not have applicable results from prior years.

**Goal 2: Growth Measure**

Each year, 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.

Since this was the first year that our students were assessed by the state mathematics exam, we cannot determine growth this year.

**Summary of the Math Goals**

This is the first year that Girls Preparatory Charter School of New York has had a 3rd grade cohort take the State mathematics exam. We are very pleased with the performance of our students on this assessment. We exceeded our goal in the Absolute Measure of 75% performing above Level 3 and 4.

Our Performance Index was significantly higher than the Annual Measurable Objective and our students performed substantially above students in the same tested grades in all local school districts and the two most proximate to our school.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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
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.	Data not available
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	N/A

**Action Plan**

There will be challenges to maintaining this level of performance next year. The cohort next year is much larger at 48 students. There are also more students with Individual Educational Plans in that cohort. We have been working with these students many since Kindergarten and know their challenges well. We have also added an educational position to our third grade team who will be able to assist the two teachers who will be teaching third grade yet again this coming year. The key to ensuring our student's success is in staying true to the State standards and ensuring that all of our students master each of the standards prior to the assessments.

**SCIENCE**

**Goal 3: Science**

GPCS students will demonstrate proficiency relevant to achievement in science.

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

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

Not yet applicable.

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

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

Not yet applicable.

**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**

We anticipate that Girls Prep will continue to be in “Good Standing” this year.

**NCLB Status by Year**

Year	Status
2003-04	N/A
2004-05	N/A
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

## APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

**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

The annual parent survey is distributed by teachers during the winter report card conferences. Parents return surveys in their daughter’s homework binders. Surveys are collected by the teachers and returned to the Director of Student and Family Affairs who combines and analyzes the data. The survey was developed in a collaborative effort by the Executive Director, the Principal, and the Director of Student and Family Affairs. Our survey remains constant year-to-year to track any changes in responses. The survey results are presented to every faculty member at the school, the Board of Trustees, and to parents.

All survey results are based on percentage of parents, not percentage of respondents.

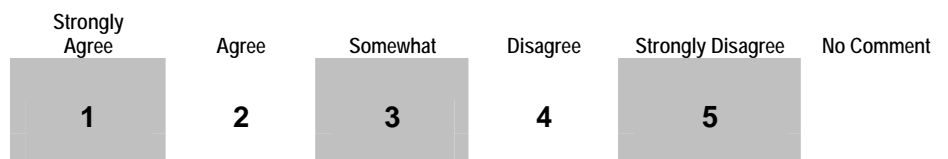
### Results

Parents who responded to our survey expressed overwhelming satisfaction with Girls Prep. We are especially thrilled to report that 99% of parents are satisfied with their daughter’s academic progress and 100% of parents feel welcome at the school.

#### 2007-08 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
97	165	59%

#### GIRLS PREP 2007-2008 SURVEY RESULTS



I am satisfied with my daughter's academic progress:	39	51	6	1	0	0
	<b>40%</b>	<b>53%</b>	<b>6%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>
My daughter's report card provides clear information about her progress:	46	42	4	1		4
	<b>47%</b>	<b>43%</b>	<b>4%</b>	<b>1%</b>	<b>0%</b>	<b>4%</b>
Girls Prep provides clear expectations for student behavior:	56	36	3	0	0	2
	<b>58%</b>	<b>37%</b>	<b>3%</b>	<b>0%</b>	<b>0%</b>	<b>2%</b>
I feel that Girls Prep has high expectations for my daughter:	64	29	4	0	0	0
	<b>66%</b>	<b>30%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
My daughter's teacher seems interested in her:	66	25	4	2	0	0
	<b>68%</b>	<b>26%</b>	<b>4%</b>	<b>2%</b>	<b>0%</b>	<b>0%</b>
As a parent, I feel welcome at Girls Prep:	58	34	4	0	0	0
	<b>60%</b>	<b>35%</b>	<b>4%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>
I have felt comfortable calling the teacher or administrator with a concern about my child:	55	32	9	1	0	0
	<b>57%</b>	<b>33%</b>	<b>9%</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>
When I have brought up a concern about my child, I am satisfied with the response:	43	35	4	2	0	13
	<b>44%</b>	<b>36%</b>	<b>4%</b>	<b>2%</b>	<b>0%</b>	<b>13%</b>
I am satisfied with Girls Prep's overall communication with parents:	39	35	11	0	0	12
	<b>40%</b>	<b>36%</b>	<b>11%</b>	<b>0%</b>	<b>0%</b>	<b>12%</b>
I am satisfied with the service from the main office at Girls Prep:	34	42	9	0	0	12
	<b>35%</b>	<b>43%</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>	<b>12%</b>

I feel that the PTA and other parent events at the school help build our community:	36	42	4	3	0	12
	<b>37%</b>	<b>43%</b>	<b>4%</b>	<b>3%</b>	<b>0%</b>	<b>12%</b>
It is very important to me that my daughter attends college:	75	9	0	0	0	13
	<b>77%</b>	<b>9%</b>	<b>0%</b>	<b>0%</b>	<b>0%</b>	<b>13%</b>

### Evaluation

Girls Prep parents who responded to the survey expressed tremendous satisfaction with every area of the school. They were especially enthusiastic about the Girls Prep’s academic program and their relationship with classroom teachers. Parents believe that we have expectations for academics and behavior that are clear and ambitious. Moving forward, we are working on engaging parents through the main office and via the PTA. Next year, we plan to offer more parent workshops and more opportunities for parents to involve themselves at Girls Prep.