

Accountability Plan Progress Reports for the 2008-09 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 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

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

**GIRLS PREPARATORY
CHARTER SCHOOL
OF NEW YORK**

**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Miriam L. Raccach prepared this 2008-09 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
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INTRODUCTION

Founded in 2005, Girls Preparatory Charter School is the first 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 the fifth year of our initial charter term, our application for a renewal charter has given us the opportunity to reflect on the successes of our program. This year, we collected our second year of testing data after our third and fourth grade students took the New York State ELA and Math exams. We also graduated our first cohort of students who will all attend our Middle School academy¹. We are confident from their outstanding results and their obvious commitment to our school, 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 215 students in kindergarten through fourth grade. 67% 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
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

¹ The opening of the Girls Preparatory Charter School of New York Middle School academy, scheduled for August 2009 is subject to the approval by the Charter School Institute of our application for charter renewal.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will become proficient readers of the English Language

Background

Background

The English Language Arts curriculum at the Girls Preparatory Charter School of New York is designed to ensure that students become fully literate and learn to read, write, and speak well. Girls Prep teachers use a balanced literacy framework to help students learn to read and ensure that all students exceed New York State standards. Components of teaching reading at the elementary school level include:

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

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. During small group instruction, half the class attends art or music while the other half of the class remains in the classroom and is divided into groups taught by the Lead Teacher, Fellow and Special Education Coordinator. The student/teacher ratio during Reading Group is approximately 6:1. Groups are arranged by reading level and, in the older grades, students travel between classes for a group that perfectly matches their ability level. In grades K-1 this time is spent teaching students about phonics, as well as developing indispensable skills involving phonemic awareness, reading strategies, decoding, and comprehension. In grades 2-3 some time is spent reviewing phonics rules, reading strategies, and decoding; however, the main focus shifts to reading for meaning, developing comprehension skills, and discussing and evaluating literature.

As reading ability is central to student performance in all subjects in high school and college, developing this fundamental skill early determines the ultimate academic success of our students. In order to introduce and solidify these skills, each Girls Prep class is taught by two teachers in grades K-2, ensuring that the student-to-teacher ratio never exceeds 12:1. In grades 3 and 4, Fellows are shared between the two grade level classes. Furthermore Girls Prep administers several different commercial assessments throughout the year in order to assess students' abilities in several different areas: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Rigby Literacy, and the annual TerraNova exam. Girls Prep also administers teacher-generated interim assessments 4-5 times throughout the academic year to monitor students' progress. Moreover, Girls Prep employs two Curriculum Specialists, one for Mathematics and Science and one for Literacy, as well as a Special Education Coordinator to help develop and lead extensive and intensive professional development to ensure that all of Girls Prep's English Language Arts Goals are met. Our Literacy Curriculum Specialist, currently Sara

Getman, works with the teachers and school administrators to create a rigorous curriculum that incorporates a variety of learning styles and is sure to push our students to realize their potential. She also helps review the teachers' lesson plans and provide them with any helpful feedback they might need. This evaluative process has also led to a small amount of changes in the structure and content of the English Language Arts curriculum. Our initial charter states that we will use the *Open Court* program to teach phonics and phonemic awareness. We now use a program entitled Recipe for Reading to teach these skills as we have found that the Recipe program better isolates these skills for instruction. Moreover we have supplemented our reading curriculum with programs that further student development in particular areas; for example, we use Text Talk to teach vocabulary and Lit Life to supplement our writing instruction. We also ensure that our curriculum is aligned with New York State standards by utilizing programs such as Lit Life and Recipe for Reading. Please refer to Question 4a for a description of these changes.

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 through fourth grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level and. 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.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	44	0	0	0	44
4	25	0	0	0	25
5					
6					
7					

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.

8						
All	69	0	0	0	0	69

Results

All of our 3rd and 4th grade students took the state test in January 2009 and all had been at Girls Prep for at least one full year at the time of the assessment. In AY 2008-2009 98% of our third grade performed at Levels 3 or level 4 and 92% of the fourth grade class performed at Level 3 or Level 4.

Charter School Performance on 2008-09 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	2	84	14	98	44
	Students in At Least 2 nd Year	0	2	84	14	98	44
4	All Students	0	8	84	8	92	25
	Students in At Least 2 nd Year	0	8	84	8	92	25
5	All Students						
	Students in At Least 2 nd Year						
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	0	4	84	12	96	69
	Students in At Least 2 nd Year	0	4	84	12	96	69

Evaluation

We clearly exceeded the goal by 21% in AY 2008-2009. This year 67% of our school was classified as “economically disadvantaged” and 97% are members of an ethnic minority group. Despite these apparent disadvantages, our students still outperformed their peers to an astounding degree. We are confident that these results reflect the rigor and balance of our reading program, especially the fact that our students spend 45 minutes in small group instruction each day.

Additional Evidence

In this, our second year of New York State testing, our students improved upon their high level of performance. In AY 2007-2008 80% of our third graders performed at or above level 3. This year 92% of this same cohort of students scored at or above level 3. Moreover, 98% of this year's third graders scored at or above level 3 on the exam. We believe that our continued commitment to the development of our English Language Arts curriculum has resulted in the impressive performance of our students. The literacy periods we have scheduled into each day, as well as the focus on both guided and independent reading and comprehension teach our students how to tackle the complex nuances within literature.

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							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					80	30	98	44
4							92	25
5								
6								
7								
8								
All					80	30	96	69

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 2008-09 is 144. 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

Our goal is to have Girls Prep's aggregate Performance Index (PI) equal or exceed the English Language Arts Annual Measurable Objective (AMO) each year. The chart below shows how Girls Prep's aggregate PI compared to our AMO for AY 2008-2009. 96% of our students in the third and fourth grade scored at or above level 3 on the exam, and none of our students performed at level 1.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-4	0	4	84	12	69
PI = 4 + 84 + 12 = 100					
PI = 96					
PI = 196					

Evaluation

Our PI was 52 points greater than the AMO of 144, thereby exceeding this measure. We believe these results attest to the effectiveness of the Girls Prep English language arts curriculum.

Additional Evidence

This year our PI was much higher than the PI of AY 2007-2008, a difference of sixteen points. In neither year did any of our students perform at level 1. Furthermore, we decreased the percentage of students performing at level 2 by 75%.

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

Year	Grades ³	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	N/A						122	
2006-07	N/A						122	
2007-08	3	30	0	20	77	3	180	
2008-09	3-4	69	0	4	84	12	196	

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.

³ 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.

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 have been enrolled at Girls Prep for at least one year. As the chart below states 96% of our students scored a Level 3 or 4. Of the 1742 tested students from District 1, 70% performed at Level 3 or 4.

2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	98	44	70.5	901
4	92	25	69.5	841
5				
6				
7				
8				
All	96	69	70	1742

Evaluation

In AY 2008-2009 the percentage of all tested Girls Prep students enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts Exam is greater than that of all students in the same tested grades in the local school district, District 1.

In AY 2008-2009, our second year of testing, Girls Prep third and fourth graders continued excelling, with even more impressive results. This past school year 98% of third grade students and 92% of fourth grade students scored either Level 3 or Level 4. A smaller number of their colleagues in other District 1 elementary schools (70.5% for third

grade and 69.5% for fourth grade) achieved the same score. We therefore exceeded the District 1 averages by 27.5 and 22.5 percentage points in grades three and four, respectively. Overall, our third and fourth grade students out performed District 1 students by twenty-six percentage points. 96% of our third and fourth grade scored at or above level 3 while 70% of District 1 students performed at the same level. We believe that these results indicate the effectiveness of the Girls Prep model which emphasizes the importance of early literary skills.

Additional Evidence

Girls Prep administered the New York State English language arts exam for the past two academic years. In both years Girls Prep out performed the local district, District 1. In AY 2007-2008, Girls Prep outperformed the local district by 18.7 percentage points while in AY 2008-2009 we outperformed the district by twenty-six percentage points. The following tables compare Girls Prep's performance to that of our local district as well as to two neighboring schools, P.S. 15 and P.S. 188.

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							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					80	61.3	98	70.5
4							92	69.5
5								
6								
7								
8								
All					80	61.3	96	70

2008-09 English Language Arts Performance of Girls Preparatory Charter School and Comparison Schools by Grade Level

Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools						
Girls Prep		PS 15		PS 188		
Grade	% level 3 or 4	Number Tested	% level 3 or 4	Number Tested	% level 3 or 4	Number Tested
3	98	44	39.4	33	50	42
4	92	25	36.8	38	76	25
All	96	69	38	71	60	67

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. If 2008-09 results are not available, add this sentence: Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Given the timing of the state’s release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available. In AY 2007-2008 Girls Prep administered New York State Assessments to 30 students in the third grade. We outperformed our predicted percentage of students at or above level 3 to “a large degree.”

2007-08 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		30	80	65.26	14.74	1.14
4						
5						
6						
7						
8						
All	52.54	30	80	65.26	14.74	1.14

School’s Overall Comparative Performance:

Higher than expected to a large degree.

Evaluation

Given that our Effect Size for AY 2007-2008 was 1.14 we met this measure, exceeding the required Effect Size of .3 by .84 units.

Additional Evidence

Since AY 2007-2008 was the first year in which Girls Prep administered New York State assessments, we have no additional evidence to present at this time.

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.

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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. 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. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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

In AY 2008-2009 Girls Prep had only one cohort to which this measure was applicable. Since more than 75% of students scored level 3 or higher in AY 2007-2008, this year our goal was to increase the percentage of students who achieved the same score. This cohort of 25 students increased its percentage of students at or above level 3 on the New York State ELA exam by twelve percentage points in AY 2008-2009.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4		Target Achieved	
		2007-08	Target 2008-09		
4	25	80	Positive Growth	92	Yes
5					
6					
7					

All	25	80	Positive Growth	92	Yes
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Evaluation

In the first year of testing, AY 2007-2008, 80% of Girls Prep third graders scored at or above Level 3. This year, these same students, now fourth graders, needed to improve upon this percentage in order to achieve this measure. In AY 2008-2009 92% of this cohort scored at or above Level 3 on the exam. We increased the percentage of students at or above level 3 by twelve percentage points; this measure was thus met. (N.B. Currently, the students who were in the fourth grade during AY 2008-2009 comprise the only cohort to which this measure is applicable.)

Additional Evidence

This was our first year having a cohort of students for whom two years of New York State testing data was available. This cohort met its goal of increasing the percentage of students who performed at or above level 3 on the New York State ELA exam.

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			
2007-08			
2008-09	3-4	1	1

Summary of the English Language Arts Goal

This is the second year that Girls Preparatory Charter School of New York has had third graders take the State ELA exam and the first year that we had fourth graders take the 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. We believe that these results reflect the effectiveness of our English language arts curriculum which places the primary focus on the development of basic literacy and comprehension skills. The chart below outlines each of our aforementioned goals and states whether or not they were achieved.

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
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	Each 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. 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.	Achieved

Action Plan

There will be challenges to maintaining this level of performance next year. The fourth grade cohort next year is much larger at 44 students. There are also more students with Individual Educational Plans (IEP) in that cohort. We have been working with these students, many since Kindergarten, and know their challenges well. During our Professional Development meetings this summer, we will work to tailor our curricula at each grade level, taking into account the successes we experienced this year. Moreover, we plan to continue to emphasize the importance of mastering literacy skills early within our daily literacy instructional periods and our independent reading groups. 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

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, encouraging students to explain their ideas, and developing math vocabulary and writing.

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

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 3rd through 4th grade in March 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.

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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	44	0	0	0	44
4	25	0	0	0	25
5					
6					
7					
8					
All	69	0	0	0	69

Results

In AY 2008-2009 all of Girls Prep’s third and fourth grade students were enrolled in at least their second year at Girls Prep. Moreover, none of these students were exempt from or absent during the test. This year 100% of Girls Prep third and fourth graders scored at or above level 3 on the New York State Mathematics exam.

**Charter School Performance on 2008-09 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	63.6	36.4	100	44
	Students in At Least 2 nd Year	0	0	63.6	36.4	<u>100</u>	44
4	All Students	0	0	56	44	100	25
	Students in At Least 2 nd Year	0	0	56	44	<u>100</u>	25
5	All Students						
	Students in At Least 2 nd Year						
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

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

	All Students	0	0	60.9	39.1	100	69
All	Students in At Least 2nd Year	0	0	60.9	23	<u>100</u>	69

Evaluation

In 2008-2009, 100% of Girls Prep students tested scored at or above Level 3 on the New York State Mathematics Exam; showcasing the effectiveness of our mathematics curriculum. Since more than 75% of our students were evaluated as either Proficient (Level 3) or Advanced Proficient (Level 4) in both school years, we have satisfied this measure. We are confident that these results reflect our increased 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 in between State examinations. Additionally, our Instructional Coach, with the help of an AUSSIE consultant, carefully modifies and monitors math instruction in each classroom.

Additional Evidence

Girls Prep has administered the New York State Math exam to students in the third grade for two years and to fourth graders for one year. In both AY 2007-2008 and AY 2008-2009 100% of our students scored at or above level 3 on the exam. Our highly effective math curriculum which teaches our students to work independently when presented with a problem and build upon the skills they have acquired up to that point enables our students to approach the State exam with confidence and perform spectacularly on the assessment.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					100	30	100	44
4							100	25
5								
6								
7								
8								
All					100	30	100	69

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 2008-09 is 119. 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 2008-2009 is 119. The goal is for the school's aggregate PI or Performance Index (PI) value to equal or exceed this year's Math AMO. The 2008-2009 Performance Index for Girls Prep is 200.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested				
	Level 1	Level 2	Level 3	Level 4					
3-4	0	0	61	39	69				
	PI	=	0	+	61	+	39	=	100
				+	61	+	39	=	100
							PI	=	200

Evaluation

Our 2008-2009 PI of 200 exceeds the AMO by 81 points; therefore, we have not only met, but exceeded this measure.

Additional Evidence

In both years that Girls Prep administered the New York State Math exam, 100% of our students scored at or above level 3, giving our school a PI of 200 in both AY 2007-2008 and AY 2008-2009. Therefore, Girls Prep has exceeded the AMO in every year that we have tested students.

**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
2008-09	3-4	69	0	0	61	39	200	119

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

All of the students tested were enrolled in at least their second year at Girls Prep. 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, 88% of students in Community School District 1, where Girls Prep is located, met or exceeded the state standards.

**2008-09 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	100	44	91.9	914
4	100	25	82.8	846
5				
6				
7				
8				
All	100	69	88	1760

Evaluation

In AY 2008-2009, Girls Prep third and fourth grade students, who were all enrolled in at least their second year, outperformed their District 1 peers, thereby meeting this measure. In AY 2008-2009, the second year in which we administered the test to our third grade class, the Girls Prep third grade continued its exemplary success with 100% of students scoring at level 3 or 4 on the exam. Moreover, Girls Prep's initial fourth grade class bettered their District 1 peers by 17.2 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 and supplement instruction.

Additional Evidence

In the two years that Girls Prep has administered the New York State Math exam, our students have outperformed their District 1 peers; in both AY 2007-2008 and AY 2008-2009 100% of our students have scored at or above level 3 on the exam. Although District one has increased its percentage of students who perform at or above level 3 on the exam, Girls Prep has maintained a level of success that District one has not yet equaled.

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							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					100	67.1	100	91.9
4							100	82.8
5								
6								
7								
8								
All					100	67.1	100	88

2008-09 Math Performance of Girls Preparatory 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	44	88	33	71	42
4	100	25	53	38	84	25
All	100	69	69	71	76	67

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. If 2008-09 results are not available, add this sentence: Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

In AY 2007-2008 Girls Prep administered the New York State Mathematics assessment to 30 3rd grade students. 100% of these students scored at or above level 3, giving us an Effect Size that was "[h]igher than expected to a large degree."

2007-08 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	52.54	30	100	87.84	12.16	1.28

School's Overall Comparative Performance:

Higher than expected to a large degree.

Evaluation

Our Effect Size for AY 2007-2008 exceeded the required .3 by .98; therefore, we have met this measure.

Additional Evidence

Since AY 2007-2008 was the first year in which Girls Prep administered New York State assessments to our students, we have no additional evidence to present at this time.

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.

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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. 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. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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

The table below shows what percentage of the cohort which comprises the current fourth grade scored at or above Level 3 each year that they took the New York State Mathematics Exam. We had only one cohort of students who had two years of New York State testing data. Since 100% of this cohort scored at or above level 3, their goal was to repeat such success, which they did in AY 2008-2009.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	25	100	100	100	Yes
5					
6					
7					
8					
All	25	100	100	100	Yes

Evaluation

Since 100% of the current fourth grade cohort scored at level 3 or 4 on the Math Exam in AY 2007-2008, there was no room for increase in the percent of students who passed the exam with a level three or four. Therefore, in AY 2008-2009, the same cohort needed to perform equally well on this year's Exam. Repeating their outstanding performance, this year 100% of the students scored at level 3 or level 4, satisfying this goal. This year we strove for an increase in the percentage of students who performed at level 4 on the exam. In AY 2007-2008 23% of this cohort scored at level 4. In AY 2008-2009 44% of this cohort scored at level 4, almost twice as much as in the previous year.

Additional Evidence

This was our first year having a cohort of students for whom two years of New York State testing data were available. This cohort met this measure, since in both years 100% of students who performed at or above level 3 on the New York State Math exam.

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
2006-07			
2007-08			
2008-09	3-4	1	1

Summary of the Mathematics Goal

This is the second 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. Our performance on the New York State Math exam reflects the success of our research-based curriculum which enables our students to feel confident in their preparation and in their ability to analyze and solve problems.

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
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. 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. 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.	Achieved
Growth		Achieved

Action Plan

There will be challenges to maintaining this level of performance next year. The fourth grade cohort next year is much larger at 44 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. We plan on piloting the Envision program as part of our fourth grade curriculum in order to strengthen our student's ability to work independently on a variety of problems. Moreover, for kindergarten through third grade, we plan to continue using the blend of programs outlined earlier in order to maintain the level of success we have enjoyed these past two years. Our faculty and administrators also plan to maintain their practice of meeting to analyze both quantitative and qualitative data on our students in order to differentiate between mathematical ability levels and better meet our students' individual needs. 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.

Background

The Girls Prep Science curriculum is primarily based upon the interactive lessons in the Scott-Foresman and Measure Up programs. This hands-on approach helps all of our students solidify their knowledge of the material while catering to those scholars whose learning styles might be better suited for active participation. Girls Prep devotes two hours each week to the study of the sciences and each year students in grades K-4 learn about life science and general biology, physical sciences, environmental science, astronomy, basic chemistry, and geology; the material gets more sophisticated as the students mature. Indeed, by the end of fourth grade Girls Prep scholars have already

begun to master the basics of cell and microbiology, as well as the classification of species; moreover, our curriculum also ensures that our students have an understanding of the scientific process.

Additionally, during each instructional period our students are separated into several smaller groups in order to maximize each student’s amount of individual instruction as well as her participation in the hands-on experiments. Our students carry out various types of experiments each week that both illustrate that particular week’s topic as well as building upon the skills they have learned during the rest of the academic year. Furthermore we have a specialist on staff who assists in the teaching of the students. Via our instructional model Girls Prep students learn to become diligent and attentive scientists with the skills to analyze and understand everyday phenomena.

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 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

This was the first year in which Girls Preparatory Charter School administered the New York State Science exam to students in the fourth grade. Our very successful results, 100% of our students scored at or above level 3 on the exam, testify to the value of our faculty and administrators’ ability to develop a rigorous yet comprehensible curriculum.

**Charter School Performance on 2008-09 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			32	68	100	25
	Students in At Least 2 nd Year			32	68	100	25
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

This year 100% of Girls Prep students scored at level 3 or 4 on the New York State Science exam. Girls Prep therefore met this measure of having at least 75% of our students score at or above level 3. We are also pleased that a vast majority of our students performed at level 4 (Advanced Proficient).

Additional Evidence

As this is the first year that Girls Prep has administered we have no additional evidence to present at this time.

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 the preparation of this report, the state and district level data for the New York State Science exam was not yet available.

Evaluation

See above explanation.

Additional Evidence

As this was the first year that Girls Preparatory Charter School administered the New York Science Assessment to our students we do not have any additional evidence to submit at this time.

Summary

In this first year of administering the New York State Science exam Girls Prep has met our absolute measure. At the time this report was prepared, the data needed to determine whether we met our comparative measure was not yet available. We believe that our success attests to our rigorous science curriculum which includes hands-on activities that give our students the opportunity to apply their knowledge to real-world experiments.

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.	N/A

Action Plan

In order to continue achieving this level of success, we plan on continuing to emphasize the hands-on activities included in our curriculum which cater to students' varied learning styles. By providing several opportunities for our students to learn and master the material, our students become proficient scholars with an understanding of a variety of scientific disciplines. We also administer one Science Interim Assessment during the school year which helps keep our faculty and administrators aware of each student's progress. This assessment ensures that each student has met the State Benchmarks and understood the requisite material prior to the assessment.

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

Girls Prep was awarded a status of "Good Standing" for academic year 2008-2009.

Evaluation

This measure was met for AY 2008-2009. Furthermore, every year that Girls Prep has been in operation, we have been awarded a status of "Good Standing."

Additional Evidence

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

NCLB Status by Year

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

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 fall. 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 responding to our survey expressed overwhelming satisfaction with Girls Prep. Eighty percent of Girls Prep families responded to this year’s survey, again distributed following the Fall Term. 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.

- 91% of parents gave the education their child is receiving a grade of A+ or A.
- 93% of parents gave the qualifications and performance of their child’s teacher a grade of A+ or A.
- 98% of parents were satisfied with Girls Prep’s ability to communicate and inform them of their child’s progress and goings on at school.
- 91% of parents gave Girls Prep, overall, a grade of A+ or A.

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. Ninety-five percent of parents said that they have/would recommend the school to another family.

2008-09 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
175	219	80%

2008-09 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Evaluating their daughter’s education with a grade of A+ or A	91%
Evaluating Girls Prep overall a grade of A+ or A	91%
Have/would you recommend Girls Prep to another family	95%
Evaluating the amount your child has learned/is learning with a grade of A+ or A	90%
Evaluating the amount of individualized attention your child receives with a grade of A+ or A	87%

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.