

## Accountability Plan Progress Reports for the 2009-10 School Year

### Reader's Guide

#### *SUNY Authorized Charter Schools*

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

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

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

**2009-10  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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GIRLS PREPARATORY CHARTER SCHOOL OF THE BRONX  
2009-10 Accountability Plan Progress Report

Josie Carbone prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
R. Boykin Curry	Chairman
Lauren Frank	Vice Chairman
Nicole Pullen Ross	Treasurer
Sandy Jaques	Community Council President
Philip Brandes	Trustee
Mary Mitchell	Trustee
Laura Weil	Trustee

## INTRODUCTION

As a charter school, Girls Preparatory Charter School of the Bronx (hereafter “Girls Prep Bronx”) has the freedom to structure our school in innovative ways that benefit students. Some unique and effective aspects of our school model are:

- A well-balanced education — emphasizing creativity and health alongside academic excellence. In addition to strong core academics, our girls excel in music, art, yoga, dance and physical education and embody school values such as sisterhood and responsibility.
- Our Principal is an instructional leader. She dedicates her time to supporting teachers and ensuring academic excellence. In addition, Instructional Specialists aid classroom teachers in providing the best instruction possible and in identifying and serving students with special needs.
- Two instructors are present in classrooms — a fully certified Lead Teacher and a Fellow or Associate. This two instructor model allows for increased individual attention and daily small group instruction. Our unique Fellows Program pairs new teachers with Lead Teachers for two years while they gain certification and experience. At the end of two years, Fellows are encouraged to apply to be Lead Teachers.
- We use assessment data to meet the diverse learning needs of every child and to create guided small groups, centers, and lessons. Our use of data ensures that every student is challenged and that no student falls through the cracks.
- We welcome and support students with special needs, Individual Education Programs, and English Language Learners. Our school offers SETSS services, push in and pull out interventions, speech therapy, counseling, ESL support and tutoring for all students who require it. In the 2010-11 academic year, we are adding two integrated Collaborative Team Teaching classes to our school.

The Girls Prep Bronx community lives by four core values: Scholarship, Merit, Sisterhood and Responsibility.

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

### High Expectations for Behavior

- Our girls treat each other as sisters. We teach them to support and help each other, solve their problems together and take responsibility for their mistakes. Our social curriculum, "Second Step," actively teaches girls skills such as empathy and conflict resolution.
- We have a school-wide discipline system. Students are recognized for exceptional behavior and held accountable for poor choices.
- Every week, one student from each class is chosen as the Star of the Week in her home classroom, and one student from each grade is chosen as the Star of the Week in each of the

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fitness and arts classes. These students are recognized for exhibiting the Girls Prep values.

#### Unity Meetings

- Bi-weekly Unity Meetings bring together the entire Girls Prep Bronx community. Meetings are framed by a guiding question and led by classes who share their classroom learning through a performance. We also use this time to honor student achievements and emphasize our core values.

#### A Culture of Success

- Girls Prep Bronx students value merit and scholarship. Teachers encourage exploration and joy in learning as well as the importance of persistence and effort.

Girls Prep Bronx opened its doors to 132 Kindergarten and 1<sup>st</sup> grade girls in August 2009.

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

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

## ENGLISH LANGUAGE ARTS

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

### Background

Reading and writing instruction is vital to the success of Girls Prep Bronx students. Learning to read and learning to write go hand in hand, and the reading and writing curriculum are closely aligned to support students as they develop as readers and writers. In Girls Prep Bronx classrooms, students are given opportunities to read and write during a dedicated time of the school day, known as Reading Workshop and Writing Workshop.

In the Reading Workshop, students choose and read their own books for their own purposes. Students learn how to work together, set goals and evaluate their accomplishments, engage in meaningful communication about what they read, take responsibility for their own learning while supporting the learning of each other, work at their own pace, make choices about their reading, and carry out assignments.

In the Writing Workshop, students are actively involved in purposeful writing, and learn to become effective writers through the structures of whole group, small group and individual support. Writing is both assigned and self-selected in a variety of genres and content areas. The Writing Workshop attempts to simulate an atmosphere where real writers write and students are invited to see themselves as “real authors.”

### Reading and Writing Curriculum

The year is organized around units of study from The Complete Year in Reading and Writing series, which lay out different key literacy understandings for each grade. Students will take on the habits and behaviors of readers and writers during Process units, learn reading and writing strategies during Strategy units, develop an understanding of genre during Genre units, and build a working knowledge of English print conventions during Conventions units.

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

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

### Reading and Writing Workshop

Students participate in reading and writing workshop daily. Both reading and writing workshop are approximately 45-55 minutes. Each workshop begins with a whole class lesson focused around a specific teaching point, called the Focused Instruction. The components of balanced literacy, including Shared Reading, Shared Writing, Interactive Writing, and Interactive Read Alouds are evident during these lessons. Instruction is meant to be targeted to the goals of the unit, responsive to student needs and interests. Teachers use a lesson format that follows a predictable structure:

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

The class then engages in Independent Practice, which allows for independent reading and writing, partner and group work, as well as conferences with students. Teachers use these conferences to teach or re-teach key strategies and skills, to track the progress of individual students, and to note general trends in their class's reading and writing in order to make instructional decisions.

Independent reading and writing is at the heart of each workshop. Students must read and write independently every day. Students must be given ample time to practice the skills and strategies they are learning, to read and write at their level, and in books and topics that interest them. The amount of time students spend reading and writing will increase as the year goes on. However, here are general guidelines for how much time students in each grade level should spend reading and writing each day:

<u>Grade Level</u>	<u>Actual Reading Time</u>	<u>Actual Writing Time</u>
Kindergarten	10-15 minutes	10-20 minutes (writing/drawing)
First Grade	10-20 minutes	10-20 minutes
Second Grade	20-30 minutes	20-25 minutes

At the end of the lesson the class comes together in the Wrap-Up, to restate the day's learning, to share their work, and to set plans for the next day or to connect to homework.

### **Reading Group**

At Girls Prep Bronx, each student receives 45 minutes of small group reading instruction during Reading Group every day. Reading Group is a critical time, as it is targeted to meet the decoding, fluency, and comprehension needs of the students in the group. Reading Group includes small group phonics and reading instruction. The Recipe for Reading program is used for phonics instruction in grades K-2. Reading instruction typically takes the form of Guided Reading but may look like Shared Reading or Interactive Read Aloud, depending on the needs of the students in the group. Teachers typically select text that is within students' instructional range. At Girls Prep Bronx, the Fountas & Pinnell Guided Reading Program and the Beebop series offers sets of leveled books and lesson guides for teachers to use during small group reading instruction.

**Goal 1: Absolute Measure**

Each year through 2012-13, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

**Method**

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.



**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English Language Arts AMO, which for 2009-10 is 155.<sup>1</sup> The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

**Results**

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

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

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<sup>1</sup> With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**Goal 1: Comparative Measure**

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

**Method**

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

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

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Goal 1: Growth Measure**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

### **Goal 1: Optional Growth Measure**

Each year, on the Reading Terra Nova 3, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year. Only for 2009-10 will we be required to use fall 2009 baseline NCE scores. Future years will utilize spring-to-spring scores.

### **Method**

First grade students at Girls Prep Bronx were assessed in both the fall and spring of the 2009-10 school year using the nationally norm referenced Reading Terra Nova 3. The Terra Novas provide scores in national percentiles, grade equivalents, scale scores and normal curve equivalents. We are choosing to report student results using the normal curve equivalent (NCE) scores. Because NCEs, unlike percentiles, are an equal interval scale, they can legitimately be aggregated and averaged. An NCE of 50 is considered at grade level. Regardless of the time of year at which testing is done and grade level tested, a properly derived NCE score of 50 will always be the national average for that grade level and month. The average NCE for a group is useful in looking at that group's growth.

Students were only included in the NCE average if they had both fall and spring test results.

### **Results**

Girls Prep Bronx first grade students tested above grade level on the Reading Terra Nova 3 in June 2010 based on the group's average NCE score of 52.28.

#### **Student Growth Performance on Reading Terra Nova 3**

<b>Grade</b>	<b>Number Tested</b>	<b>NCE Average 09/21/09</b>	<b>Amount one half the gap to NCE of 50</b>	<b>NCE Average 06/21/10</b>	<b>Target Met</b>
1	65	42.25	3.875	52.28	YES

### **Evaluation**

**This outcome measure has been met by Girls Prep Bronx.** Not only did the grade one group reduce the gap by halfway to 50, they surpassed 50 and performed higher than grade level. We are proud of the strong gains our first graders have made this year in reading skills.

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**Additional Evidence**

The Kindergarten classes at Girls Prep Bronx were only administered the Reading Terra Nova 3 in June 2010. The students also performed as a group at above grade level; greater than an average NCE of 50. The students achieved an average NCE of **54.4** in reading.

**Student Performance on Terra Nova 3 - Reading subtest**

<b>Grade</b>	<b>Number Tested</b>	<b>NCE Average 06/21/10</b>
K	63	54.4

### **Summary of the English Language Arts Goal**

As a first year elementary charter school, we at Girls Prep Bronx are proud to report that we have met the English Language Arts measure we are able to report on at this time. As time goes on and we add grades each year, we are hopeful that our students will continue to maintain or improve on this level of achievement. As groups based on grade, our students in Kindergarten and first grade demonstrated reading skills above grade level based on an average NCE score of 50.

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

### **Action Plan**

We are proud of the gains and achievements of our kindergarten and first grade students. In order to maintain and improve upon our goals that students become proficient readers of the English language, we will continue to use our strong literacy curriculum and instruction to build fluent readers and writers. Girls Prep Bronx will continue to employ a Reading Specialist who will provide support to our most at-risk students, and an Instructional Coach who will conduct quarterly data meetings around reading assessments and interim assessments, and provide our faculty with weekly professional development and strong instructional coaching services.

In the 2010-11 academic year Girls Prep Bronx is adding two Collaborative Team Teaching classrooms to support our special education students. We are instituting DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments to all of our kindergarteners at the beginning of the year and to students performing below-grade level benchmark, to further target and provide support to those most at-risk.

## MATHEMATICS

### Goal 2: Mathematics

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

### Background

At Girls Prep Bronx our goal is to offer a mathematically rich curriculum, providing students with opportunities to learn important mathematical concepts, skills, and procedures with understanding. As stated in the highly regarded NCTM Learning Principles, teachers are responsible for creating an intellectual environment in the classroom where serious engagement in mathematical thinking is the norm. Effective teaching requires deciding what aspects of a task to highlight, how to organize and orchestrate the work of students, what questions to ask students having varied levels of expertise, and how to support students without taking over the process of thinking for them. We strive to dig deep with our questioning and to encourage students to explain their ideas.

At Girls Prep Bronx students engage in at least one hour of math instruction daily. Our teachers draw from a variety of resources to engage students to think critically, problem solve, and master foundational skills:

EnVision Math: Aligned to the New York State Standards, EnVision Math is the core curriculum component of the Girls Prep Bronx math program. The Girls Prep Bronx Math Scope and Sequence outlines each math topic studied and the related performance indicators that students must master by the end of the year. The program develops math concepts through interactive and visual learning and moves from the concrete to the abstract. It also provides multiple opportunities for assessment and differentiation, as well as a daily spiral review component to reinforce previously taught concepts and skills.

Investigations: Our EnVision math core program is supplemented by Investigations. The Girls Prep Bronx Scope and Sequence clearly outlines each related Investigations unit and the connected activities, discussions, and routines that will deepen student mathematical experiences from each EnVision topic area. The Investigations curriculum provides activity-based mathematics that encourages students to think creatively, develop and articulate their own problem-solving strategies, and work cooperatively with their classmates. The curriculum should be used to enhance EnVision lessons, to introduce or reinforce math concepts, and for learning center activities.

“Every Day Counts” Calendar Math: Aligned to the NCTM standards, Every Day Counts provides lessons and activities that preview, teach, and reinforce place value, measurement, and problem-solving skills. Students gather daily for a whole group math meeting focusing on aspects of the calendar. Teachers may choose to add this math meeting on to the morning meeting or at the beginning of the math block.

“Every Day Counts” Partner Games: A companion to the Every Day Counts Calendar math, the partner games are an optional resource to use as needed inside and outside of the math block as supplemental center activities for learning, reviewing, and reinforcing key number concepts.



**Goal 2: Absolute Measure**

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

**Method**

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's Mathematics AMO, which for 2009-10 is 135<sup>2</sup>. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

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

**Goal 2: Comparative Measure**

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

**Method**

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

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

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Goal 2: Growth Measure**

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

**Method**

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

### **Goal 1: Optional Growth Measure**

Each year, on the Math Terra Nova 3, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year. Only for 2009-10 will we be required to use fall 2009 baseline NCE scores. Future years will utilize spring-to-spring scores.

### **Method**

First grade students at Girls Prep Bronx were assessed in both the fall and spring of the 2009-10 school year using the nationally norm referenced Math Terra Nova 3. The Terra Novas provide scores in national percentiles, grade equivalents, scale scores and normal curve equivalents. We are choosing to report student results using the normal curve equivalent (NCE) scores. Because NCEs, unlike percentiles, are an equal interval scale, they can legitimately be aggregated and averaged. An NCE of 50 is considered at grade level. Regardless of the time of year at which testing is done and grade level tested, a properly derived NCE score of 50 will always be the national average for that grade level and month. The average NCE for a group is useful in looking at that group's growth.

Students were only included in the NCE average if they had both fall and spring test results.

### **Results**

Girls Prep Bronx first grade students tested above grade level on the Math Terra Nova 3 in June 2010 based on the group's average NCE score of **52.28**.

### **Student Growth Performance on Math Terra Nova 3**

<b>Grade</b>	<b>Number Tested</b>	<b>NCE Average 09/21/09</b>	<b>Amount one half the gap to NCE of 50</b>	<b>NCE Average 06/21/10</b>	<b>Target Met</b>
1	65	40.06	4.97	52.28	YES

### **Evaluation**

**This outcome measure has been met by Girls Prep Bronx.** Not only did the grade one group reduce the gap by halfway to 50, they surpassed 50 and performed higher than grade level. We are proud of the strong gains our first graders have made this year in mathematics.

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**Additional Evidence**

The Kindergarten classes at Girls Prep Bronx were only administered the Math Terra Nova 3 in June 2010. The students also performed as a group at above grade level; greater than an average NCE of 50. The students achieved an average NCE of **51.9** in math.

**Student Performance on Math Terra Nova 3**

<b>Grade</b>	<b>Number Tested</b>	<b>NCE Average 06/21/10</b>
K	63	51.9

### **Summary of the Mathematics Goal**

As a first year elementary charter school, we at Girls Prep Bronx are proud to report that we have met the Mathematics measure we are able to report on at this time. As time goes on and we add grades each year, we are hopeful that our students will continue to maintain or improve on this level of achievement. As groups based on grade, our students in Kindergarten and first grade demonstrated math skills above grade level based on an average NCE score of 50.

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

### **Action Plan**

We are proud of the gains and achievements our kindergarten and first grade students made this year. In order to maintain and improve upon our goal that Girls Prep Bronx students demonstrate steady progress in the understanding and application of mathematical skills and concepts, we will continue to employ EnVision curriculum supplemented by Investigations and "Every Day Counts" Math Calendar and Games. We will provide rich support to our most at-risk students, conduct quarterly data meetings around math assessments and interim assessments, and provide our faculty with weekly professional development and strong instructional coaching services around math.

In the 2010-11 academic year Girls Prep Bronx is adding two Collaborative Team Teaching classrooms to support our special education students. We are integrating new math concept building curriculum from Scholastic, which will allow teachers to provide small group interventions in math and differentiate math instruction in addition to conducting math interim assessments, to help further target and provide support to those most at-risk.



## SCIENCE

### **Goal 3: Science**

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

### **Background**

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

### **Goal 3: Absolute Measure**

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

### **Method**

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

### **Results**

Not Applicable.

### **Evaluation**

Not Applicable.

### **Additional Evidence**

Not Applicable.

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

### **Summary of the Science Goal**

As a K-1 school in 2009-10, there were no standardized tests administered in science at Girls Prep Bronx. Our first class of fourth grade students will sit for the New York State Science assessment in spring 2013.

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

### **Action Plan**

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

## **SOCIAL STUDIES**

### **Goal 4: Social Studies**

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

### **Background**

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

### **Goal 4: Absolute Measure**

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

### **Method**

Not Applicable.

### **Results**

Not Applicable.

### **Evaluation**

Not Applicable.

### **Additional Evidence**

Not Applicable.

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

Not Applicable.

**Evaluation**

Not Applicable.

**Additional Evidence**

Not Applicable.

**Summary of the Social Studies Goal**

Not Applicable.

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

**Action Plan**

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

## NCLB

### **Goal 5: NCLB**

Girls Prep Bronx will make Adequate Yearly Progress.

### **Goal 5: Absolute Measure**

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

### **Method**

Since all students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

### **Results**

As a first year school, Adequate Yearly Progress is not able to be measured for two consecutive years.

### **Evaluation**

Not Applicable.

### **Additional Evidence**

Not Applicable.

### **NCLB Status by Year**

Year	Status
2009-10	First Year School
2010-11	
2011-12	
2012-13	

**Goal 6: Parent Satisfaction**

Parents will express high satisfaction with the school.

**Goal 6: Absolute Measure**

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of all parents/guardians provide a positive response to the survey items.

**Background**

The relationship between home and school is central to each child's success. At Girls Prep Bronx, we partner with families to provide maximum support to our students.

Every year begins with a home visit by the student's teachers. This initial visit allows families and teachers to establish a relationship before the school year begins. Additional ways we develop a relationship of trust and mutual respect with families are:

- Our full-time Director of Student and Family Affairs dedicates her time to supporting students and answering family questions or concerns.
- Girls Prep Bronx encourages family involvement. Families are welcome to visit or volunteer any time. The Girls Prep Bronx Community Council sends home weekly news updates and hosts many events and meetings.
- Girls Prep Bronx hosts a variety of school-wide family events such as picnics, movie nights and breakfasts. We also host instructional workshops for families.
- Each girl has a homework and communication binder/folder that she carries to and from school every day. This system allows families and teachers to communicate easily and often about their daughter's progress.
- All families have phone numbers and emails for their daughter's teacher. Teachers return phone calls within 36 hours and usually much faster.

**Method**

The annual parent survey was distributed by teachers during parent-teacher conferences in March 2010. At the same time, parents return surveys, which are collected by the teachers and submitted to the New York City Department of Education. Our survey remains constant year-to-year to track any changes in responses. The survey results are presented to every faculty member at the school, the Board of Trustees, and to parents.

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

## Results

85% of Girls Prep Bronx parents responded to the New York City Department of Education's School Survey in the 2009-10 school year. Parents expressed extremely high levels of satisfaction, 100%, when asked about their child's education, their opportunities to be involved and the quality of communication they receive.

### 2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
107	126	85%

### 2009-10 Parent Satisfaction on Key Survey Results

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

## Evaluation

### **This outcome measure has been met by Girls Prep Bronx.**

The percent of parents that were satisfied with Girls Prep Bronx greatly exceeded the measure of 67%. 100% of parents are satisfied with the education their child received in the past year. 100% expressed satisfaction with the level of opportunity that exists for them to get involved in their child's education. 100% of parents were satisfied with how well the school communicates with them.

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