



# Parent Survey Report 2016-17

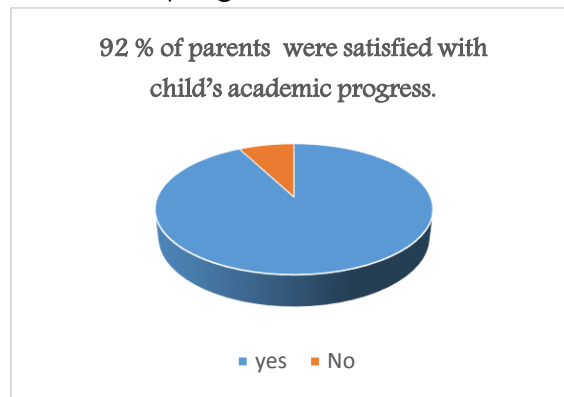
## Methods

This survey was anonymously completed by Gillingham parents during December's Parent Teacher Conferences which was held on December 12<sup>th</sup> & 13<sup>th</sup>. All total, 52 parents completed surveys. Only 38 parents completed the side asking parents to rate their child's learning experience before and after Gillingham and after enrolling. Below are the results.

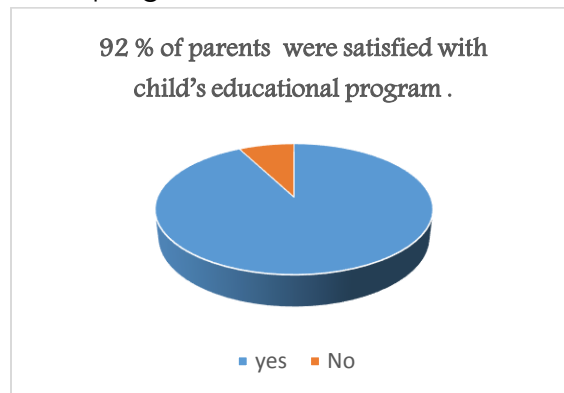
## Questions & Summary of Responses

### Results for Questions 1-6 on Side 1 (52 Responses)

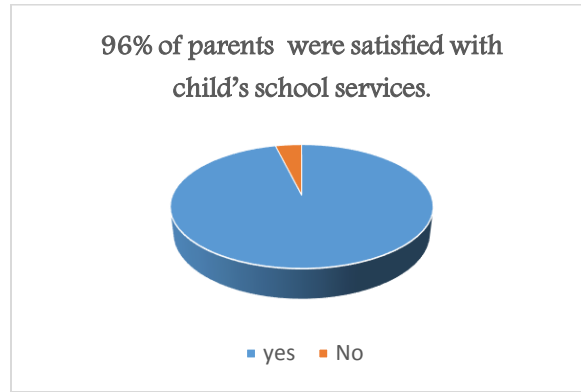
1. Satisfied with child's academic progress.



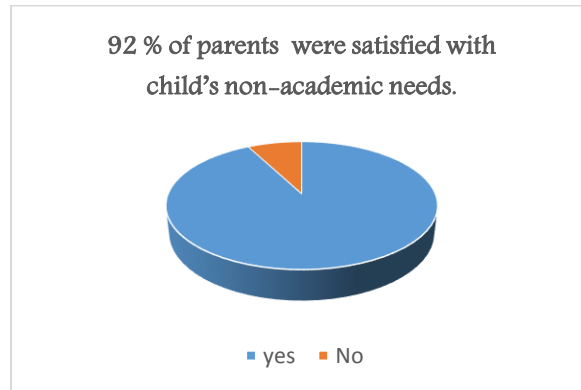
2. Satisfied with educational program.



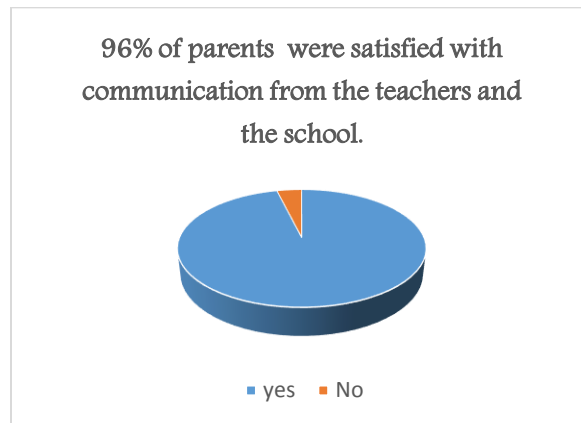
3. Satisfied with school services.



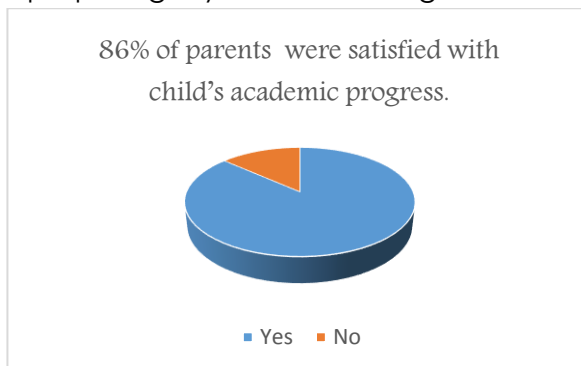
4. Satisfied with my child's non-academic needs.



5. Satisfied with communication from teachers and the school.



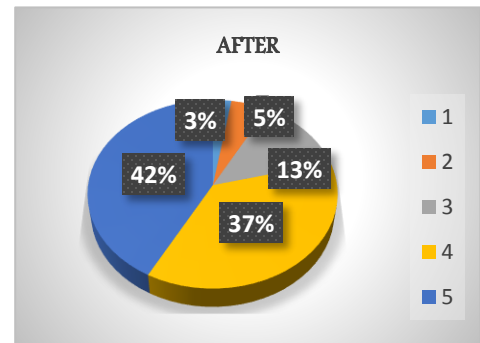
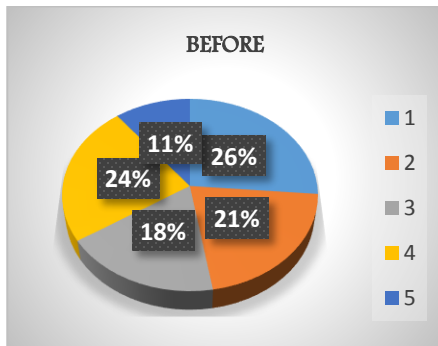
6. Satisfied that GCS is preparing my child for college, career and the real world.



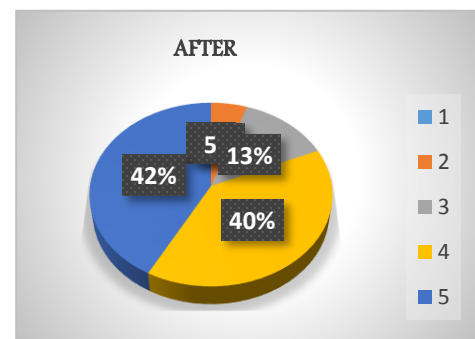
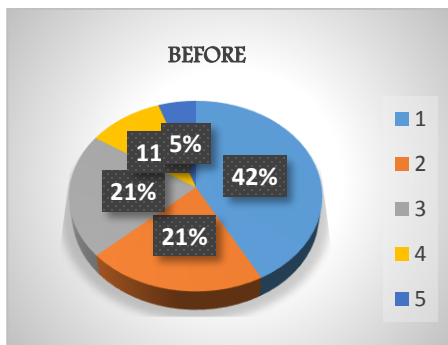
## Results for Side 2 (38 Responses)

Directions: "Using a scale of 1 (Low) to 5 (High), rate your child's experiences in the following areas *before* s/he joined Gillingham and then *after* joining Gillingham.

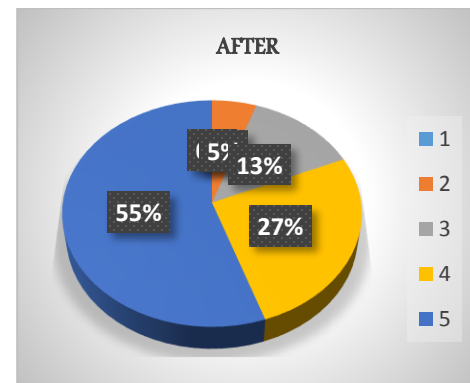
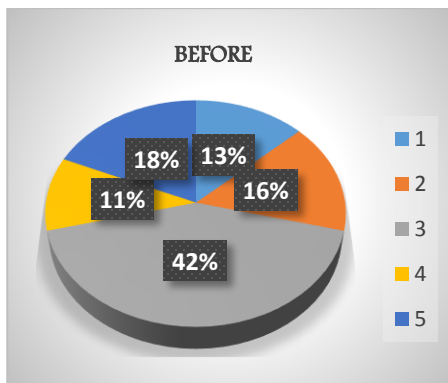
### Love of Learning



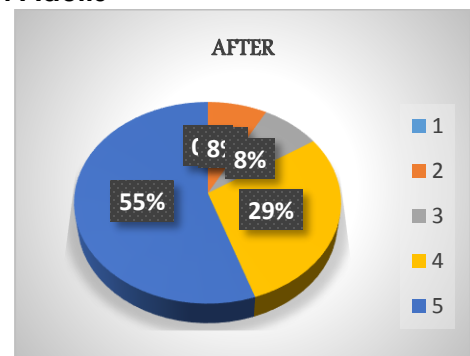
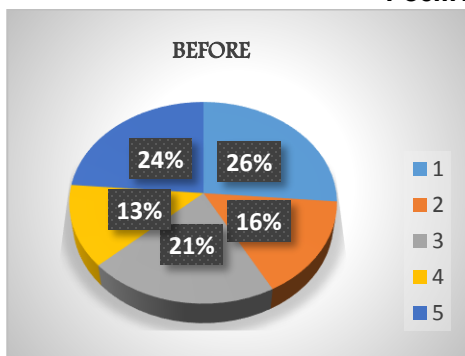
### Love of School



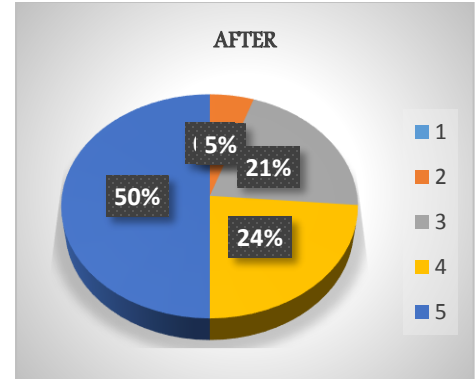
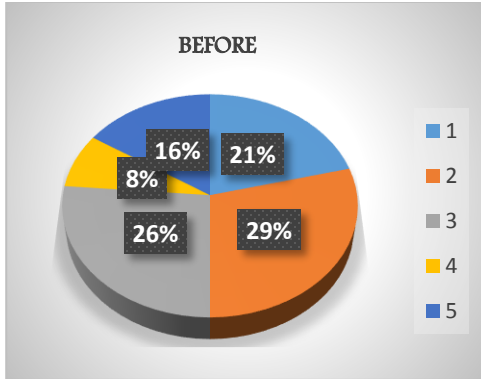
### Participation in Conversations



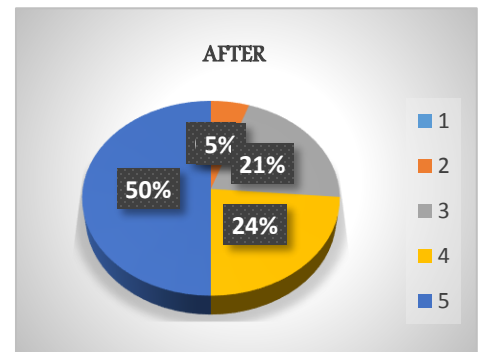
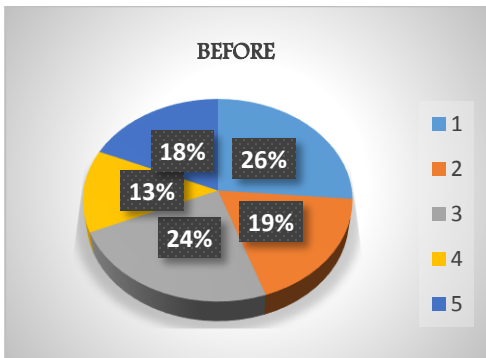
### Positive Relationships with School Adults



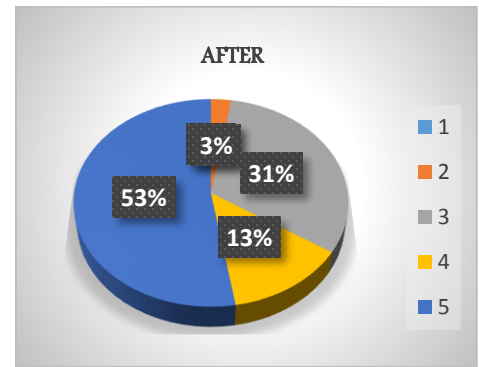
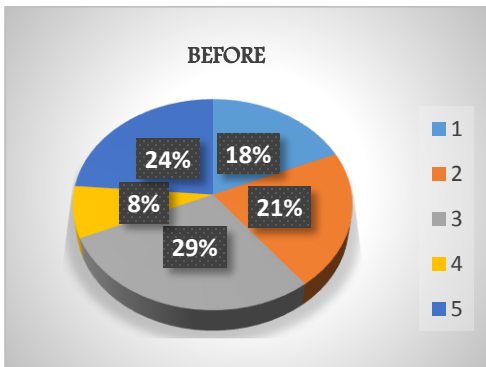
### Sense of Belonging



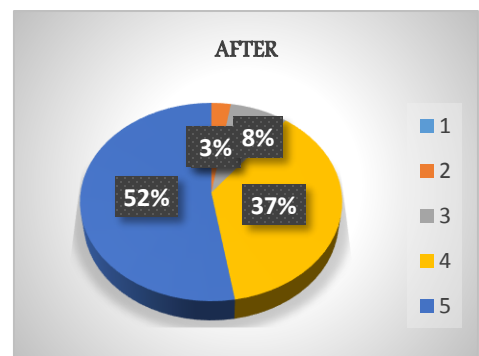
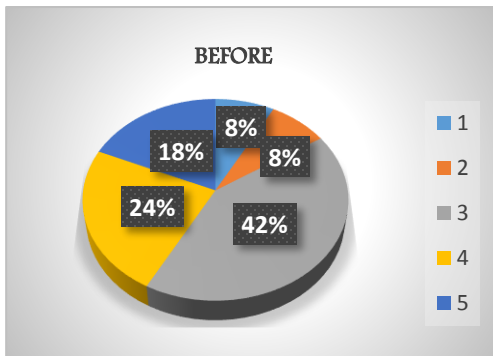
### Safety from Bullying



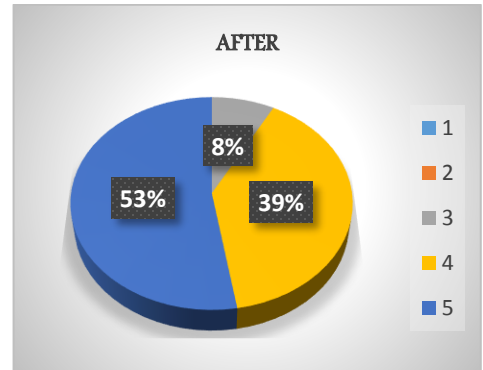
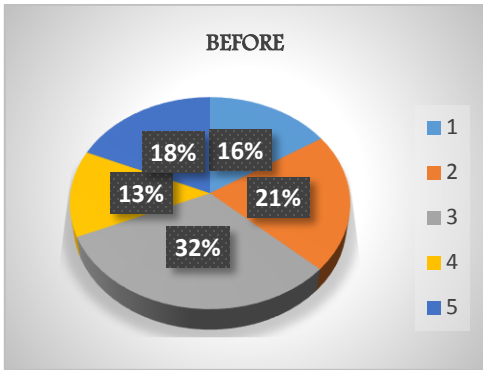
### Love of Reading



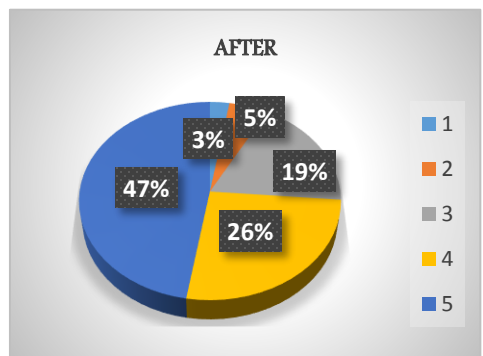
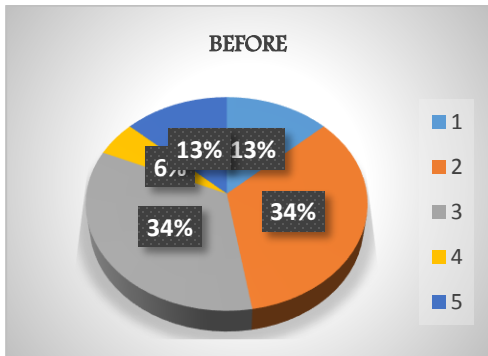
### Level of Daily Vocabulary Use



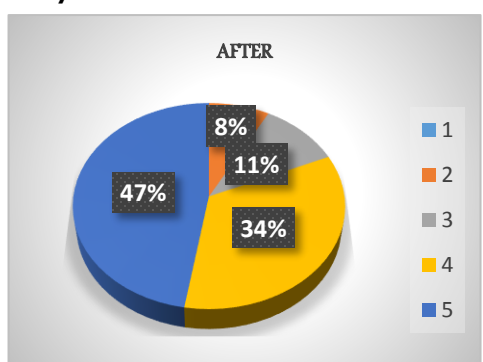
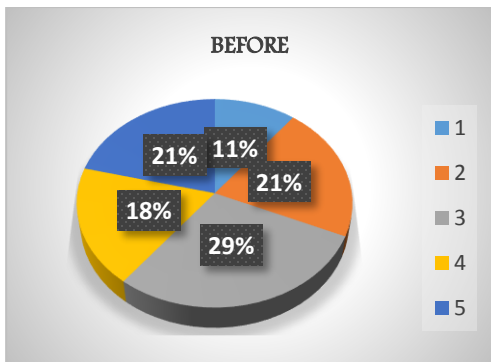
### Interest in Nature, the Arts & Ideas



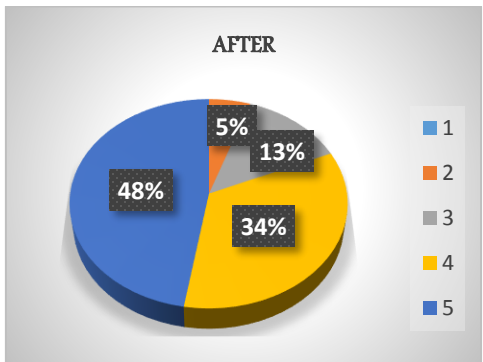
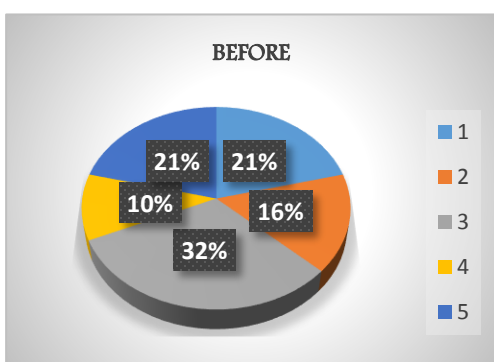
### Positive Relationships with Fellow Students



### Habits of Respect & Responsibility

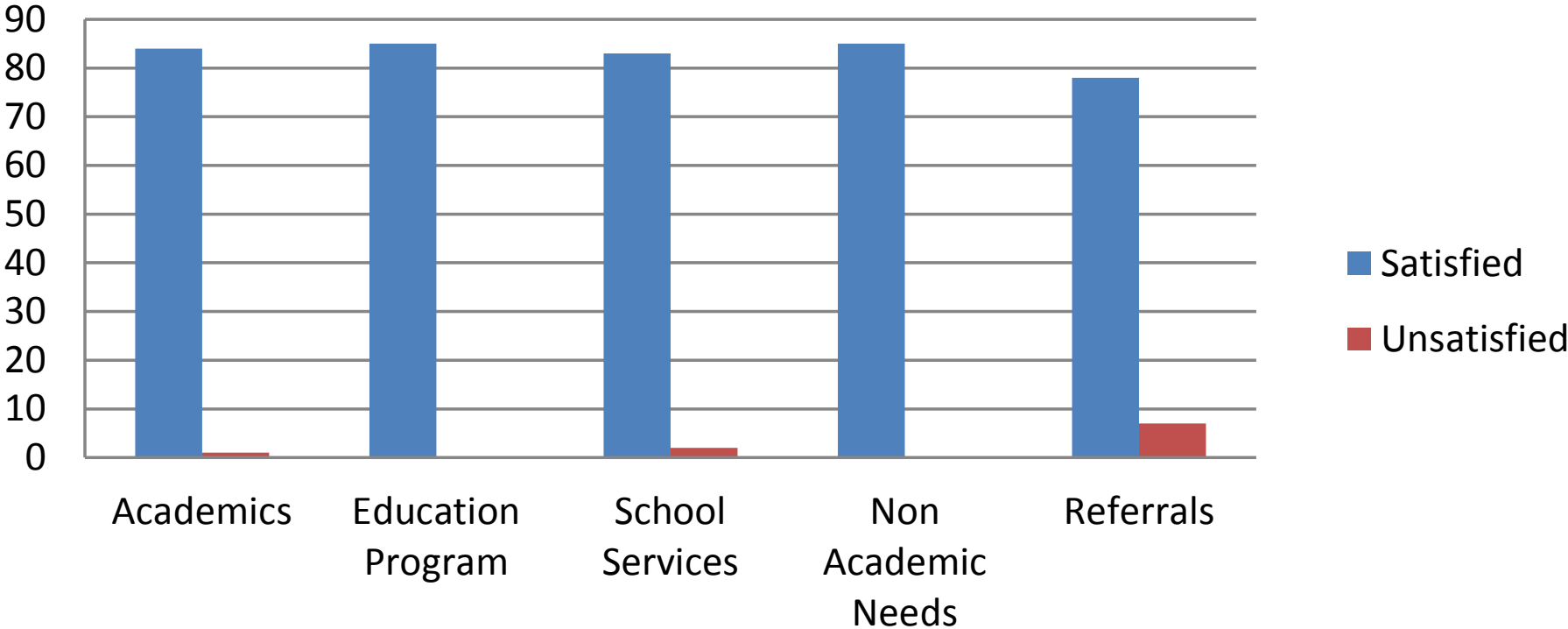


### Habit of Following Directions



# Gillingham Parent Survey 2013-2014

(Results out of 85 surveys)



**Report:** Growth of Student Groups

**School:** Gillingham Charter School

### View Growth by Subject Area

This report shows the growth of student groups for an individual school. Each table shows a subject, and each row displays the growth measure, standard error, and index where available. This information is available across a group of similar tests, grades, and courses as well as by each individual test, grade, or course.

There must be at least 11 students with sufficient testing history in a specific student group in order for growth to be included in this table. Students can be included in multiple groups.

#### Math

| Student Group              | Growth Measure | Standard Error | Growth Index |
|----------------------------|----------------|----------------|--------------|
| Economically Disadvantaged |                |                |              |
| PSSA                       |                |                | 2.31 DB      |
| 6th Grade                  | 5.9            | 2.6            | 2.31 DB      |
| White                      |                |                |              |
| PSSA                       |                |                | 0.62 G       |
| 5th Grade                  | -10.2          | 2.9            | -3.47 R      |
| 6th Grade                  | 7.3            | 2.4            | 3.11 DB      |
| 7th Grade                  | 5.1            | 2.8            | 1.81 LB      |
| 8th Grade                  | 1.3            | 3.0            | 0.45 G       |

#### English Language Arts

| Student Group              | Growth Measure | Standard Error | Growth Index |
|----------------------------|----------------|----------------|--------------|
| Economically Disadvantaged |                |                |              |
| PSSA                       |                |                | -0.72 G      |
| 6th Grade                  | -3.4           | 2.7            | -1.24 Y      |
| 7th Grade                  | 0.2            | 3.4            | 0.07 G       |
| White                      |                |                |              |
| PSSA                       |                |                | -1.45 Y      |
| 5th Grade                  | -4.2           | 3.3            | -1.27 Y      |
| 6th Grade                  | -3.4           | 2.5            | -1.34 Y      |
| 7th Grade                  | 0.1            | 2.9            | 0.05 G       |
| 8th Grade                  | -1.3           | 3.3            | -0.39 G      |
| Keystone                   |                |                | 0.71 G       |
| Literature                 | 4.5            | 6.3            | 0.71 G       |

#### Science

| Student Group              | Growth Measure | Standard Error | Growth Index |
|----------------------------|----------------|----------------|--------------|
| Economically Disadvantaged |                |                |              |

PVAAS

| Student Group | Growth Measure | Standard Error | Growth Index |
|---------------|----------------|----------------|--------------|
| PSSA          |                |                |              |
| 8th Grade     | -7.3           | 18.5           | -0.39 G      |
| White         |                |                |              |
| PSSA          |                |                |              |
| 8th Grade     | -19.0          | 17.8           | -1.06 Y      |
| Keystone      |                |                | 0.92 G       |
| Biology       | 5.6            | 6.1            | 0.92 G       |

View Growth by Student Group

This report shows the growth of student groups for an individual school. Each table shows a student group, and each row shows growth across all tests, grades, and courses for a subject. The row displays the growth measure, standard error, and index where available.

There must be at least 11 students with sufficient testing history in a specific student group in order for growth to be included in this table. Students can be included in multiple groups.

Economically Disadvantaged

| Subject               | Growth Measure | Standard Error | Growth Index |
|-----------------------|----------------|----------------|--------------|
| Math                  |                |                |              |
| PSSA                  |                |                | 2.31 DB      |
| 6th Grade             | 5.9            | 2.6            | 2.31 DB      |
| English Language Arts |                |                |              |
| PSSA                  |                |                | -0.72 G      |
| 6th Grade             | -3.4           | 2.7            | -1.24 Y      |
| 7th Grade             | 0.2            | 3.4            | 0.07 G       |
| Science               |                |                |              |
| PSSA                  |                |                |              |
| 8th Grade             | -7.3           | 18.5           | -0.39 G      |

White

| Subject               | Growth Measure | Standard Error | Growth Index |
|-----------------------|----------------|----------------|--------------|
| Math                  |                |                |              |
| PSSA                  |                |                | 0.62 G       |
| 5th Grade             | -10.2          | 2.9            | -3.47 R      |
| 6th Grade             | 7.3            | 2.4            | 3.11 DB      |
| 7th Grade             | 5.1            | 2.8            | 1.81 LB      |
| 8th Grade             | 1.3            | 3.0            | 0.45 G       |
| English Language Arts |                |                |              |
| PSSA                  |                |                | -1.45 Y      |
| 5th Grade             | -4.2           | 3.3            | -1.27 Y      |



PVAAS

| Subject    | Growth Measure | Standard Error | Growth Index |
|------------|----------------|----------------|--------------|
| 6th Grade  | -3.4           | 2.5            | -1.34 Y      |
| 7th Grade  | 0.1            | 2.9            | 0.05 G       |
| 8th Grade  | -1.3           | 3.3            | -0.39 G      |
| Keystone   |                |                | 0.71 G       |
| Literature | 4.5            | 6.3            | 0.71 G       |
| Science    |                |                |              |
| PSSA       |                |                |              |
| 8th Grade  | -19.0          | 17.8           | -1.06 Y      |
| Keystone   |                |                | 0.92 G       |
| Biology    | 5.6            | 6.1            | 0.92 G       |

|           |   |
|-----------|---|
| <b>DB</b> | Significant evidence that the school exceeded the standard for PA Academic Growth     |
| <b>LB</b> | Moderate evidence that the school exceeded the standard for PA Academic Growth        |
| <b>G</b>  | Evidence that the school met the standard for PA Academic Growth                      |
| <b>Y</b>  | Moderate evidence that the school did not meet the standard for PA Academic Growth    |
| <b>R</b>  | Significant evidence that the school did not meet the standard for PA Academic Growth |

## Gillingham Testimonies

“My daughter is 11 years old and in 5th grade at Gillingham Charter School. Prior to Gillingham, she attended public school for 1st-3rd grade, and she went to kindergarten at a private school. As you can see, we have tried all types of different schools. She will not be leaving GCS. She will graduate high school here.

As a parent, I was thrilled to learn that my daughter could attend GCS even though we did not live in this district. We chose Gillingham because it feels like family rather than staff versus students. My daughter was lost in the crowd at public school; she was just another face in the classroom. Here she knows everyone's name, and they know her name. She has been thriving like I've never seen before. It is what she needs, and she actually loves to go to school again.

If I could show you her improvements in reading and comprehension since starting Gillingham, you would be blown away! I am every day, and it's because she has a newfound confidence that started when these wonderful, caring, and brilliant educators came into her life. She started 4th grade and not one prior teacher ever suspected that my daughter had hearing loss. By October of her first year at Gillingham, we were referred for testing.

I truly wish I would have known my child could have attended Gillingham Charter School starting in kindergarten but we are thankful we found them now.”

—Kathryn, Gillingham parent

"My son loves going to school, and that is something every child should love."

"The teachers convey a real love of learning to the students. The small atmosphere is perfect for my son, and in this beautiful building, Gillingham teaches children a whole spectrum of interesting subjects that are not found anywhere else."

"My daughter feels secure going to speak with her teachers because she knows they care. They take time out for their students."

"We chose Gillingham because of their small class sizes and hands-on learning process. One of my sons has ADHD and is on the autism spectrum, and his teachers are very accommodating and understanding of his needs. My sons love this school. They have a lot of different clubs and opportunities, and they both love the educational field trips they get to go on and how close they are with their classmates. Gillingham was definitely the best choice for us.”

**What Gillingham Charter School Means to Me**  
**Maggie Brensinger, Grade 9**

I came to Gillingham in 5th grade, after my local public school cut funding to their art and music programs. Within my first week at Gillingham, I had already made more everlasting friendships than I had made in my entire five years in public school. Gillingham Charter School utilizes the Charlotte Mason philosophy in their teaching, which consists of a more hands-on education. They understand that all children learn in a multitude of ways, and are persons first, not just numbers. Along with an education and social aspects that fit me, Gillingham also provides some unique extracurricular activities, one of which I have taken up myself: archery. When I first found out that Gillingham provides an archery program, I was immediately drawn to it. I was not old enough yet to start doing archery, so I patiently waited for two years to start. During those two years, my passion and anticipation to start archery grew gradually. I really could not wait!

Then, when those two years that felt like eternity were finally over, I started learning the nuances of archery as a sport. I slowly began to realize that archery was going to be my lifelong passion, and that the fire that the sport ignited wasn't going to leave anytime soon. Over the span of the first two years of doing archery with Gillingham Charter School, my passion and drive grew even stronger. I wanted to shoot throughout the entire year, not just in the winter months. So, I joined an archery range fairly close to where I live, and began shooting a different type of bow, a barebow. I immediately loved shooting the barebow, so much so that I began to compete on the state and national level, and began to bring home multiple state and national championships for my division. I had found a new passion for competing as a whole, with my school bow and my barebow. Something I had realized was that, if I had never gone to Gillingham Charter School, I would not have had the confidence or mental durability to pursue competition archery, and become one of the best barebow archers in the country.

Gillingham Charter School makes sure that their students are both prepared for the future and equipped with all of the opportunities they can possibly have. They teach in ways that prepare you for college and the workforce. Writing and illustrating narrations of literature and passages is something that very few schools do, and that will become a big part of your future when you go to college. They also grasp that every student has a different calling and future. They try to help their students find the resources to pursue their dreams. I myself have found my calling because of Gillingham, and I can't wait to see where it takes me in the future.

## Past Improvement Plan for Gillingham Charter School Explanation

For a short time, Gillingham Charter School (GCS) was placed on a school improvement plan by the state because of low PSSA/Keystone scores, which reflected their students' previous academic struggles. Many of their students seek enrollment at Gillingham because the traditional model of their previous schools did not work for them. In addition, statistics and scores are dramatically affected when the student population is small. GCS has been off that list for 2 years now because they worked hard to better align their curriculum; and since PDE included "growth" in scores as an indicator, they have improved because their students consistently show growth. The students often come to GCS already behind, so they have to "catch them up." There are currently 3 levels of school improvement that schools are placed on by PDE, and GCS is not on any of them. Also, they are proud that 2 years ago, the school showed enormous growth in its scores, more so than many of the other schools in their area. They consistently prove to be a model school.