

*The Status of Participants
in the
Groundwork for Youth
Elementary After-School Program*

2004 - 2005 School Year

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Introduction

Groundwork for Youth is an academic and social enrichment program for children ages 6 to 14 living in low income neighborhoods, launched in June 2002 in East New York, Brooklyn. It consists of a year round program that includes a full day, 7-week summer program and an after-school program staffed by a combination of college students, high school students, reading specialist teachers, social workers, arts/athletic specialists, and program administrators. The program curriculum is focused on developing literacy skills but also incorporates other academic and life skills. Emphasis is placed on producing written work and other products that demonstrate learning.

This report provides baseline data on program participants, their participation, and their achievements at Groundwork for Youth during the 2004-2005 school year.

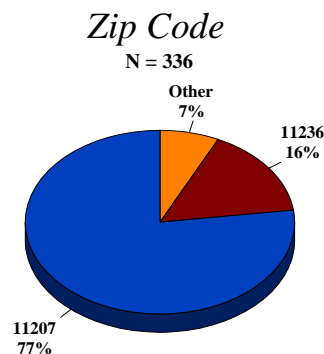
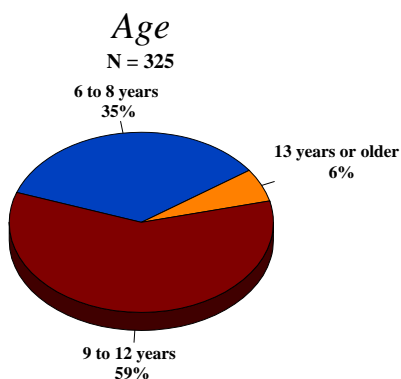
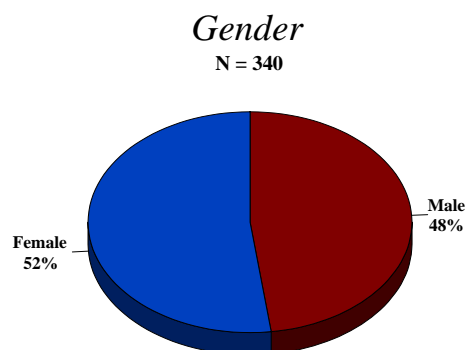
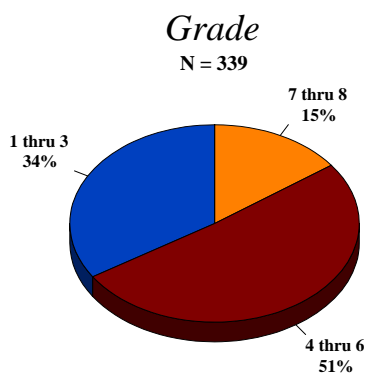
A total of 359 students participated at Groundwork for Youth in the 2004-2005 school year.

- ✓ 71% of the eligible students returned from the 2003-2004 school year (data not shown).
- ✓ 75% of students in PS 328, 77% of students in PS 260, and 72% of students in IS 292 were continuing to participate at the end of the year.
- ✓ Overall, each month the average attendance rate was at least 74% with an overall average attendance rate of 77% for the school year.
- ✓ Average behavioral scores improved significantly throughout the year.
- ✓ Average academic and intellectual skills significantly improved from the beginning to the end of the year.
- ✓ Overall, students received a lower average percentile rank on the overall Group Reading Assessment and Diagnostic Evaluation (GRADE) test than students taking the test nationally in both Fall and Spring, with a slight improvement in the Spring.
- ✓ The comparison of GRADE assessment scores indicates that half of the participants improved their total test percentile ranks by at least 5 percentage points, 45% improved their vocabulary rank, and 44% improved their comprehension composite rank.
- ✓ Students showed significant improvement in Communication Arts, Math, and Science grades from the beginning to the end of the year.
- ✓ A higher percentage of Groundwork for Youth participants tested proficient in both reading and math than students attending PS 149, PS 260, PS 328, and IS 292.

Who is participating in the program?

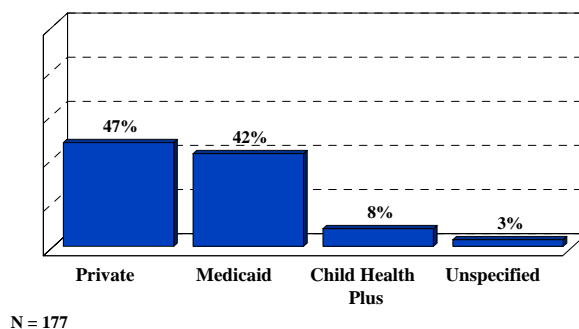
A total of 359 students participated at Groundwork for Youth in the 2004-2005 school year. Enrollment forms were received for 340 of these participants (95% of all who participated). The majority of those for whom data were available were:

- ❑ Aged 9 to 12 years (59%)
- ❑ Living in zip code 11207 (77%)



Average Age = 9.4

Health Insurance Coverage



How much are they participating?

Percent of Sessions Attended by Month and School

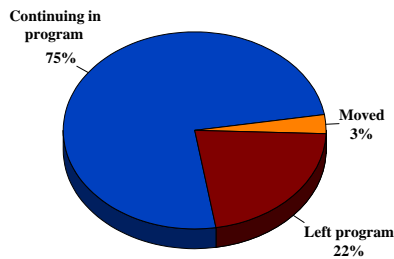
<i>School</i>	<i>Month</i>								
	<i>Oct.</i>	<i>Nov.</i>	<i>Dec.</i>	<i>Jan.</i>	<i>Feb.</i>	<i>Mar.</i>	<i>Apr.</i>	<i>May</i>	<i>Overall</i>
<i>PS 328</i>	79%	77%	78%	77%	77%	72%	73%	74%	76%
<i>PS 260</i>	85%	76%	77%	76%	81%	78%	79%	78%	79%
<i>IS 292</i>	81%	75%	77%	76%	83%	74%	78%	77%	78%
<i>Overall</i>	82%	76%	77%	76%	80%	74%	76%	76%	77%

Participants from PS 328 attended an average of 76% of the sessions they were scheduled to during the 2004-2005 school year. Each month the average attendance was at least 72% for this group. Participants from PS 260 attended an average of 79% of the sessions they were scheduled to during the 2004-2005 school year. Each month the average attendance was at least 76% for this group. Participants from IS 292 attended an average of 78% of the sessions they were scheduled to during the 2004-2005 school year. Each month the average attendance was at least 74% for this group. Among all three groups, the overall average attendance rate for these months was 77%.¹

Of the students who participated at Groundwork for Youth from October 2004 through April 2005, the majority of students in PS 328, the majority of students in PS 260, and the majority of students in IS 292 were continuing to participate in May 2005.

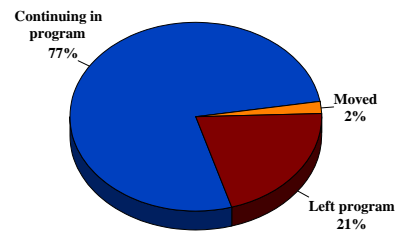
Participation of PS 328 Students

N = 147



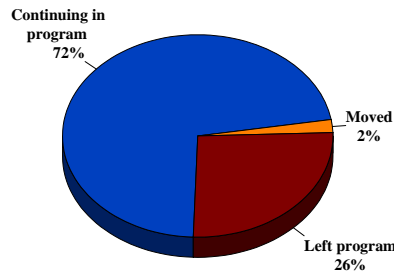
Participation of PS 260 Students

N = 112



Participation of IS 292 Students

N = 100



¹ Groundwork for Youth would like it noted that it “has a stringent policy of marking students absent even when the student’s absence could be justifiably excused (e.g., participation in another productive after-school activity). As a result, Groundwork for Youth’s attendance rate is lower than it would be if students were reported as excused.”

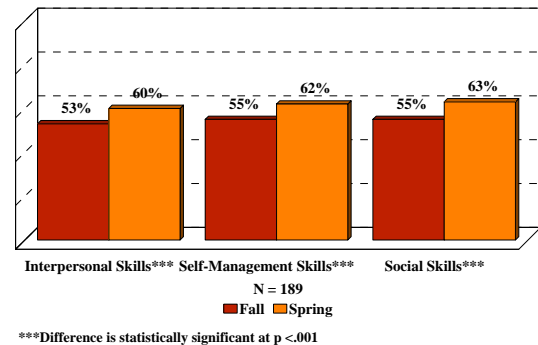
What are they achieving?

		Average Behavioral Scores ²		
		Interpersonal Skills	Self-Management Skills	Social Skills
Fall	N = 245	53%	55%	55%
Spring	N = 254	61%	63%	63%

Interpersonal and self-management skills were assessed using the School Social Behavior Scales (Merrell, 1993) adapted for after-school programs. Ten questions measured interpersonal skills (skills important in establishing positive relations with peers), and six questions measured self-management skills (skills related to self-restraint, cooperation, and compliance with rules & expectations). An additional five questions measuring social skills (the ability to emotionally relate to others) were asked as well. Higher scores indicate greater levels of social behavioral adjustment.

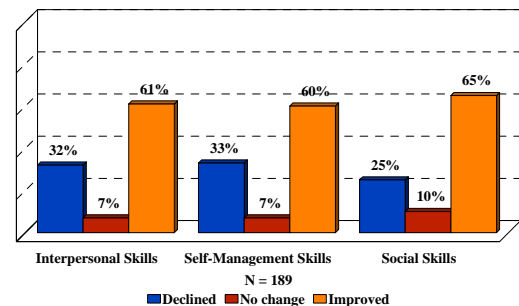
Beginning and end of year assessments were completed for 189 of the participants (71% of all participating at the end of the year). Average behavioral scale scores improved significantly in all three areas throughout the year.

Average Behavioral Scores



At least three-fifths of the students improved their interpersonal, self-management, and social skills from the beginning to the end of the year.

Change in Behavioral Scores



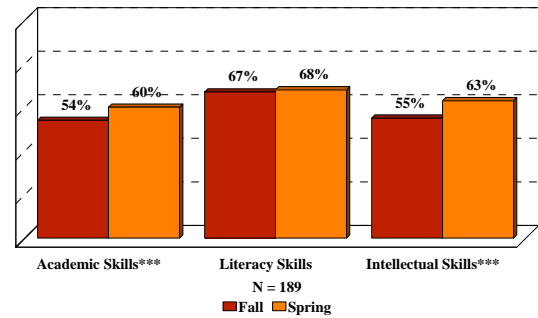
² The percentages indicate an average of the scores received by Groundwork for Youth students for each subscale of the School Social Behavior Scales.

		Average Academic Scale Scores ³		
		Academic Skills	Literacy Skills	Intellectual Skills
Fall	N = 245	54%	66%	54%
Spring	N = 254	61%	69%	62%

Academic skills (competent performance & engagement on academic tasks) were also assessed using eight questions from the School Social Behavior Scales. Ten questions were added to assess literacy skills and 6 more measured intellectual skills (interest & ability to do intellectual work). Higher scores indicate higher skills.

Average academic and intellectual skills significantly improved from the beginning to the end of the year, while average literacy skills remained constant.

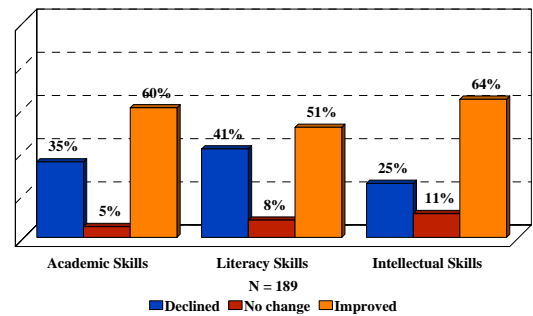
Average Academic Scale Scores



***Difference is statistically significant at p < .001

The majority improved their academic and intellectual skills from the beginning to the end of the year and half improved their literacy skills.

Change in Academic Scale Scores



³ The percentages indicate an average of the scores received by Groundwork for Youth students for each subscale of the School Social Behavior Scales.

The Group Reading Assessment and Diagnostic Evaluation (GRADE) is a developmentally based, group-administered, untimed assessment of reading for Kindergarten to young adult students. It was developed by Dr. Kathleen T. Williams as a tool to measure what reading skills individuals have and what skills they need to be taught. It also monitors growth and progress in reading. Typically, students take the same level test as their grade level (i.e. students in first grade take the Level 1 test, students in second grade take the Level 2 test, etc.). Applicable Spring and Fall national norms are provided for each grade level.

GRADE assessments were submitted for 239 Groundwork for Youth participants who were tested in the Fall and 214 participants who were tested in the Spring. Average percentile ranks are shown below. Overall, the results show that in both Fall and Spring students received a lower average percentile rank on each dimension of the test than students taking the test nationally⁴. There were increases in each dimension from Fall to Spring, but not enough to bring students to the national average. Percentile ranks for each level cannot be compared to students taking the test nationally due to small sample sizes within each level.

<i>Fall 2004 Average Percentile Ranks</i>			
	<i>Vocabulary Percentile Rank⁵</i>	<i>Comprehension Composite Percentile Rank</i>	<i>Total Test Percentile Rank</i>
Total (N = 239)	29.4	25.6	24.4

<i>Spring 2005 Average Percentile Ranks</i>			
	<i>Vocabulary Percentile Rank⁵</i>	<i>Comprehension Composite Percentile Rank</i>	<i>Total Test Percentile Rank</i>
Total (N = 214)	38.2	27.5	30.5

Groundwork for Youth would like it noted that “Because of the extensive time it takes to administer the GRADE assessment, and because Groundwork receives scores late into the school year, Groundwork has not been able to utilize the GRADE effectively as a diagnostic tool. To address this, Groundwork has adopted a new diagnostic tool, the Scholastic Reading Inventory (SRI), which provides a computer adaptive format that reduces testing time by 70% and outputs immediate detailed diagnostic reports for every student.” Future reports will incorporate results from the Scholastic Reading Inventory when Groundwork begins to administer this assessment.

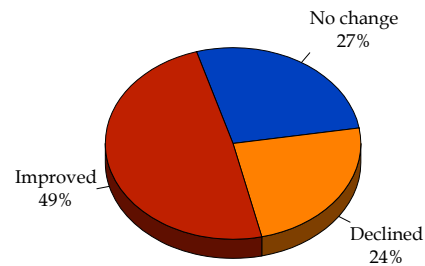
⁴ A percentile rank of 50.0 is the national average.

⁵ For Levels 1 and 2 these are Vocabulary Composite scores (word reading and word meaning), for Level 3 these are Vocabulary Composite scores (word reading and vocabulary), and for Levels 4 through M these are Vocabulary scores.

It is possible to compare Group Reading Assessment and Diagnostic Evaluation (GRADE) assessment scores for 145 participants who were assessed in both Fall and Spring (54% of all participating at the end of the year). A participant was considered to have improved if the Spring percentile rank was 5 percentage points higher than the Fall rank; to have declined if the Spring percentile rank was 5 percentage points lower than the Fall rank; and to have remained the same if the two percentile ranks were within 5 percentage points of each other.

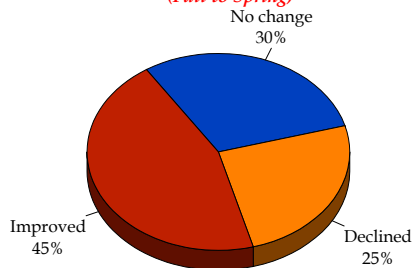
The comparison of GRADE assessment scores indicates that half of the participants with data available improved their total test percentile rank by at least 5 percentage points, one-quarter declined, and slightly more than one-quarter did not change.

*Change in Total Test Scores
(Fall to Spring)*



N = 112

Change in Vocabulary Scores
(Fall to Spring)*

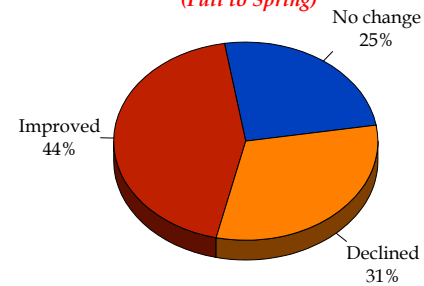


(N = 125)
*For levels 1 to 3 these are Vocabulary Composite scores and for levels 4 to M these are Vocabulary scores

Vocabulary scores are computed for participants who were tested at all levels. Of these participants, 45% improved their percentile rank by at least 5 percentile points, one-quarter declined, and 30% did not change.

Comprehension composite scores are also computed for participants who were tested at all levels. Of the participants with data available, 44% improved their percentile rank by at least 5 percentage points, 31% declined, and one-quarter did not change.

*Change in Comprehension
Composite Scores
(Fall to Spring)*



N = 122

Report cards were submitted for 165 Groundwork for Youth, Inc. participants (62% of all participating at the end of the year). Fall and Spring grades were submitted for 155 of these 165 participants. These participants were graded in three areas: Communication Arts (a combination of Reading, Writing, and Listening and Speaking), Math, and Science. Teachers graded students on the following scale:

- 1 = Far below grade-level standards (not proficient)
- 2 = Approaches grade-level standards (partially proficient)
- 3 = Meets grade-level standards (proficient)
- 4 = Exceeds grade-level standards (advanced proficiency)

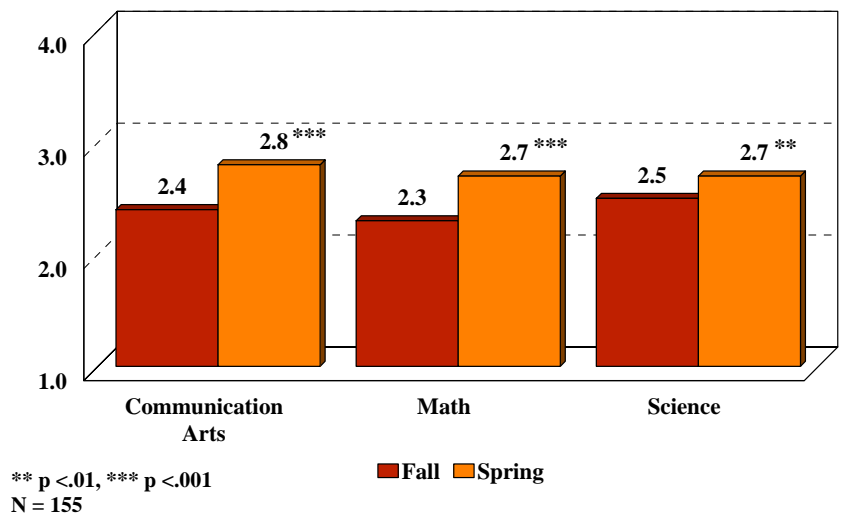
Those students who received a 3 or a 4 in Communication Arts, Math, or Science are demonstrating proficiency. In the Spring, a higher percentage of students are proficient in each area than were in the Fall.

Percent Proficient by Area
(N = 155)

Area	Fall	Spring
Communication Arts	29%	54%
Math	44%	63%
Science	54%	63%

The graph below shows significant improvement in each area from Fall to Spring, with 60% improving in Communication Arts, 41% improving in Math, and 34% improving in Science.

Grades in School Fall and Spring Participants



Every spring New York City Public School students are tested to measure their performance in reading and mathematics. These tests are used to assess the progress of students toward meeting performance standards adopted by the state and city. Each of the tests classifies students at one of four levels. Reading scores were available for 199 students and math scores were available for 202 students who were tested in both the Spring of 2004 and the Spring of 2005 (56% of all who participated).

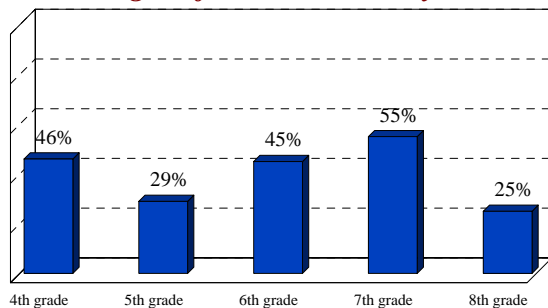
- Level 4 identifies a student with an advanced understanding of the material
- Level 3 identifies a student who is proficient
- Level 2 is a student who is partially proficient
- Level 1 is a student who is not proficient

*Percent Proficient in Reading
by Grade and Year*

Overall, a higher percentage of students tested proficient in reading in 2005 than last year. Further, a higher percentage of students in all grades were proficient this year than were the previous year, except eighth grade students. The same percentage of these students tested proficient in 2005 as they did in 2004 when they were seventh graders.

Grade	Year	
	'04	'05
<i>Fourth grade (N = 50)</i>	18%	40%
<i>Fifth grade (N = 62)</i>	40%	55%
<i>Sixth grade (N = 40)</i>	22%	42%
<i>Seventh grade (N = 31)</i>	23%	58%
<i>Eighth grade (N = 16)</i>	31%	31%
<i>Overall (N = 199)</i>	28%	47%

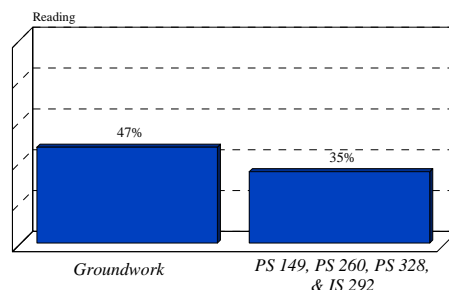
*Percentage of Students Improving
Reading Performance Level by Grade*



Overall, 40% of the students improved their performance level in reading (data not shown). More than half of the seventh graders, more than two-fifths of those in fourth and sixth grade, and one-quarter of fifth and eighth graders improved their performance level in reading from last year.

Groundwork for Youth is in the area served by PS 149, PS 260, PS 328, and IS 292. This year, a higher percentage of Groundwork students tested proficient in reading than students in the same grades at these schools.

*Comparison of Groundwork and
PS 149, PS 260, PS 328, and IS 292 Students*



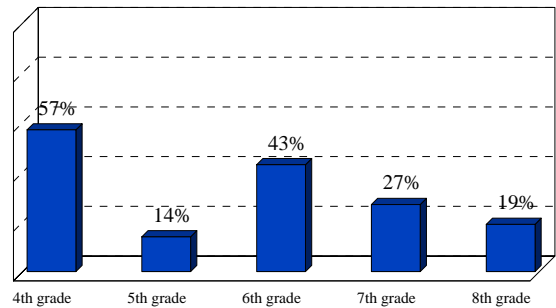
*Percent Proficient in Math
by Grade and Year*

Grade	Year	
	'04	'05
Fourth grade (N = 51)	45%	77%
Fifth grade (N = 62)	52%	37%
Sixth grade (N = 40)	17%	30%
Seventh grade (N = 33)	33%	36%
Eighth grade (N = 16)	50%	44%
Overall (N = 202)	40%	46%

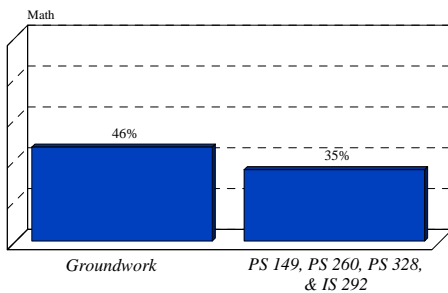
Overall, a higher percentage of students tested proficient in math in 2005 than last year. Further, a higher percentage of students in all grades were proficient this year than were the previous year, except fifth and eighth grade students. A lower percentage of these students tested proficient in 2005 than they did in 2004.

Overall, one-third of the students improved their performance level in math (data not shown). Nearly three-fifths of the fourth graders, more than two-fifths of those in sixth grade, more than one-quarter of the seventh graders, and fewer than one-quarter of those in the fifth and eighth grade improved their performance level in math from last year.

Percentage of Students Improving Math Performance Level by Grade



*Comparison of Groundwork and
PS 149, PS 260, PS 328, and IS 292 Students*



This year, a higher percentage of Groundwork students tested proficient in math than students in the same grades at PS 149, PS 260, PS 328, and IS 292.