

**Leadership Prep Canarsie
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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INTRODUCTION

Christopher D’Amato (Director of Operations, Elementary Academy) and Katie Thaeder (Director of Operations, Middle Academy) prepared this 2017-2018 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Linton Mann III	Chair
Tony Pasquariello	Vice Chair
Joseph F. Wayland	Treasurer
St. Claire Gerald	Trustee
John Greenstein	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
John Kim	Trustee
Ekwutozia U. Nwabuzor	Secretary
Brett Peiser	Ex-Officio Trustee
Chrystal Stokes Williams	Trustee

Christopher D’Amato has served as the Director of Operations of the Elementary Academy since 2016 and Mallorie Bocachica has served as Principal since 2018. Katie Thaeder has served as Director of Operations of the Middle Academy since 2016 and Michael Scott has served as Principal since 2018.

INTRODUCTION

Leadership Prep Canarsie Charter School (Leadership Prep Canarsie) is a coed charter public school. The Leadership Prep Canarsie mission is to prepare its students to enter, succeed in and graduate from college preparatory high schools and to succeed in and graduate from college. Leadership Prep Canarsie was founded in Canarsie, Brooklyn, in August 2013 and successfully completed its fifth year of operation in June 2018.

Enrollment & Demographics

During the 2017-2018 school year, Leadership Prep Canarsie served 763 scholars in Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grades. 81% percent of Leadership Prep Canarsie students were eligible for free or reduced-price lunch. 13% were identified as requiring special education services. 90% of Leadership Prep students were African American, 5% were Hispanic, and 5% identified as Other.

Teach Until They Learn

Leadership Prep Canarsie provides its students with every possible opportunity to learn. This means that Leadership Prep Canarsie not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 186 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in Grades K-8.

Each day consists of at least 2.5 hours of literacy instruction, at least 90 minutes of math instruction, a daily class in social studies and science, and a daily enrichment block.

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework (called Life's Work at the Elementary Academy). At the elementary level, parents/guardians review and sign each evening's assignment upon completion. Also, parents receive a notice in their student's homework folder each day that their son or daughter does not complete their homework. Students in the middle academy similarly receive daily homework from each core academic subject.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State, Mathematics, English Language Arts and Science exams, LPC administered four internally-aligned Interim Assessments including one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. LPC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. LPC also utilized the information to target content- and skills-driven tutoring and small-group instruction.

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Character

More instructional time, however, is not enough. Leadership Prep Canarsie holds its students to high standards in behavior and community involvement. The school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code consisting of a shirt, belt, dress pants, and shoes. The goal is to create and maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning,

Additionally, routines and rituals constantly reinforce Leadership Prep Canarsie's expectations, core values, and mission. This process begins before students even enter the building. Every morning, staff welcomes students outside the school's front door and greets each student by name and shakes each student's hand as they cross the threshold. This reminds students to conduct themselves with self-respect, dignity, and mindfulness—Leadership Prep Canarsie is a place for *scholars*.

Each week ends with a Friday Community Meeting. Each Community Meeting is an opportunity to reinforce and celebrate the values of Leadership Prep Canarsie and extends the classroom experience through student-performed skits that feature academic components. Each meeting closes with the presentation of the Leadership Prep Canarsie Blue Rubric Race Flag, awarded to the advisories that best exemplifies the spirit of Leadership Prep Canarsie in that week.

Staff

Two full-time teachers are assigned to each K-4 classroom and provide differentiated instruction in small groups and individually throughout the day. Students in Grades 5-8 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2017-18, every teacher held a bachelor's degree and over 90% either held or were working toward a master's degree.

Open Doors

"Open Doors" at Leadership Prep Canarsie is a phrase that describes the school's desire to broaden the horizons of its students. It also refers, however, to the school's philosophy in engaging the community, particularly families. Leadership Prep Canarsie has worked toward this goal from the very beginning.

In 2017-2018, Leadership Prep Canarsie hosted monthly Families Involvement Committee events, opportunities for families to gather together to build community. Some activities are more recreational while others are opportunities to learn more about the school's curriculum and learn ways in which families can extend the classroom through activities at home. Topics of the 2017-2018 Family Involvement Committee meetings included:

- Family Cobra Night
- Poetry Slam
- Game Night
- Movie Night
- Talent Show

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- Community Day Festival
- Enrichment Celebrations
- Voter Registration Fair
- Advocacy Events

Dissemination

Leadership Prep Canarsie considers the dissemination of its educational model to be an important objective inherent to its status as a charter public school. Acting upon this belief, Leadership Prep Canarsie operated with an open-door policy for guests and visitors who desired an opportunity to observe the school first hand.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A	N/A	0
2012-13	0	0	0	0	0	0	0	0	0	N/A	N/A	N/A	N/A	0
2013-14	51	0	0	0	0	83	0	0	0	N/A	N/A	N/A	N/A	134
2014-15	51	49	0	0	0	78	69	0	0	N/A	N/A	N/A	N/A	247
2015-16	90	83	52	0	0	87	87	78	0	N/A	N/A	N/A	N/A	477
2016-17	87	90	84	60	0	90	92	93	80	N/A	N/A	N/A	N/A	676
2017-2018	90	86	88	90	60	87	86	87	89	N/A	N/A	N/A	N/A	763

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Leadership Prep Canarsie students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in English Language Arts

BACKGROUND

The English Language Arts curriculum at Leadership Prep Canarsie is designed to ensure that students become fully literate and learn to read, write, and speak well. The school's English Language Arts curriculum is very closely aligned to the New York State English Language Arts Standards. 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 Leadership Prep Canarsie. Most of the Leadership Prep Canarsie scholars enter the school on their first day below grade level.

In the key literacy-building years of Kindergarten through 4th grade, each Leadership Prep Canarsie classroom has two teachers. Leadership Prep Canarsie relies on nearly three hours daily of literacy instruction in these early years to increase scholars' rates of reading and writing proficiency. In 5th grade through 8th grade, each subject has its own teacher, including one teacher for reading and one for writing. In addition to one hour of reading and one hour of writing, students in 5th through 8th grade spend a half hour reading independently and a half hour reading in guided small groups each day.

Leadership Prep Canarsie administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program and Accelerated Reader STAR Test. School-created assessments include: bimonthly compositions and quarterly Interim Assessments. The Special Education Coordinator and Director of Curriculum and Instruction help develop and lead extensive and intensive professional development to ensure that Leadership Prep Canarsie English Language Arts goals are met.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3rd grade through 8th grade in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	88	0	0	0	2	90
4	59	0	0	0	1	60
5	86	0	0	0	1	87
6	86	0	0	0	0	86
7	86	0	0	0	1	87
8	88	0	0	1	0	89
All	493	0	0	1	5	499

RESULTS

The table below presents the results of NYS ELA assessment administered by the school to 3rd graders through 8th graders in April 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Leadership Prep Canarsie who scored at a Level 3 or 4 is presented in the table below. The school fell short of the measure to see 75% of all tested students enrolled in at least their second year to perform at or above proficiency by 11%. Notably, Leadership Prep Canarsie met this benchmark in 3rd grade and 4th grade, and overall, we are see a year-over-year trend where we are getting closer and closer to our goal of 75% of students in at least their second year are proficient.

Performance on 2017-18 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	80%	88	78%	83
4	86%	59	91%	53
5	31%	86	18%	11
6	59%	86	58%	72
7	43%	86	42%	73
8	61%	88	64%	80
All	59%	493	64%	372

¹ 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.

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This is the fifth year that Leadership Prep Canarsie has administered the NYS ELA assessment and the first year administered to 4th grade. The school fell short of the measure by 11% despite 3rd grade and 4th grade reaching the benchmark. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam after their second year. We are encouraged by the results in 3rd grade and 4th grade and the increase in proficiency from 6th to 7th to 8th grade among students beyond their second year. We look forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

We believe that the steps we continue to take will help to increase student performance on the exam in the coming year.

- We are continuing to prioritize our teacher professional development with a renewed focus on differentiation to meet individualized teacher needs. This includes strengthening our curriculum and lesson plan alignment with Common Core Standards, providing real-time (in the moment) feedback, developing individual performance goals and implementing measures for accountability. These outlined areas of focus will enable our teachers to further drive student achievement and provide our students with the knowledge and skills to demonstrate proficiency on the Common Core examinations.
- Our school is focusing on driving the rigor in each classroom, and particularly in our reading and writing classes. Driving rigor in classrooms includes maintaining fidelity to our meticulously developed lesson plans, prioritizing time for student independent practice, and ensuring that teachers are collecting and responding to data throughout their instruction. By providing students with increased opportunities to practice and demonstrate new knowledge and skills, our school will prepare them for higher achievement more broadly, and specifically on the Common Core examinations.
- Our school hosts weekly subject data meetings to dive deeply into student performance on lesson standards. This focus enables teachers to adjust lessons as needed in response to student data.

ADDITIONAL EVIDENCE

Analyzing results over the past three years for middle school, we are encouraged by the increase in percentage of proficient students between sixth and eighth grade who have been with the school two years or longer. The clear majority of our 8th graders had been with the school for 4 years. While we still fell below our goal of 75% proficient, we see that students in 5-8 who are enrolled at Leadership Prep Canarsie are more likely to score proficient or advanced on the NYS ELA exams the longer they are with us. In 2016-17, with two to four years of experience at the school, 63% of students were proficient. In 2017-18, with two to four years of experience at the school, 64% of students were proficient. Although we still seek the 75% measure, these increases in proficiency indicate that students achieve higher (as defined by proficiency) the longer they are students with our school. We look forward to seeing these numbers increase as we continue to revise our curriculum and assessments to better prepare our students for the rigors of these exams. We also look forward to increasing the momentum with the 4th grade students as they enter our middle academy for the first time.

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English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	75%	51	78%	83
4	N/A	N/A	N/A	N/A	91%	53
5	38%	8	0%	3	18%	11
6	33%	66	26%	79	58%	72
7	46%	72	47%	81	42%	73
8	N/A	N/A	63%	75	64%	80
All	39%	146	50%	289	64%	372

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS

In 2017-2018, Leadership Prep Canarsie's tested students had a PLI value of **154.4**. MIP for NY State has not yet been released at the time of this report.

English Language Arts 2017-18 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
493	12%	29%	43%	16%

$$\begin{aligned}
 \text{PI} &= 29.2 + 42.6 + 16 = 87.8 \\
 &\quad \quad \quad 42.6 + 16 = \underline{58.6}
 \end{aligned}$$

$$+ \quad 8 \quad = \quad 8 \\ \text{PLI} \quad \quad \quad 154.4$$

EVALUATION

In 2017-2018, a little less than a third of students scored a Level 2 on the exam. When looking ahead, the school seeks to differentiate teacher professional improvement and increase rigor in classrooms to drive students to the next level in proficiency. If all students scoring a Level 2 scored a level 3 in 2018-2019, over 75% of tested students would be proficient. With our focus on driving classroom rigor and teacher professional development around Common Core standards, we are confident that students will increase their performance level in the 2018-2019 school year as we continue to push specific tutoring for students performing below proficiency.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public-school district of comparison. Comparisons are between the results for each grade in which the school had tested 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.²

RESULTS

In 2017-2018, Leadership Prep Canarsie tested students in at least their second year outperformed all tested students in the same grades in Community District 18 on the English Language Arts exam. The school had% of students perform at proficiency compared to the district’s 38%.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	78%	83	40%	1,078
4	91%	53	41%	1,090
5	18%	11	30%	1,158
6	58%	72	37%	1,061
7	42%	73	32%	1,101

² Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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8	64%	80	46%	1,056
All	64%	372	38%	6,544

EVALUATION

In 2017-2018, Leadership Prep Canarsie had a greater percentage of all tested students enrolled in at least their second year perform at proficiency on the state English language arts exam than that of all students in the same tested grades in the local school district. The school outperformed Community District 18 across 3rd, 4th, 6th, 7th and 8th grades and overall with 64% of tested students in at least their second year proficient compared with 38% of district students in the same grades. Although we saw students in 5th grade perform below their district peers, we are confident with our scaffolded teaching approach that we will be able to see this number increase in 2018-2019.

ADDITIONAL EVIDENCE

Across 2015-2016, 2016-2017, 2017-2018, the school has outperformed the community district overall and across almost every grade on the English Language Arts exam. In 2015-2016, 39% of Leadership Prep Canarsie students in at least their second year scored proficient compared with 27% in Community District 18. By the same metric in 2016-2017, there were 50% of Leadership Prep Canarsie students and 33% of community district students scoring proficient. Finally, in 2017-2018, there were 64% of Leadership Prep Canarsie students and 38% of community district students scoring proficient.

English Language Arts Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	75%	51	78%	40%
4	N/A	N/A	N/A	N/A	91%	41%
5	38%	29%	0%	27%	18%	30%
6	33%	26%	26%	21%	58%	37%
7	46%	26%	47%	35%	42%	32%
8	N/A	N/A	63%	44%	64%	46%
All	39%	27%	50%	33%	64%	38%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2016-2017, the aggregate effect size for Leadership Prep Canarsie was 0.95.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80.7%	88	76	32.7	43.3	2.34
4	79.7%	59				
5	79.1%	86	31	24.1	6.9	0.46
6	81.4%	86	26	20.2	5.8	0.39
7	81.4%	86	45	31.3	13.7	0.73
8	80.7%	88	61	37.4	23.6	1.29
All	80.5%	493	45.8	28.8	16.9	0.95

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

In 2016-2017, Leadership Prep Canarsie’s aggregate effect size was 0.95. Leadership Prep Canarsie’s student achievement increases the longer students are enrolled at the school, the effect size jumped from last year’s overall effect size of 0.43, to this year’s current effect size of 0.95. We are continually pushing our student growth and are excited to see the magnitude of the work we are seeing each year.

ELEMENTARY AND MIDDLE SCHOOL GOALS

ADDITIONAL EVIDENCE

Across 2013-2014, 2014-2015, 2015-2016, 2016-2017 and 2017-2018, Leadership Prep Canarsie is encouraged by the significant increase in aggregate effect sizes. As the school continues to strengthen its English language program, the effect size is anticipated to increase.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	K-1, 5-6	81.3	145	24.1	18.8	0.34
2015-16	K-2, 5-7	77.2	250	32.4	25.2	0.43
2016-17	K-3, 5-8	80.6	397	45.8	28.8	0.95

Goal 1: Growth Measure³

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. For a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS

In 2016-2017, Leadership Prep Canarsie's unadjusted mean growth percentile of 53.0 exceeded the state's unadjusted median growth percentile.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	0.0	50.0

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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5	49.2	50.0
6	50.9	50.0
7	56.7	50.0
8	54.6	50.0
All	53.0	50.0

EVALUATION

In 2016-2017, Leadership Prep Canarsie's overall mean growth percentile was 53.0, which exceeded the state median of the 50th percentile.

ADDITIONAL EVIDENCE

Between 2015-2016 and 2016-2017, Leadership Prep Canarsie's overall mean growth percentile decreased from 55.2 to 53.0.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2014-15	2015-16	2016-17	
4	N/A	N/A	0.0	50.0
5	47.6	45.3	49.2	50.0
6	59.1	50.4	50.9	50.0
7	N/A	59.9	56.7	50.0
8	N/A	N/A	54.6	50.0
All	53.3	55.2	53.0	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its fifth year of state testing, Leadership Prep Canarsie did not achieve the goal of having 75% of all tested students who are enrolled in at least their second-year score proficient. However, Leadership Prep Canarsie achieved the comparative and growth goals. Additionally, Leadership Prep Canarsie, as a whole, outperformed its district peers by 21 percentage points. The school had an effect size of .95, exceeding the goal of exceeding the predicted level of performance by an effect size of 0.3. Finally, Leadership Prep Canarsie exceeded the aggregate statewide growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	To Be Determined
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested	Achieved

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	grades in the school district of comparison.	
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2016-17 results.)	Achieved

ACTION PLAN

Leadership Prep Canarsie is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its curriculum and professional development program to be better prepared to address the increased rigor of the Common Core standards.

On a school level, Leadership Prep Canarsie supplements the core reading program for struggling readers through a targeted Guided Reading and Independent Reading program. These interventions allow Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading. There are additionally small group instruction supports provided by the school's special education teachers in reading classes across each grade.

Leadership Prep will also prioritize the implementation of professional development programs targeted to the individual teacher as well as towards ELA instruction. In preparation for the 2018-2019 school year, all teachers participated in guided and independent reading training, and all English language teachers participated in several days of content/curriculum-specific training with teachers across the Uncommon Schools network. These trainings were conducted by content experts and master teachers across Uncommon Schools. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion. Finally, teachers receive training on how to collect and utilize data to respond quickly to student mastery and gaps.

Beginning four years ago, Leadership Prep Canarsie began the modification of the schools' existing curricula for ELA, working to strengthen its reading instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Canarsie has continued this work since, as with the adoption of Common Core, we need to factor in the Lexile level of text. Furthermore, teachers will continue to make conversations more text-based, and students will continue using text-based evidence to support verbal and written responses. While our narrative reading began aligning with Common Core in 2013-2014, the work that our experienced teachers and instructional leaders have been doing over the last few years will ensure that our informational reading is also Common Core aligned. In addition, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is furthered in future years.

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Quarterly Interim Assessments, in which all Leadership Prep Canarsie students participate, have also been redesigned to be more aligned with Common Core. For example, passages are continually more rigorous and the questions require students to go back to the text to analyze and synthesize information. The school remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all our students become proficient readers and writers.

MATHEMATICS

Goal 2: Mathematics

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

Leadership Prep Canarsie employs a rigorous, fast-paced math program that is designed to carry all students through a minimum of one year of high school algebra by the time they complete eighth grade.

Leadership Prep Canarsie executes Uncommon network-driven math lessons which align with Common Core standards. The Uncommon curriculum allows scholars to deep dive into mathematical conceptual understanding. Using cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms
- MOLE

Scholars at Leadership Prep Canarsie receive 60-90 minutes of math instruction each day. The math program in K-2 includes a 20-minute Math Meeting as well as a lesson and practice for 70 minutes in Kindergarten, 70 minutes in 1st grade, 75 minutes in 2nd grade, 85 minutes in 3rd grade, and 85 in 4th grade. The math program in Grades 5, 6, 7 and 8 include an independent practice section as part of 90 minutes of math instruction.

Leadership Prep Canarsie's math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school is committed to meeting its accountability plan goals related to mathematics as listed below.

Goal 2: Absolute Measure

ELEMENTARY AND MIDDLE SCHOOL GOALS

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 7th grades in May 2018. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The school's 8th graders took the Algebra I Regents exam in June 2018.

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 not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	89	0	0	0	1	90
4	59	0	0	0	1	60
5	86	0	0	0	0	86
6	86	0	0	0	0	86
7	86	0	0	0	1	87
8	N/A	N/A	N/A	N/A	N/A	N/A
All	406	0	0	0	3	409

RESULTS

In 2017-2018, 68.8% of all Leadership Prep Canarsie tested students enrolled in at least their second year performed at proficiency on the New York State mathematics examination. This fell short of the goal for 75% of all tested students in at least their second year performing at proficiency.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	90%	89	90%	83
4	85%	59	87%	53
5	34%	86	22%	11
6	54%	86	55%	72

⁵ 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.

ELEMENTARY AND MIDDLE SCHOOL GOALS

7	76%	86	78%	73
8	N/A	N/A	N/A	N/A
All	69%	406	69%	292

EVALUATION

In 2017-2018, Leadership Prep Canarsie fell short of its goal for 75% of all tested students in at least their second year performing at proficiency on the New York State mathematics examination. We look forward to implementing a higher level of rigor in our mathematics program going forward to better prepare our students to meet this bar. In evaluating our scholars' results, we are strengthening our math curriculum and teacher development to help bring all our scholars, not just those in at least their second year, closer to meeting the 75% goal of proficiency.

Notably:

- 90% of 3rd graders in at least their second year scored proficient.
- 86% of 4th graders in at least their second year scored proficient
- 78% of 7th graders in at least their second year scored proficient

ADDITIONAL EVIDENCE

Leadership Prep Canarsie's 8th grade class did not participate in the New York State 8th Grade mathematics examination. Students instead participated in the Algebra I Regents exam, with an 80.2% passing rate.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	84%	51	90%	83
4	N/A	N/A	N/A	N/A	87%	53
5	43%	7	33%	3	22%	11
6	38%	66	37%	78	55%	72
7	52%	71	46%	82	78%	73
8	N/A	N/A	N/A	N/A	N/A	N/A
All	45%	144	52%	214	69%	292

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

ELEMENTARY AND MIDDLE SCHOOL GOALS

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS

Leadership Prep Canarsie scored a PLI of 170 in 2017-2018. MIP for NY State has not yet been released at the time of this report.

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
406	14%	19%	33%	34%

$$\begin{array}{rcccccccc} \text{PI} & = & 19 & + & 33 & + & 34 & = & 86 \\ & & & & 33 & + & 34 & = & \underline{67} \\ & & & & & & 17 & & \underline{17} \\ & & & & & & \text{PLI} & = & 170 \end{array}$$

EVALUATION

As can be gleaned from the table above, nearly 19% of students scored a 2 on the New York State mathematics exam. Looking ahead, the school seeks to differentiate teacher professional enrichment and increase rigor in classrooms to drive students to the next level in proficiency. If all students scoring a Level 2 scored a level 3 in 2018-2019, over 85% of tested students would be proficient. With our focus on driving classroom rigor and teacher professional development around Common Core standards, we are confident that students will increase their performance level in the 2018-2019 school year.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public-school district of comparison. Comparisons are between the

ELEMENTARY AND MIDDLE SCHOOL GOALS

results for each grade in which the school had tested 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.⁶

RESULTS

In 2017-2018, Leadership Prep Canarsie's aggregate school performance of students with at least two years was 68.8% proficiency compared to 30% proficiency among students in the same tested grades in Community District 18.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	90%	83	44%	1,104
4	87%	53	34%	1,119
5	22%	11	27%	1,180
6	55%	72	24%	1,073
7	78%	73	24%	1,111
8			29%	1,045
All	69%	292	30%	6,632

EVALUATION

Leadership Prep Canarsie exceeded the aggregate district performance across all grades. On the aggregate, 69% of school students with at least two years scored proficient on the exam compared with 30% of students in Community District 18.

ADDITIONAL EVIDENCE

Across 2014-2015, 2015-2016, 2016-2017 and 2017-2018, the school has outperformed the community district overall and across all grades on the Mathematics exam. In 2015-2016, 45% of Leadership Prep Canarsie students in at least their second year scored proficient compared with 21% in Community District 18. By the same metric in 2016-2017, there were 52% of Leadership Prep Canarsie students and 31% of community district students scoring proficient. Finally, in 2017-2018, 69% of Leadership Prep Canarsie students and 30% of community district students scored proficient.

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ELEMENTARY AND MIDDLE SCHOOL GOALS

Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-2018	
	Charter School	District	Charter School	District	Charter School	District
3	N/A	N/A	84%	36%	90.4%	38%
4	N/A	N/A	N/A	35%	86.8%	27%
5	43%	22%	33%	28%	22.2%	25%
6	38%	23%	37%	26%	55.1%	20%
7	52%	19%	46%	27%	77.8%	23%
8	N/A	N/A	N/A	N/A	N/A	N/A
All	45%	21.3%	50%	31%	68.8%	25%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2016-2017, Leadership Prep Canarsie's aggregate effect size on the New York State mathematics exam was 1.07.

The chart below displays how Leadership Prep Canarsie students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Leadership Prep Canarsie students performed better than predicted in all grades and had significant positive effect sizes overall as well as in each grade. Leadership Prep Canarsie met and exceeded this measure with a significant positive effect size in all grades.

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2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.7	59	83	37.9	45.1	2.13
4						
5	83.1	83	39	29.3	9.7	0.53
6	84.6	81	42	24.0	18.0	0.92
7	78.5	88	45	24.4	20.6	1.01
8						
All	81.9	311	49.8	28.2	21.6	1.07

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

With an increasing enrollment, Leadership Prep Canarsie has maintained a significant effect size over the past three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	K, 5	85.4	82	24.4	27.1	-0.15
2014-15	K-1, 5-6	81.3	145	48.3	26.9	1.15
2015-16	K-2, 5-7	77.2	249	42.6	27.2	0.79
2016-17	K-3, 5-8	81.9	311	49.8	28.2	1.07

Goal 2: Growth Measure⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. For a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	0.0	50.0
5	65.0	50.0
6	58.3	50.0
7	66.4	50.0
8	0.0	50.0
All	63.3	50.0

EVALUATION

In 2016-2017, Leadership Prep Canarsie's overall mean growth percentile of 63.3 exceeded the state target of 50.0. In 5th, 6th and 7th grade, respectively, the mean growth percentiles were 65, 58.3, and 66.4.

ADDITIONAL EVIDENCE

Grades 6 and 7 scored above the statewide target for over three years, and Leadership Prep Canarsie has exceeded the target of 50.0 for the past three years.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2014-15	2015-16	2016-17	
4	0	0	0.0	50.0
5	67.9	9.5	65.0	50.0
6	79.8	74.3	58.3	50.0
7	0	78.6	66.4	50.0
8	0	0	0.0	50.0
All	73.7	75.4	63.3	50.0

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

Leadership Prep Canarsie did not achieve the absolute measure of at least 75% of tested students in at least their second year performing at proficiency. However, Leadership Prep Canarsie achieved the comparative measure of tested students performing at a greater level of proficiency than the local school district. The school also met its goal of exceeding the predicted level of performance by an effect size of 0.3. The Leadership Prep Canarsie effect size was 1.07. Finally, Leadership Prep Canarsie exceeded the statewide median growth percentile with 63.3.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	To Be Determined
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2016-17 school district results)	Achieved

ACTION PLAN

Leadership Prep Canarsie will continue to employ the Uncommon math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our special education coordinator and learning support teachers to further address the needs of our student sub-populations. Leadership Prep Canarsie is committed to meeting its accountability plan goals related to mathematics as listed above.

As in ELA, as part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its math curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning two years ago, Leadership Prep Canarsie has been modifying the schools' existing curricula for math, ensuring that those curricula are aligned to the Common Core Learning Standards. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons

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have been and are continuously revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to ensure that math meeting in grades Kindergarten through 4th grade, and fact practices in grades 5-8 are focused solely on reviewing difficult to master material throughout the school year.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we implemented a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating hour-long blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block.

Additionally, quarterly Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

Finally, across all subjects Leadership Prep Canarsie is prioritizing differentiated teacher development to define goals and accountability metrics for student achievement in the classroom. We are also focused on increasing the level of rigor in classrooms will result in increased student achievement

SCIENCE

Goal 3: Science

Leadership Prep Canarsie students, enrolled in at least their second year, will meet or exceed New York State Elementary Learning Standards in Science.

BACKGROUND

Leadership Prep Canarsie curricula in Science and Social Studies are based on a combination of the NYS Science and Social Studies Standards and the Core Knowledge curriculum, designed by Professor E. D. Hirsch, Jr., author of *Cultural Literacy* and *The Schools We Need*. The school meets all New York City and State Standards and will go beyond them in our coverage of some units, such as Science Biographies for each grade level.

The Leadership Prep Canarsie curriculum for Core Knowledge (Science and Social Studies) is created within the Uncommon Schools Network lesson plans, associated multi-media resource materials and assessments are aligned to NYS standards. The curricula are designed with minute-by-minute plans for teachers to execute in their classrooms. The plans include a variety of activities: hands-on experiments, reading and responding to complex non-fiction texts, classroom discussion and debate of key issues, vocabulary instruction, and student presentations.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency 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 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

For our 4th grade, 92.5% in at least their second year at Leadership Prep Canarsie achieved proficiency on the State Science Exam. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. The comparative data is from 2016-17 year.

In 8th grade, students took the Living Environment Regents instead of the New York State Science exam and 76% scored proficient. Further analysis is located in the High School Science section.

**Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	53	84%	1,272
8	Students took the Living Environment Regents Exam in lieu of the 8 th Grade Science Exam and 76% scored proficient.			
All	93%	53	N/A	N/A

EVALUATION

In 4th grade, the goal was met.

ADDITIONAL EVIDENCE

This was Leadership Prep Canarsie’s first year administering the 4th Grade Science Exam with 92.5% scoring at proficiency.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA	92.5%	53
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	92.5%	53

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

METHOD

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

RESULTS

In 2017-18, the first year Leadership Prep Canarsie participated in the science exam, 92% of students in in their second year or more at the school scored proficient. This compares with 88% of students in the local district from the 2016-17 school year.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students (2016-2017)	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	92.5%	53	88%	1,046
8	N/A	N/A	NA	NA
All	92.5%	53	NA	NA

EVALUATION

N/A

ADDITIONAL EVIDENCE

N/A

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	NA	NA	92.5%	88%	NA	NA
8	NA	NA	NA	NA	NA	NA
All	NA	NA	NA	NA		

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Due to the 2017-18 comparative scores not being released at the time of this report, we cannot say for certain if our comparative goal was met.

ACTION PLAN

In 2018-2019, Leadership Prep Canarsie will continue to employ internally created science and social studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

Leadership Prep Canarsie remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and, a E.D. Hirsch demonstrates, will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

GOAL 4: ESSA

Goal 4: ESSA

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION


Leadership Prep Canarsie received a "Good Standing" status under the ESSA accountability system. The school has diligently worked to meet each ESSA requirement and comply with all stated guidelines in our first three years of testing and we will maintain this going forward.

ADDITIONAL EVIDENCE

Leadership Prep Canarsie in 2015-2016 was in "Good Standing", in 2016-2017, Leadership Prep Canarsie was in "Good Standing", and in 2017-2018, Leadership Prep Canarsie was in "Good Standing." Leadership Prep Canarsie will continue to work diligently to meet each ESSA requirement and comply with all stated guidelines.

Accountability Status by Year

Year	Status
2015-16	Good Standing



2016-17	Good Standing
2017-18	Good Standing