

**Leadership Prep
Bedford Stuyvesant
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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INTRODUCTION

Gretchen Reifeis and Kennette Banks, Directors of Operation, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Linton Mann III	Executive, Academic
David Saltzman	
Tony Pasquariello	Executive,
Laura Blankfein	Academic, Development
Caroline Curry	Audit (Committee Chair)
St. Claire Gerald	Finance
John Greenstein	Finance
Michael Hall	Development
Shakima Jones	Academic
John Kim	Academic
Arvind Krishnamurthy	Academic, Audit
Alison Mass	Finance, Development
Ekwutozia U. Nwabuzor	Finance, Audit
Brett Peiser	
Ian Sacks	Academic, Development
Joseph F. Wayland	Executive, Finance (Committee Chair)
Jeffrey Wetzler	Academic
Chrystal Stokes Williams	Development

Ishani Mehta has served as the principal of the Elementary Academy since 2015.

Owen Losse has served as the principal of the Middle Academy since 2010.

INTRODUCTION

Mission

Leadership Prep Bedford Stuyvesant Charter School (Leadership Prep) ensures academic success for children in grades K through 8. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities.

In pursuit of its mission, the school successfully completed its 10th year of operation in June 2016. Leadership Prep Bedford Stuyvesant is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8.

Student Population

Located in the Bedford Stuyvesant community of Brooklyn, Leadership Prep serves students from predominately low-income families. With enrollment based on random lottery, 99% of students attending Leadership Prep live in Central Brooklyn where the school is located. At the end of the school year, 722 students were enrolled in Leadership Prep's 2015-2016 student body. Of these students:

- 77% are eligible for free or reduced price lunch
- 87% are Black, 7% are Latino, 5% are White or "Other", 1% Asian
- 51% are girls and 49% are boys;
- 10% are special education students

Leadership Prep scholars will graduate from college despite the odds facing their demographic. According to the US Department of Education, the high school drop-out rate among young African-Americans (ages 16-24) is twice that of their white counterparts (9.9% compared to 4.8%). This gap persists at the post-secondary level with only 19% of African-Americans (over age 25) obtaining a bachelor's degree compared to 33% of Whites. These education gaps, according to a UC-Berkeley study, result in there being more Black dropouts in prison than in a job by the time they reach their late twenties.

The Leadership Prep community helps its young scholars develop the knowledge, skills, and character traits needed to excel in college and beyond. The hope is that these young scholars will transcend the educational, economic and social conditions that too often limit their life opportunities.

INTRODUCTION

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	83	83	87	79	51	46	30							459
2012-13	87	89	87	80	77	49	34	25						528
2013-14	79	86	82	86	73	82	66	30	19					603
2014-15	88	88	89	82	87	92	84	62	19					691
2015-16	88	85	83	85	87	79	89	68	58	91	83	53	33	722

Elements of Leadership Prep’s academic design include: increased learning time through an extended day and school year, high expectations academically and behaviorally for all students, research-based curricula that have a clear emphasis on skill development, a strong focus on literacy skills in the early grades, and frequent use of assessments to inform and drive instruction.

Teach Until They Learn

Leadership Prep Bedford Stuyvesant Charter School strives to provide its students with every possible opportunity to learn. This means that Leadership Prep 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 184 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 180 school days in grades K-7.

In the Elementary Academy, each day consists of over 3 hours of literacy instruction, 60 minutes of math instruction, a daily class in social studies or science, and a fitness class, music or an art class.

In the Middle Academy, each day consists of 2 hours and 45 minutes of literacy instruction, 77 minutes of math instruction, 1 hour of scientific instruction, 1 hour history instruction, and a daily advisory session. Students participate in fitness and performing arts activities in an end-of-day enrichment session.

Even as students leave for the day, the learning continues. Each student, including each Kindergarten student, takes home at least 20 minutes of homework every evening. Beginning in the first grade and until 8th grade, scholars have between thirty minutes and two and a half hours of homework each night. Parents/guardians review and sign each evening’s assignment upon completion. Families and scholars are expected to read together for 20 minutes each night at the elementary level and at the middle level, students are required to read independently for 30 minutes each night.

Character Development

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

Additionally, routines and rituals constantly reinforce Leadership Prep's expectations, core values, and mission. This process begins before students even enter the building. Every morning, the Principal and/or Director of Operations meets students outside the school's front door to greet each student by name and shake each student's hand as the student crosses the threshold. This reminds students to conduct themselves with self-respect, dignity, and love.

Each week ends with a Friday community meeting – Community Meeting in the Elementary Academy and PREP Rally in the Middle Academy. Each community meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems and chants related to school values, individual students present knowledge they acquired during the week, teachers highlight exceptional academic work, and each meeting closes with the presentation of Core Value Awards. Each week, several scholars are recognized for exemplifying the school's values.

Faculty

In the Elementary Academy, one Lead Teacher and one Co-Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In the Middle Academy, each teacher teaches a specialized subject area, with one teacher in each classroom. In 2015-2016, every staff member held a Bachelor's Degree and 99% either held or were working towards a Master's Degree.

Family Involvement

Leadership Prep understands that family involvement is a key variable in the success of our students. We strive to engage families in their children's education from the very beginning of our recruitment process and we continue this outreach in several ways during the school year:

- Prior to the beginning of the school year, Family Orientation meetings are held in June and August to introduce families to the culture of Leadership Prep. Upon enrollment, families meet in small groups with our Dean of Students and sign a *Family & School Covenant* in which families and the school pledge to support and engage one another in the joint effort of raising Leadership Prep Scholars.

Monthly phone calls home from teachers, frequent parent/family conferences, report cards (once per trimester) which parents/guardians are required to pick up in person, and school events kept families apprised of and engaged in their children's performance. Leadership Prep's Families for Achievement events focus on various aspects of the curriculum such as literacy, math, or community service and give families the opportunity to better understand what skills their children are learning each day.

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Goal 1: English Language Arts

All students at Leadership Preparatory Charter School will be proficient readers and writers of the English language.

BACKGROUND

Literacy is the core academic skill on which all future learning is based. For this reason, Leadership Prep’s academic program places a strong focus on literacy during the elementary years. The Leadership Prep reading program strives to “overwhelm the challenge” of early literacy deficits by aggressively accelerating students through a program that addresses the five components of early literacy highlighted by the U.S. government’s blue-ribbon Reading First panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The school uses three strong, complementary, research-based programs– Direct Instruction (Reading Mastery), Waterford Early Reading, and a Guided Reading/Reading Comprehension program instruction based on the Urban Education Exchange’s Concepts of Comprehension – that incorporate these five elements and are used concurrently to provide a rigorous reading education. In the Elementary Academy, Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students in grades K-2 receive 45 minutes of Reading Mastery instruction, 45 minutes of instruction using the highly-successful Riverdeep computer literacy program and 45 minutes of teacher-generated Reading Comprehension or Guided Reading instruction based on the Reading Workshop Model. In grades 3-4, students receive 50 minutes of teacher-generated Reading Comprehension or Guided Reading instruction, 50 minutes of Reading Comprehension of Informational texts, as well as 50 minutes of scholar-tailored literacy practice in the form of Independent Reading and Writing. In the Middle Academy, students receive 120 minutes of English Language Arts instruction daily, in addition to a 40 minute Read for College (RFC) group with a student to teacher ratio of approximately 8:1. RFC groups are based on students’ reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 – 60 minutes of independent reading time daily. **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 through 8th grade in April 2016. 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 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).

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2015-16 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	87					87
4	87				1	88
5	81					81
6	88			1		89
7	66					66
8	55					55
All	464			1	1	466

RESULTS

The 2015-2016 school year was Leadership Prep Bedford Stuyvesant's eighth year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in 3rd and 8th grade, and roughly 60% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2015-16 NYS ELA Exam.

Performance on 2015-16 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	61%	87	58%	74
4	70%	87	76%	69
5	36%	81	40%	67
6	52%	89	65%	81
7	64%	66	65%	62
8	67%	55	67%	51
All	58%	465	60%	404

EVALUATION

In the third year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Bedford Stuyvesant did not meet this measure. However, gains were made towards achieving this goal. In the 2015-16 school year, 60% of scholars who had been enrolled at Leadership Prep Bedford Stuyvesant for at least two years, achieved proficiency on the Common Core aligned State Exam. That is an 18% growth from 42% in the 2014-15. Significant growth was made for grades 3rd-7th in ELA scores from 2014-15 to 2015-16. The 4th grade cohort grew from 32% in 2014-15 to 64% in 2015-16. While there were significant gains made, it is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to continuing

^[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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to implement a higher level of rigor in our English Language Arts instruction going forward to continue to move towards this goal.

We believe that the steps we took last year and will continue to take this year will help to increase student performance on the exam in following years.

- While we began to align our curriculum to Common Core standards in summer of 2012, in the 2015-2016 school year, we further worked to expand our ELA program to increased alignment in Informational Reading in Social Studies and Science. Over the 2015-2016 school year, we also focused on improving our teaching practice and ensuring that teachers received professional development on the shifts happening with Common Core prior to exams.

In the last school year, we began to have a stronger focus on students writing and increased our level of aggressively monitoring writing practice and increased teacher feedback after each writing session. We think that implementing this practice played a significant part in raising the levels of overall proficiency with our scholars. We will continue this practice, and will also implement a periodic writing assessment so that we can collect additional data around writing instruction and student work to continue to increase student achievement.

ADDITIONAL EVIDENCE

With the rigorous Common Core State Exams, Leadership Prep Bedford Stuyvesant continues to close the achievement gap in the majority of grades and subjects as compared to the state average of white students. This tells us that while the results are still below the school's goal, some of the interventions programs and curriculum changes that we've put into place have resulted in significant progress towards the goal.

We feel challenged by these results and look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams. Additionally, we will continue to strengthen our intervention programs for our lowest students as outlined in the action plan section below.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	46%	39	55%	42	58%	74
4	52%	37	36%	30	76%	69
5	29%	19	30%	22	40%	67
6	43%	15	31%	20	56%	81
7	46%	11	54%	30	65%	62
8	72%	13	74%	14	67%	51
All	39%	107	42%	158	60%	404

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹

RESULTS

Leadership Prep Bedford Stuyvesant scored 152 on the ELA Performance Index.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
465	6%	36%	40%	18%

$$\begin{array}{rclclclclcl} \text{PI} & = & & 36 & + & & 40 & + & & 18 & = & 94 \\ & & & & & & 40 & + & & 18 & = & 58 \\ & & & & & & & & & \text{PLI} & = & 152 \end{array}$$

EVALUATION

In the 2015-16 school year, Leadership Prep Bedford Stuyvesant met its goal of meeting the Annual Measureable Objective (AMO) that was set forth by the State's NCLB accountability system. Not only was this goal met, but Leadership Prep Bedford Stuyvesant surpassed the AMO by 48 points with a PLI of 152. This is even more noteworthy given the State's AMO for Black and African American students. With 77% of students at Leadership Prep Bedford Stuyvesant identifying as African American or Black, the school's PLI of 152 significantly surpasses the State's AMO for Black and African American students of 88.

Additionally, Leadership Prep Bedford Stuyvesant surpassed the AMO set forth by the State for White students. In the 2015-16 school year, the AMO for White students was 119 with a comparative PLI of 152. Leadership Prep Bedford Stuyvesant demonstrated that it closed the achievement gap between Black and White students. With targeted instruction, increased time spent on literacy and increased monitoring and feedback given during writing, we hope that Leadership Prep Bedford Stuyvesant will

¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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continue to surpass the state AMO for Black and African American students, White students and all students.

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 local school district.

METHOD

A 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 at the school and the total result for all students at the corresponding grades in the school district.²

RESULTS

In our eighth testing year, Leadership Prep Bedford Stuyvesant students in at least their second year outperformed peers in Community School District 13 on the administration of the Common Core English Language Arts exam by 25 percentage points.

- 58% of Leadership Prep Bedford Stuyvesant's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state ELA exam exceeding CSD 13 3rd graders by 11 percentage points. , 47% of 3rd graders in District 13 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).
- In 4th grade, 76% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 44% of District 13 4th graders.
- In 5th grade, 40% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 38% of District 13 5th graders.
- In 6th grade, 56% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 24% of District 13 6th graders.
- In 7th grade, 65% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 26% of District 13 7th graders.
- In 8th Grade, 67% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 30% of District 13 8th graders.

2015-16 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	58%	74	47%	1015

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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4	76%	69	44%	999
5	40%	67	38%	903
6	56%	81	24%	668
7	65%	62	26%	688
8	67%	51	30%	666
All	60%	404	35%	4939

EVALUATION

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in ELA in all 5 testing grades and overall by an overall margin of 25 percentage points. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency in all grades.

We believe that the steps we took last year and will continue to take this year will help to increase student performance on the exam in following years.

- While we began to align our curriculum to Common Core standards in summer of 2012, in the 2014-2015 school year, we worked to have increased alignment in Informational Reading as well as Social Studies and Science. Over the 2014-15 school year, we focused on improving our teaching practice and ensuring that teachers received professional development on the shifts happening with Common Core prior to exams. In 2015-16, after one year of Common Core alignment, we were able to better tailor our teaching practices to the necessary standards, and as a charter school network, have worked to share and collaborate on best teaching practices across all of our network schools through aligned lesson plans.

In the last school year, we began to have a stronger focus on students writing and increased our level of aggressively monitoring writing practice and increased teacher feedback after each writing session. We think that implementing this practice played a significant part in raising the levels of overall proficiency with our scholars. We will continue this practice, and will also implement a periodic writing assessment so that we can collect additional data around writing instruction and student work to continue to increase student achievement. This year, we have worked to incorporate the above practices across all subjects, with the goal of students receiving the same instruction in their writing across all core classes.

ADDITIONAL EVIDENCE

With the rigorous Common Core State Exams, Leadership Prep Bedford Stuyvesant continues to close the achievement gap in the majority of grades and subjects as compared to the state average of white students. This tells us that while the results are still below the school's goal, some of the interventions programs and curriculum changes that we've put into place have resulted in significant progress towards the goal. For example, between 2014-15 and 2015-16, we outperformed our previous year's proficiency percentage in all grades except 8th grade. These results show that we are working in house to increase

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the rigor and Common Core alignment, but we still have a long way to go, as only our 4th grade reached the goal of 75% proficient (at 76%) and it is our absolutely goal to reach that benchmark in all grades.

We feel challenged by these results and look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams. Additionally, we will continue to strengthen our intervention programs for our lowest students as outlined in the action plan section below.

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 Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	46%	30%	55%	30%	58%	47%
4	52%	30%	36%	33%	76%	44%
5	29%	31%	30%	30%	40%	38%
6	43%	18%	31%	18%	56%	24%
7	46%	17%	54%	17%	65%	26%
8	72%	20%	74%	20%	67%	30%
All	45%	24%	42%	25%	60%	35%

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.

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

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RESULTS

All grade levels had effect sizes surpass the .3 goal. The greatest effect size is occurred in the 8th grade where it was 2.78.

2014-15 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	80.5	78	56	22.1	33.9	2.35
4	75.9	84	36	23.8	12.2	.94
5	82.8	87	25	17.9	7.1	.55
6	77.7	79	32	20.5	11.5	0.77
7	61.2	61	49	25.9	23.1	1.47
8	52.6	19	74	35.8	38.2	2.78
All	75.3	408	40.4	22.5	18	1.26

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

With an effect size of 1.26, Leadership Prep Bedford Stuyvesant did meet the measure for the 2014-15 school year. While we cannot yet determine performance on the measure for the 2015-16 school year, we hope that the school's ELA performance continues to improve in all grade levels and is higher than the predicted performance on the NYS ELA Exam given the changes made to improve ELA instruction and align the curriculum to Common Core in the 2015-16 school year.

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant's overall comparative performance was higher than expected to a medium degree on the ELA State Exam for 2014-15.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-7	66	266	40.3	21.9	1.36
2013-14	3-8	73.8	342	43.7	23.5	1.39
2014-15	3-8	75.3	408	40.4	22.5	1.26

Goal 1: Growth Measure³

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

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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.

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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. In order 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁴

RESULTS

In 2014-15 Leadership Prep Bedford Stuyvesant exceeded the Statewide Median by 2.5 percentage points.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	36.0	50.0
5	40.7	50.0
6	53.8	50.0
7	60.0	50.0
8	65.1	50.0
All	<u>47.5</u>	50.0

EVALUATION

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 4th & 5th grades for the 2014-15 school year.

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

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ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant has exceeded the Statewide Mean Growth Average for each of the past three years.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	67.8	53.7	36.0	50.0
5	54.4	43.0	40.7	50.0
6	54.2	65.2	53.8	50.0
7	69.3	71.0	60.0	50.0
8	0.0	57.0	65.1	50.0
All	62.4	55.3	47.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

In its eighth year of state testing, Leadership Prep Bedford Stuyvesant's ELA results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant's achieved the three relevant ELA goals based on results of the 2014-15 and 2015-16 state exams. The school did achieve the absolute goal of having an aggregate PLI meeting the AMO by the state. The school did also surpass the .3 effect size. The school did not achieve the absolute goal of 75% proficiency for students enrolled in at least their second year. We know that we still have a long way to go in terms of absolute performance and that the rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in ELA.

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 Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state 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 2013-14 school district 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.	Did Not Achieve

ACTION PLAN

During the 2016-17 school year, Leadership Prep will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

Leadership Prep supplements this core reading program for struggling readers through its Reading Intervention program and staffing which allows Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading.

Leadership Prep will also continue to give heavy focus to our rising third and fourth grade students. We will continue to offer additional afterschool tutoring to these cohorts and work closely with families to ensure all students are meeting grade level benchmarks throughout the year.

We will additionally utilize intervention teachers to work exclusively with our lowest readers in all grades. We will also utilize intelligent scheduling to allow for teacher professional development and coaching. This year, we have created additional instructional coaches and all teachers will be observed and given feedback on their instruction at least 3 times per month. Teachers additionally have more time for co-observation of critical reading blocks.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2016-17 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. 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, the school is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Bedford Stuyvesant will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards.

Beginning last year, Leadership Prep Bedford Stuyvesant began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Bedford Stuyvesant will continue to make adjustments to their ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep were aligned, we continue to adjust other books, with some books moving down in reading level or grade. 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 last year, the work that our experienced teachers and instructional leaders have been doing this summer 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 increased in future years.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards. At the Middle Academy, a program called “Read for College” will continue to be implemented during the 2016-17 school year for all readers, which addresses all students at their exact reading level. Recognizing that a strong foundation in literacy is essential for academic success, students who read far below grade level have a 40 minute small group reading block four times a week to help build fluency and comprehension by reading texts that are just their level. Students reading at grade level read books slightly above their level with regular comprehension checks from their teacher while students reading above grade level are able to read texts of their own choosing.

In addition to the measures being taken at the Elementary Academy, at the Middle Academy, novel studies for reading classes have been aligned with the rigorous Common Core standards and non-fiction texts are being used to support and enhance the learning process and to deepen student understanding of the texts they encounter. Furthermore, teachers across all disciplines use standard language to develop writing skills for responding to short answer questions and essay questions. Finally, all scholars engage four times a week in sustained independent reading at a book on their reading level for thirty minutes a day and receive another thirty minutes a day of Guided Reading instruction with students at their reading level.

Leadership Prep remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers.

MATHEMATICS

Goal 2: Mathematics

Leadership Prep students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

BACKGROUND

Leadership Prep 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.

Previously, Leadership Prep Bedford Stuyvesant used the Saxon Math program. However, in the fall of 2012, the school moved away from Saxon towards implementing teacher-created math lessons which utilize the Investigations math curriculum. Leadership Prep Bedford Stuyvesant made this change in curriculum to increase the rigor of instruction and to incorporate Common Core.

Investigation is a curriculum that allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms

The Investigations curriculum allows students to draw upon their own knowledge and understanding to experiment with strategies that further their mathematical conceptual understanding.

Scholars at Leadership Prep receive 60-80 minutes of math instruction each day. The math program in K-2 includes a 20 minute Math Meeting which begins each day as well as a lesson and practice for 55 minutes.

At the Middle Academy, scholars receive 90 minutes of math instruction five days a week with the least 30 minutes focusing on independent work. During this time, scholars are supported by two to three teachers who are providing specific intervention to small groups of students focused on their particular needs.

Leadership Prep'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

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.

MATHEMATICS

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2016. 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 according to grade level, even if they have not enrolled in at least their second year.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ^[1]				Total Enrolled
		IEP	ELL	Absent	Refused	
3	87					87
4	87				1	88
5	81					81
6	89					89
7	67					67
8	0					55
All	411					467

RESULTS

The 2015-2016 school year was Leadership Prep Bedford Stuyvesant's eighth year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3rd through 7th grade in April 2016. Roughly 69% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2015-16 NYS Math Exam.

Performance on 2015-16 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	60%	87	81%	74
4	80%	87	86%	69
5	48%	81	51%	67
6	69%	89	67%	81

^[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.

MATHEMATICS

7	82%	67	84%	62
8				
All	68%	408	74%	353

EVALUATION

In the third year of the administration of the NYS Common Core exam in Mathematics, Leadership Prep Bedford Stuyvesant did meet this measure in grades 3 and 4, but not in 5, 6, 7 on the exams given to elementary and middle school scholars in the spring. On the June Common Core aligned Algebra exam, 100% of students scored a 65% or higher with 21% receiving an 85% or higher. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core Math exam, and we are looking forward to implementing a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meeting this bar. We are greatly encouraged by the results in 4th, 5th and 7th grades where students did reach 75% or higher proficiency. Our Regents results additionally demonstrate that we are preparing our 8th graders for success in high school and college, with 100% of 8th graders taking the June Algebra Regents passing.

ADDITIONAL EVIDENCE

While we are disappointed that we have not yet achieved 75 percent proficiency school wide across all testing grades, we will continue to implement changes to our curriculum to meet the more rigorous standards of Common Core and strengthen our intervention programs for our lowest students as outlined in the action plan section below. Additionally, we plan to extend our practice implemented in the last year to include more mathematics work that integrates ELA skills, aligning with the Common Core expectations.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74%	64	81%	62	81%	74
4	85%	60	77%	65	86%	69
5	34%	24	54%	40	51%	67
6	74%	26	56%	36	67%	81
7	41%	11	66%	37	84%	22
8						
All	62%	185	67%	240	74%	353

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁵

RESULTS

Leadership Prep Bedford Stuyvesant scored 165 on the Math Performance Index.

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
411	4%	24%	35%	37%

PI	=	24	+	35	+	37	=	96
				35	+	37	=	<u>72</u>
						PLI	=	165

EVALUATION

Leadership Prep Bedford Stuyvesant exceeded the PLI by 64 points, a promising sign that our scholars are continuing to make solid progress towards proficiency.

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 local school district.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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 at the school and the total result for all students at the corresponding grades in the school district.⁶

⁵ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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](#).

RESULTS

In our eighth testing year, Leadership Prep Bedford Stuyvesant students in at least their second year outperformed peers in Community School District 13 on the first administration of the Common Core Math exam by 43 percentage points.

- 81% of Leadership Prep Bedford Stuyvesant's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state Math exam exceeding CSD 13 3rd graders by 44 percentage points. 42% of 3rd graders in District 13 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).
- In 4th grade, 86% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 40% of District 13 4th graders.
- In 5th grade, 51% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 36% of District 13 5th graders.
- In 6th grade, 67% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 23% of District 13 6th graders.
- In 7th grade, 84% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 15% of District 13 7th graders.

2015-16 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	81%	74	42%	1021
4	86%	69	40%	1011
5	51%	67	36%	906
6	67%	81	23%	664
7	84%	62	15%	689
8				
All	74%	353	31%	4291

EVALUATION

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in Math in all 6 testing and overall by an overall margin of 43 percentage points. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency in all grades.

ADDITIONAL EVIDENCE

In 2014-15 data Leadership Prep had an average of 68% proficient on the Mathematics state exam with 28% proficient in District 13. This year, we have raised our percent proficient by 6% to 74%, and District 13 also increased their proficiency in the 2015-16 school year, but only by 3% points. This is evidence to support that while we have a long way to go, the work we have put in to align to Common Core standards has had a positive impact on student proficiency.

MATHEMATICS

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	75%	34%	81%	37%	81%	42%
4	85%	33%	77%	31%	86%	40%
5	36%	31%	54%	36%	51%	36%
6	74%	20%	56%	16%	67%	23%
7	48%	12%	66%	16%	84%	15%
8	94%	9%				
All	70%	23%	68%	28%	74%	31%

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

All grade levels at Leadership Prep Bedford Stuyvesant had effect sizes surpass the .3 goal. The greatest effect size is occurred in the 8th grade where it was 2.69 in grade 3.

2014-15 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	80.5	78	83	31.6	51.4	2.69

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4	75.9	84	79	33.2	45.8	2.53
5	82.8	88	49	27.9	21.1	1.14
6	77.7	79	56	26.8	29.2	1.50
7	61.2	61	64	30.7	33.3	1.81
8	N/A	N/A	N/A	N/A	N/A	N/A
All	76.4	390	66.0	30.0	36.0	1.93

School's Overall Comparative Performance:

Higher than expected to a large degree.

EVALUATION

With an Effect Size of 1.93, Leadership Prep Bedford Stuyvesant did meet the measure for the 2014-15 school year. While we cannot yet determine performance on the measure for the 2015-16 school year, we hope that the school's Math performance continues to improve in all grade levels and is higher than the predicted performance on the NYS Math Exam given the changes made to improve Math instruction and align the curriculum to Common Core in the 2016-2017 year.

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant's overall comparative performance was higher than expected to a large degree on the Math State Exam for 2014-15.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-7	66	266	40.3	21.9	1.36
2013-14	3-8	73.8	343	43.7	23.5	1.39
2014-15	3-8	76.4	390	66.0	30.0	1.93

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 state's unadjusted median growth percentile.

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 2014-15 and also

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

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have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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. In order 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁸

Leadership Prep reached the benchmark in our average mean growth percentile rate at a rate of 54.1%. In individual grades, we did meet the 50.0 mean growth percentile rate in grades 4, 6 and 7, but did not meet the 50.0 in grade 5.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	58.0	50.0
5	30.4	50.0
6	70.2	50.0
7	61.9	50.0
8	0.0	50.0
All	54.1	50.0

EVALUATION

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 5th grade for the 2014-15 school year.

ADDITIONAL EVIDENCE

Leadership Prep Bedford Stuyvesant has exceeded the Statewide Mean Growth Average for each of the past three years. The dip in overall percentage points from 2011-12 to 2012-13 reflects increased rigor of the exams as they shifted to be Common Core aligned.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	58.4	56.7	58.0	50.0
5	37.6	41.9	30.4	50.0
6	83.8	71.5	70.2	50.0
7	59.0	46.6	61.9	50.0
8	0.0	76.6	0.0	50.0

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

MATHEMATICS

All	57.7	56.3	54.1	50.0
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SUMMARY OF THE MATHEMATICS GOAL

In its eighth year of state testing, Leadership Prep Bedford Stuyvesant's Math results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant's achieved two of the three relevant Math goals based on results of the 2014-15 and 2015-16 state exams. The school did achieve the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative to the district. The school did also surpass the .3 effect size to a large degree. The school did not achieve the absolute goal. We know that we still have a long way to go in terms of absolute performance and that the new rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in Math.

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 Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state 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 2013-14 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.	Achieved

ACTION PLAN

Leadership Prep will continue to employ the Investigations 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 Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is

committed to meeting its accountability plan goals related to mathematics as listed above.

Like ELA, as part of the Uncommon Schools network, Leadership Prep Bedford Stuyvesant will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning last year, Leadership Prep Bedford Stuyvesant began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. One significant change is reflected in Leadership Prep Bedford Stuyvesant's switch from using Saxon to Math Investigations to address Common Core which will be rooted in conceptual math. 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 are currently being 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 2nd grade, and fact practices in grades 3-8 are focused solely on reviewing difficult to master material throughout the school year. Middle Academy Principal, Owen Losse, is a member of the Uncommon Schools Math Working Group. Through the work he has done with the committee, the Explore Problem, a conceptual math problem that anchors each math lesson has become a key component in all math lessons across middle school grade levels throughout Uncommon Schools.

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

SCIENCE

Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

BACKGROUND

Leadership Prep Bedford Stuyvesant's Science curriculum is aligned to the Common Core standards, and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

In the 2015-16 school year, the science curriculum has become more aligned to Common Core and has increased the amount of reading done by students and reduced the amount of reading aloud completed solely by the teacher.

In addition, all core teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

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 and the Living Environment Regents exam to 8th grade. 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

In the 2014-15 school year Leadership Prep Bedford Stuyvesant enrolled scholars in grades Kindergarten through 8th grade. Therefore, Leadership Prep Bedford Stuyvesant 4th Grade scholars took the 2015 NYS Science exam and 8th grade scholars took the June Living Environment Regents. 94% of Leadership Prep's 4th grades achieved proficiency in the State Science Exam. 100% of Leadership Prep's 8th graders achieved a score of 65% or higher on the Living Environment Regents.

Charter School Performance on 2015-16 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

SCIENCE

	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	94%	66	N/A	N/A
8	100%	58	N/A	N/A
All	97	124	N/A	N/A

EVALUATION

With 94% of Leadership Prep Bedford Stuyvesant's 4th grades achieving a Level 3 or 4 on the Science Exam and 100% of 8th graders scoring a 65% on the Living Environment Regents, the school has met the absolute measure of 75% of students performing at proficiency.

ADDITIONAL EVIDENCE

As in previous year's the proficiency rates for the 4th grade science exam and the 8th grade Living Environment Exam are above 90%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	92%	73	93%	94	94%	66
8	100%	18	100%	19	100%	58
All	96%	91	97%	113	97%	124

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

District results from the Science Exam are not yet available. Leadership Prep Bedford Stuyvesant will update the following chart when the scores are released.

2015-16 State Science Exam
Charter School and District Performance by Grade Level

SCIENCE

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	94%	66	N/A	N/A
8	100%	58	N/A	N/A
All	97%	124	N/A	N/A

EVALUATION

For the fourth year in a row, Leadership Prep Bedford Stuyvesant exceeded our goal of 75% proficiency or higher.

ADDITIONAL EVIDENCE

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	92%	73	93%	84	94%	
8	100%	18	100%	19	100%	
All	96%	91	97%	103	97%	

SUMMARY OF THE SCIENCE GOAL

Leadership Prep Bedford Stuyvesant met the absolute goal with well over 75% of 4th grade and 8th grade students achieving proficiency. Leadership Prep will update this report with comparative results once district data are available.

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

ACTION PLAN

Building upon the results achieved this year, Leadership Prep Bedford Stuyvesant will continue to make modifications to the school's existing curriculum for Science and History, ensuring that those curricula are aligned to the Common Core Learning Standards for Literacy in History/Social Studies and Science. In particular, we will continue to use non-fiction Science and Social studies texts, relying on evidence-based questioning to ensure comprehension and mastery.

Additionally, Leadership Prep Bedford Stuyvesant will focus their science instruction in a couple different ways to ensure that curriculum continues to be refined so that it is also aligned to Common Core:

- Increase the use of labs and experiments into science in all grade levels to ensure that students are receiving practice and time to become familiar with the scientific process and the different tools and materials used in experiments. Employing the extensive use of hands-on experiments will be utilized with the goal of moving students towards competency in the understanding and application of Science concepts
- Increase the focus of writing during science, and use the practices used in writing workshop into our science classes

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Leadership Prep received a "Good Standing" status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines, and has maintained a status of Good Standing for the past three years since our first testing year.

EVALUATION

Leadership Prep received a "Good Standing" status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines, and has maintained a status of Good Standing for the past three years since our first testing year.

ADDITIONAL EVIDENCE

We continue to be in Good Standing with NCLB measures for the entirety of the practice of this measurement. We look forward to continuing to do so henceforth.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute's 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute's 2013 Guidelines need report on the measures flagged below with the symbol "(§)" and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school's next Accountability Period.

Note: Add the following section following the School Enrollment section on page 4.

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2010-11	2010			
2014-15	2011-12	2011			
2015-16	2012-13	2012	33	0	33

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ⁹ (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010			
2014-15	2011-12	2011			
2015-16	2012-13	2012	33	0	33

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹⁰ (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A
2015-16	2011-12	2011	N/A	N/A	N/A

⁹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

¹⁰ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Include the following section under the Accountability Plan English language arts goal.

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school administered the Regents Comprehensive Exam in English that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.¹¹ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

RESULTS

The 2012 Cohort met and exceeded the ELA goals. The 33 students in the cohort all passed the English Common Core Regents examination as well as the Comprehensive English Regents examination. Eight (8) students scored between 65-74, while 25 scored above 75 percent.

English Regents Passing Rate with a Score of 65 /75
by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2012	33	8 (>65)/25 (>75)

¹¹ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹² Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

EVALUATION

In 2013, the 2012 Cohort met its measure with an 82% passing rate on the English Comprehensive English Regents Exam. In its second administration of the Comprehensive English Regents Exam, 100% of the 2012 Cohort passed the exam, while 84% of students tested passed with a score of 65 or higher on the English Common Core Regents examination. By the end of their sophomore year, 100% of students passed the required English Regents examination, far exceeding the goal of 75% of students passing this exam by completion of their fourth year in the cohort.

English Regents Passing Rate with a score of 65 / 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	37	100%	33	100%	33	100%
2013	66	84%	57	100%	53	100%
2014			87	87%	83	100%
2015					91	88%

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma / the college and career readiness standard.

RESULTS

The 2012 Cohort met and exceeded the ELA goals. The 33 students in the cohort all passed the English Common Core Regents examination as well as the Comprehensive English Regents examination. Eight (8) students scored between 65-74, while 25 scored above 75 percent.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

English Regents Passing Rate with a Score of 65 / 75 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2012	33	100%
2013	53	100%
2014	83	92%

EVALUATION

By the fourth year, all members of the 2012 Cohort passed the Regents exam regardless of their middle school proficiency.

ADDITIONAL EVIDENCE

N/A

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

SAME FOR ALL SCHOOLS

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

¹³ Based on the highest score for each student on the English Regents exam

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

RESULTS

English Language Arts Accountability Performance Level (APL) For the 2012 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
33	0	8	25	

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 24 & + & 76 & + & 0 & = & 100 \\
 & & & & 76 & + & 0 & = & \underline{76} \\
 & & & & & & \text{APL} & = & 176
 \end{array}$$

EVALUATION

BASED ON THE 2012 HIGH SCHOOL ACCOUNTABILITY COHORT, THE SCHOOL ACHIEVED THIS MEASURE AND SURPASSED THE 2015-2016 ENGLISH LANGUAGE ARTS AMO BY TWO (2) POINTS WITH AN AMO OF 176. [ADDITIONAL EVIDENCE](#)

N/A

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, the Accountability Performance Level ("APL") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁴

¹⁴ The New York State Report Card provides the district results for students scoring at or above 65.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

RESULTS

At the time of this report, comparative graduation data for NYS ELA Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available.

English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100%	33	Data not available	Data not available

EVALUATION

The 2012 Cohort met and exceeded the ELA goals. The 33 students in the cohort all passed the English Common Core Regents examination as well as the Comprehensive English Regents examination. Eight (8) students scored between 65-74, while 25 scored above 75 percent.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL¹⁵

The 2012 Cohort met and exceeded the ELA goals. The 33 students in the cohort all passed the English Common Core Regents examination as well as the Comprehensive English Regents examination. Eight (8) students scored between 65-74, while 25 scored above 75 percent.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Include the following section under the Accountability Plan mathematics goal.

GOAL 2: MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.¹⁶ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

RESULTS

The 2012 Cohort met and exceeded the Math goals. The 33 students in the cohort all passed the Integrated Algebra and Geometry Regents examinations, and more than 50% also passed the Geometry Common Core as well as the Algebra II Regents examinations. Eleven (11) students scored between 65-74, while 22 scored above 80 percent on at least one Math Regents examination.

Both 65 and 80 passing score indicated below.

¹⁶ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

HIGH SCHOOL GOALS: MATHEMATICS

Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort¹⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2012	33	11 (>65)/22 (>80)

EVALUATION

The 2012 Cohort met and exceeded the Math goals. The 33 students in the cohort all passed the Integrated Algebra and Geometry Regents examinations, and more than 50% also passed the Geometry Common Core as well as the Algebra II Regents examinations. Eleven (11) students scored between 65-74, while 22 scored above 80 percent on at least one Math Regents examination.

ADDITIONAL EVIDENCE

N/A

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	37	100%	33	100%	33	100%
2013	66	88%	57	98%	57	84%
2014			87	83%	83	92%
2015					91	78%

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

¹⁷ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma / the college and career readiness standard.

RESULTS

The 2012 Cohort met and exceeded the Math goals. The 33 students in the cohort all passed the Integrated Algebra and Geometry Regents examinations, and more than 50% also passed the Geometry Common Core as well as the Algebra II Regents examinations. Eleven (11) students scored between 65-74, while 22 scored above 80 percent on at least one Math Regents examination.

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /80
2012	33	11 (>65)/22 (>80)

EVALUATION

The 2012 Cohort met and exceeded the Math goals. The 33 students in the cohort all passed the Integrated Algebra and Geometry Regents examinations, and more than 50% also passed the Geometry Common Core as well as the Algebra II Regents examinations. Eleven (11) students scored between 65-74, while 22 scored above 80 percent on at least one Math Regents examination.

ADDITIONAL EVIDENCE

N/A

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

SAME FOR ALL SCHOOLS

METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

¹⁸ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

RESULTS

Mathematics Accountability Performance Level (APL) For the 2012 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	11	16	6

PI	=	30	+	50	+	20	=	100
				50	+	20	=	<u>70</u>
						APL	=	170

EVALUATION

Based on the 2012 High School Accountability Cohort, the School achieved this measure and surpassed the 2015-2016 Math AMO by eleven (11) points with an AMO of 170.

ADDITIONAL EVIDENCE

N/A – 2012 High School Accountability Cohort doesn't exist.

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

HIGH SCHOOL GOALS: MATHEMATICS

METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹⁹

RESULTS

At the time of this report, comparative graduation data for NYS Math Regents had not yet been released. Leadership Prep Bedford Stuyvesant will update this report when the data becomes available. **Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100%	33	Data not available	Data not available

EVALUATION

The 2012 Cohort met and exceeded the Math goals. The 33 students in the cohort all passed the Integrated Algebra and Geometry Regents examinations, and more than 50% also passed the Geometry Common Core as well as the Algebra II Regents examinations. Eleven (11) students scored between 65-74, while 22 scored above 80 percent on at least one Math Regents examination.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL²⁰

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the	Achieved

¹⁹ The New York State Report Card provides the district results for students scoring at or above 65.

²⁰ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

HIGH SCHOOL GOALS: MATHEMATICS

	state's NCLB accountability system.	
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

ACTION PLAN

Although the students in the 2012 Cohort only entered 9th grade in 2012-13, 100% already met the goal of passing a New York State Regents mathematics exam. 94% of the 2012 Accountability Cohort passed the Integrated Algebra Regents in 2012. At the completion of their first cohort year, 100% of students had passed both the Integrated Algebra and Geometry Regents exams. Our students are already demonstrating competency in the understanding and application of mathematical computation and problem solving, and we will continue to refine our instruction to meet the expectations set forth under the Common Core standards.

HIGH SCHOOL GOALS: SCIENCE

Include the following section under the Accountability Plan science goal.

GOAL 3: SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

RESULTS

All students in the 2012 Cohort took the Living Environment Regents exam at the end of 8th Grade. All passed the exam with a minimum score of 65.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	33	100%

EVALUATION

All students in the 2012 Cohort took the Living Environment Regents exam at the end of 8th Grade. All passed the exam with a minimum score of 65.

ADDITIONAL EVIDENCE

N/A

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	37	100%	33	100%	33	100%
2013	66	98%	57	98%	57	100%

²¹ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

2014			87	100%	83	100%
2015					91	96%

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

All students in the 2012 Cohort took the Living Environment Regents exam at the end of 8th Grade. All passed the exam with a minimum score of 65.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100%	33	Data Not Available	Data Not Available

EVALUATION

All students in the 2012 Cohort took the Living Environment Regents exam at the end of 8th Grade. All passed the exam with a minimum score of 65.

ADDITIONAL EVIDENCE

N/A

HIGH SCHOOL GOALS: SCIENCE

Include the following section as a separate Accountability Plan subject area goal following the science section.

GOAL 4: SOCIAL STUDIES

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	33	100%

EVALUATION

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams.

ADDITIONAL EVIDENCE

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	N/A	N/A	33	100%	33	100%

²² Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SCIENCE

2013	N/A	N/A	N/A	N/A	N/A	N/A
2014			N/A	N/A	N/A	N/A
2015					N/A	N/A

Goal 4: Comparative Measure

Each year, the percent to students in the **high school Total Cohort** passing the Regents U.S. History exam with a score of 65 or above will exceed that of the **high school Total Cohort** from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school **high school Total Cohort** to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2012	100%	33	Data Not Available	Data Not Available

EVALUATION

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams. The US History exam was administered following two (2) years of coursework aligned to the AP US History curriculum. All students in the 2012 Cohort took the AP US History exam.

ADDITIONAL EVIDENCE

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple

HIGH SCHOOL GOALS: SCIENCE

times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

RESULTS

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	331	100%

EVALUATION

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams.

ADDITIONAL EVIDENCE

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams. The Global History exam was administered following two (2) years of coursework aligned to the AP World History curriculum. All students in the 2012 Cohort took the AP World History exam.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	N/A	N/A	33	100%	33	100%
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014			N/A	N/A	N/A	N/A
2015					N/A	N/A

Goal 4: Comparative Measure

Each year, the percent of students in the **high school Total Cohort** passing the Regents Global History exam with a score of 65 or above will exceed that of the **high school Total Cohort** from the local school district.

METHOD

The school compares the performance of students in their fourth year in the charter school **high school Total Cohort** to that of the respective cohort of students in the local school district. Given

²³ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SCIENCE

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams. The Global History exam was administered following two (2) years of coursework aligned to the AP World History curriculum. All students in the 2012 Cohort took the AP World History exam.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2012	100%	33	Data not available.	Data not available.

EVALUATION

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams.

ADDITIONAL EVIDENCE

All students in the 2012 Cohort took two (2) History Regents exams. All students in the 2012 Cohort passed the required two (2) exams. The Global History exam was administered following two (2) years of coursework aligned to the AP World History curriculum. All students in the 2012 Cohort took the AP World History exam.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Include the following section as a separate Accountability Plan goal following the NCLB goal.

GOAL 5: HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

One hundred percent of students will graduate from high school, and be admitted to and enroll in a four-year college or university.

Goal 5: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

N/A

(S) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Grade 9: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Spanish (2 credits), Physical Education (1 credit), Arts Elective (1 credit), Collegiate Preparation (2 credits)

Grade 10: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Spanish (2 credits), Physical Education (1 credit), Arts Elective (1 credit), Collegiate Preparation (2 credits)

Grade 11: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Spanish (2 credits), Seminar/Research (2 credits), Collegiate Preparation (2 credits)

Grade 12: English (2 credits), History (2 credits), Math (2 credits), Science (2 credits), Spanish (2 credits), Seminar/Research (2 credits), Collegiate Preparation (2 credits)

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

RESULTS

On average, 95% of students, across all grades, pass their five core academic subjects, thus earning 10 core credits. In 2015-2016, students earned on average 13 credits.

Percent of Students Promoted by Cohort in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2012	33	100%
2013	53	100%
2014	83	94%
2015	91	87%

EVALUATION

Promotion is based on satisfactory completion of required coursework in a minimum of four (4) core academic subjects (English, History, Math, Science and/or Spanish). If a student fails one core class with a grade less than 70 percent, he or she can recover the credit via Summer School. If a student fails two or more classes with a grade less than 70 percent, he or she is retained.

ADDITIONAL EVIDENCE

N/A

Goal 5: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

RESULTS

As evidenced by strong Regents performance in Grades 8, 9 and 10, 100% of students in the 2012, 2013 and 2014 Cohorts have passed three (3) Regents exams.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	37	100%
2013	57	100%
2014	83	100%

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

EVALUATION

As evidenced by strong Regents performance in Grades 8, 9 and 10, 100% of students in the 2012, 2013 and 2014 Cohorts have passed three (3) Regents exams.

ADDITIONAL EVIDENCE

N/A

Goal 5: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS

100% of all students in the 2012 Graduation Cohort graduated after four (4) years. This is the School's first graduating cohort.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012	33	100%

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

EVALUATION

100% of all students in the 2012 Graduation Cohort graduated after four (4) years. This is the School's first graduating cohort.

ADDITIONAL EVIDENCE

N/A

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁴. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS

100% of all students in the 2012 Graduation Cohort graduated after four (4) years. This is the School's first graduating cohort. All students had the required Regents credits to be awarded their diplomas in June.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	33	100%	2,923	77.9%

EVALUATION

100% of all students in the 2012 Graduation Cohort graduated after four (4) years. This is the School's first graduating cohort. All students had the required Regents credits to be awarded their diplomas in June.

ADDITIONAL EVIDENCE

N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Achieved

²⁴ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

ACTION PLAN

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Include the following section as a separate Accountability Plan goal following the NCLB goal.

GOAL 6: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

One hundred percent of students will graduate from high school, and be admitted to and enroll in a four-year college or university.

Goal 6: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

RESULTS

All students in Grades 9-11 take the PSAT exam every school year. Year over year, there is significant improvement between 9th and 10th Grades, and then again between 10th and 11th Grades. Since 2013-2014, the School's students have out-performed district and city averages, as well as New York State performance benchmarks.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	37	37	40		46	
2014-15	57	57	37		41	
2015-16	83	83	39		43	

EVALUATION

The opportunity to take the exam multiple times provides students with test familiarity. In addition, students' coursework is rigorous and aligned with college expectations. Therefore, the combination of both prep and access, provides students with the opportunity to outperform peers in and out of their demographic group.

ADDITIONAL EVIDENCE

N/A

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

In 2015-2016, the 2012 Graduation Cohort took the SAT examination two (2) times.

12 th Grade SAT/ACT Performance by School Year						
School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2015-2016	33	33	475	474	502	486

EVALUATION

The 2012 Graduation Cohort performed on average above peers in New York State. The average SAT score of the 2012 Graduation Cohort was 1471, whereas the average across New York State was 1349.

ADDITIONAL EVIDENCE

N/A

Goal 7: School Created College Preparation Measure

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

(§) The percent of graduating students that meets the state’s aspirational performance measure (“APM”), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

RESULTS

Per the result, 67% of students met APM, although state data is not yet available.

Percent of Graduates Meeting the Aspirational Performance Measure²⁵

Cohort	Charter School	Statewide ²⁶
2010		38.1
2011		40.0
2012	67%	Data not yet available.

EVALUATION

Eleven (11) students in the 2012 Cohort passed a math Regents exam with a score of 80 or better, but failed to score above 75 percent on the English Regents exam. Therefore, 67% of students would qualify as requiring remediation.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

²⁵ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁶ Statewide results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

RESULTS

No students in the 2012 Graduation Cohort were eligible to earn a Regents diploma with Advanced Designation. However, every student in the 2012 Graduation Cohort took a minimum of four (4) Advanced Placement courses. 61% of students in the 2012 Graduation Cohort passed at least one (1) Advanced Placement examination. The students focus their course credits and exams on Advanced Placement study rather than the additional requirements for an Advanced Regents diploma.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁷

Cohort	Charter School	School District ²⁸
2010		
2011		
2012	N/A	N/A

EVALUATION

N/A

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

RESULTS

The School offers an “AP For All” Program, which requires 100% of students to take a minimum of five (5) AP courses and exams in order to graduate. In turn, 100% of the students in the 2012 Cohort took a minimum of five (5) college level courses.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF
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²⁷ Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

²⁸ District results for the 2011 cohort are not yet available.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

		a College Level Course ²⁹
2010		
2011		
2012	33	100%

EVALUATION

RESULTS

The School offers an “AP For All” Program, which requires 100% of students to take a minimum of five (5) AP courses and exams in order to graduate. In turn, 100% of the students in the 2012 Cohort took a minimum of five (5) college level courses.

In 2015-2016, the School had an AP pass rate of 61%, compared to the national average of 22%.

Goal 7: School Created College Attendance or Achievement Measure

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation..

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

METHOD

N/A – the 2012 Cohort graduated in June. One hundred percent were admitted to and enrolled in four year colleges or universities.

RESULTS

N/A – the 2012 Cohort graduated in June. One hundred percent were admitted to and enrolled in four year colleges or universities.

EVALUATION

N/A – the 2012 Cohort graduated in June. One hundred percent were admitted to and enrolled in four year colleges or universities.

SUMMARY OF THE COLLEGE PREPARATION GOAL

N/A – the 2012 Cohort graduated in June. One hundred percent were admitted to and enrolled in four year colleges or universities.

²⁹ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Achieved
	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Achieved
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

N/A

