

**Leadership Prep Canarsie
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Mary Katherine Flynn (Director of Operations at Leadership Prep Canarise Middle Academy) and Rebecca Weinhold (Director of Operations at Leadership Prep Canarsie Elementary Academy) prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Full Name of Individual Trustees	Position on the Board (officer or Rep)	Committee Affiliation(s)
Carrie Abramson	Trustee	Governance
Caroline Curry	Treasurer	Finance
Ben Esner	Trustee	None
Michael Hall	Secretary	Governance
Matthew Klein	Trustee	None
Arvind Krishnamurthy	Chair	Finance, Joint HS
Dyrnest Sinckler	Trustee	Finance
Jeff Wetzler	Trustee/Vice Chair	Executive
John Kim	Trustee	None
Blonka Winkfield	Trustee	None
Julie Jackson	Trustee	None
Nadine Augusta	Trustee	None

Rebecca Weinhold serves as the Director of Operations for the Elementary Academy and Emily Hoefling-Crouch serves as the Principal. Mary Katherine Flynn serves as the Director of Operations at the Middle Academy and Adam Cobb serves as the Principal. They have each served in their respective positions since 2013.

INTRODUCTION

Leadership Prep Canarsie Charter School (Leadership Prep Canarsie) is a coed charter public school. The Leadership Prep Canarsie mission is to prepare its students to enter, succeed in and graduate from college preparatory high schools and to succeed in and graduate from college. Leadership Prep Canarsie was founded in Canarsie, Brooklyn, in August 2013 and successfully completed its second year of operation in June 2015.

Enrollment & Demographics

During the 2014-2015 school year, Leadership Prep Canarsie served 246 scholars in Kindergarten, 1st Grade, 5th and 6th Grade. 82% percent of Leadership Prep Canarsie students were eligible for free or reduced price lunch. 15% were identified as requiring special education services. 92% of Leadership Prep students were African American, 3% were Latino, 1% were White, 4% identified as Other.

Teach Until They Learn

Leadership Prep Canarsie provides its students with every possible opportunity to learn. This means that Leadership Prep Canarsie not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 185 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum of 5 hours of daily instruction over 181 school days in Grades K-8.

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

Even as students leave for the day, the learning continues. Each student, including Kindergarteners, takes home at least 30 minutes of homework (called Life's Work at the Elementary Academy). Parents/guardians review and sign each evening's assignment upon completion.

Character

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

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

Each week ends with a Friday Community Meeting. Each Community Meeting is an opportunity to reinforce and celebrate the values of Leadership Prep Canarsie and extends the classroom

experience through student-performed skits that feature academic components. Each meeting closes with the presentation of the Leadership Prep Canarsie Blue Rubric Race Flag, awarded to the advisory that best exemplifies the spirit of Leadership Prep Canarsie in that particular week.

Staff

One Lead Teacher and one Teacher are assigned to each K-1 classroom and provide differentiated instruction in small groups and individually. Students in Grades 5-8 get similar differentiated instruction through each classroom's subject teachers in Reading, Writing, Math, Social Studies, and Science. In 2014-15, every teacher held a Bachelor's Degree and 100% either held or were working toward a Masters Degree.

Open Doors

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

Upon enrollment, families are asked to sign an *Accountability Contract* in which families and the school pledge to support and engage one another in the joint effort of raising Leadership Prep Canarsie scholars.

Frequent phone calls home from teachers, frequent family conferences, report cards which families were required to pick up in person, and school events kept families apprised of and engaged in their children's performance.

In 2014-2015, Leadership Prep Canarsie hosted monthly Families Involvement Committee meetings, opportunities for families to gather together to learn more about the school's curriculum and learn ways in which they can extend the classroom through activities at home. Topics of the 2014-2015 Family Involvement Committee meetings included:

- Literacy Night
- Math Night
- Health and Wellness Night
- Academic Success at Home Night
- Cake Walk Social
- Roller Skating
- Enrichment Celebrations

Dissemination

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	51					83								134
2014-15	51	49				78	69							247

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The English Language Arts curriculum at Leadership Prep Canarsie is designed to ensure that students become fully literate and learn to read, write, and speak well. The school's ELA curriculum is very closely aligned to the New York State English Language Arts Standards. As reading ability is central to student performance in all subjects in high school and college, developing this fundamental skill early determines the ultimate academic success of Leadership Prep Canarsie. Most of the Leadership Prep Canarsie scholars enter the school on their first day of Kindergarten far below grade level.

In the key literacy-building years of Kindergarten through 2nd grade, each Leadership Prep Canarsie classroom has two teachers. Leadership Prep Canarsie relies on nearly three hours daily of literacy instruction in these early years to increase scholars' rates of reading and writing proficiency. In 5th Grade through 6th Grade, each subject has its own teacher. By 5th Grade, students have two hours of literacy instruction each day.

Leadership Prep Canarsie administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see "Summary of ELA Goal" section). School-created assessments include: bimonthly compositions and quarterly Interim Assessments. The Special Education Coordinator and Director of Staff Development help develop and lead extensive and intensive professional development to ensure that Leadership Prep Canarsie English Language Arts goals are met.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 assessment to students in 5th and 6th grade in April 2015. 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).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	76	0	0	0	78 ²
6	69	0	0	0	69
7					
8					
All	145	0	0	0	147

Results

The school administered the New York State Testing Program English language arts assessment to students in 5th and 6th-grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. This year the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4, which marks that the student is proficient. The percentage of students at Leadership Prep Canarsie Middle Academy who scored at a Level 3 or 4 is presented in the table below.

**Performance on 2014-15 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				
4				
5	18	76	0	3
6	30	69	29	65
7				
8				
All	24%	145	30%	72

Evaluation

This is the second year that Leadership Canarsie has administered the NYS ELA assessment and the first year administered to the sixth grade. We fell short of the measure by 45% as a whole school. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the

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.

² Two students opted out of the State Exams.

Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

We believe that the steps we have been taking this summer will help to increase student performance on the exam in the coming year.

- We are continuing to strengthen our curriculum’s alignment with the Common Core Standards, specifically in regards to Informational Reading, Science, and Social Studies. Over the 2014-15 school year we focused on improving our teaching practice and ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year, as well as our level of rigor in the classroom.
- Our school will focus more intently on writing instruction, specifically on best teaching practices in writing and the level of feedback on student work. We strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2015-16 school year.

Goal 1: Absolute Measure

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 Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. 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 200.³

Results

Leadership Prep Canarsie scored 87 on the ELA Performance Index, which falls short of the 2014-15 ELA AMO of 89.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

	37	39	21	3
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 21 & + & 3 & = & 63 \\
 & & & & 21 & + & 3 & = & 24 \\
 & & & & & & \text{PLI} & = & 87
 \end{array}$$

Evaluation

Leadership Prep Canarsie scored 87 on the ELA Performance Index, which is slightly below the 2014-15 ELA AMO of 89. We look forward to seeing the PLI increase in the next year as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams.

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.⁴

Results

Leadership Canarsie students in at least their second year outperformed peers in Community School District 18 by 6 percentage points. Specifically, in sixth grade, Leadership Prep Canarsie students outperformed their peers in CSD 18 by 6 percentage points. This trend supports our belief that the longer our students are with us, the better they will perform. We are eager to see our students continue to achieve in 2015-2016.

⁴ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

**2014-15 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 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	0%	3	23%	1189
6	29%	65	24%	1193
7	NA	NA	19%	1341
8	NA	NA	28%	1338
All	29%	68	23%	5061

Evaluation

Leadership Prep Canarsie students outperformed their peers in District 18 in ELA by 6% percentage points.

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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools’ 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

After the 2013-2014 school year, Leadership Prep Canarsie had assessment results for only the 5th grade. Therefore, the grade level and overall results are the same.

2013-14 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						
4						
5	85.2	81	17.3	18.63	1.33	-0.12
6						
7						
8						
All						

School's Overall Comparative Performance:

Lower than expected.

Evaluation

In 2013-2014, Leadership Prep Canarsie did not exceed the Effect Size of 0.3. The Effect Size was -0.12. We believe that with the additional strengthening of our ELA department and programming, the comparative data for the 2014-2015 school year will improve and we will reach at a minimum, a positive Effect Size.

Goal 1: Growth Measure⁵

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 2013-14 and also

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁶

Results

Leadership Prep Canarsie's Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	50.5	50.0
6	60.5	50.0
7		50.0
8		50.0
All		50.0

Evaluation

Leadership Prep Canarsie's Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

Summary of the English Language Arts Goal

In its first year of state testing, Leadership Prep Canarsie did not achieve the goal of having 75% of all tested students who are enrolled in at least their second year. Leadership Prep Canarsie fell short of the AMO stated goal of 89 points, scoring 87. Leadership Prep Canarsie as a whole outperformed its district peers by 6 percentage points. Leadership Prep did not meet its goal of exceeding the predicted level of performance by an Effect Size of 0.3. The Leadership Prep Canarsie Effect Size was -0.12 Finally, Leadership Prep Canarsie exceeded the statewide growth percentile in both 5th and 6th grade.

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

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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.	Did Not Achieve
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.)	Did Not Achieve
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.	Achieved

Action Plan

Leadership Prep Canarsie supplements our core reading program for struggling readers through a targeted Guided Reading and Independent Reading program. These interventions allow Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading. Additionally, the Middle Academy redesigned their daily schedule to maximize the amount of ELA instruction and allow for more targeted small group instruction.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2015-16 school year. New teachers 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 continued to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Beginning last year, Leadership Prep Canarsie 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 Canarsie Elementary Academy will continue to make adjustments to its 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 Canarsie EA 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.

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

MATHEMATICS

Goal 2: Mathematics

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

Background

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

Leadership Prep Canarsie executes teacher-created math lessons which utilize the Investigations math curriculum. Investigations 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

Scholars at Leadership Prep Canarsie receive 60-90 minutes of math instruction each day. The math program in K-2 includes a 20 minute Math Meeting which begins each day as well as a lesson and practice for 60 minutes. The math program in Grades 5 and 6 include an independent practice section as well as 90 minutes of math instruction.

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in grades 5 and 6 in April 2015. 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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	76	0	0	0	78 ⁸
6	69	0	0	0	69
7					
8					
All	145	0	0	0	147

⁷ 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.

⁸ Two students opted out of the State Exam.

Results

This is the second year that Leadership Canarsie has administered the NYS Math assessment and the first year administered to the sixth grade. We fell short of the measure by 18% as a whole school. 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 implementing a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meet this bar.

Performance on 2014-15 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				
4				
5	41%	76	0%	3
6	57%	69	57%	65
7				
8				
All	48%	145	57%	68

Evaluation

With 57% of scholars in their second year scoring at or above a Level 3 on the New York State Math exam, Leadership Prep Canarsie did not meet the absolute measure of 75%.

We are proud of the growth that our scholars demonstrated in the second year of administering the NYS Common Core Exam. In evaluating our middle academy scholars' results we are strengthening our Math curriculum to help bring all our 5th grade scholars, not just those in at least their second year closer to meeting the 75% goal of proficiency.

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 Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. 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 200.⁹

Results

Leadership Prep Canarsie scored 126 on the Math Performance Index. This exceeds the 2014-15 mathematics AMO of 86.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22	30	34	14

$$\begin{array}{rccccccccc}
 \text{PI} & = & 30 & + & 34 & + & 14 & = & 78 \\
 & & & & 34 & + & 14 & = & 48 \\
 & & & & & & \text{PLI} & = & 126
 \end{array}$$

Evaluation

Leadership Prep Canarsie exceeded the AMO of 86, scoring a 126 on the Performance Index. Leadership Prep Canarsie’s dedicated and structured math time played a part in exceeding the AMO. Additionally, the increased rigor of the math department as we further align to the common core is contributing to our scholars’ achievement.

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

⁹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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.¹⁰

Results

In sixth grade, Leadership Prep Canarsie students outperformed their CDS 18 peers by 38 percentage points.

**2014-15 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
5	0%	3	19%	1543
6	57%	65	19%	1399
7	NA	NA	15%	1465
8	NA	NA	N/A	N/A
All	57%	89	17%	4407

Evaluation

Leadership Prep Canarsie students outperformed their peers in District 18 in Math. Specifically, 57% of Leadership Prep Canarsie 6th grade students scored proficient, outperforming their CSD 18 peers by 38 percentage points. Leadership Prep Canarsie exceeded the measure.

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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a

¹⁰ 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](#).

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 economically disadvantaged percentage. The difference between the schools’ 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

After the 2013-2014 school year, Leadership Prep Canarsie had assessment results for only the 5th grade. Therefore, the grade level and overall results are the same.

2013-14 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						
4						
5	85.4	82	24.4	27.04	2.64	-0.15
6						
7						
8						
All						

School’s Overall Comparative Performance:
<i>Lower than expected.</i>

Evaluation

In 2013-2014, Leadership Prep Canarsie did not exceed the Effect Size of 0.3. The Effect Size was -0.15. We believe that with the additional strengthening of our Math department and programming, the comparative data for the 2014-2015 school year will improve and we will reach at a minimum, a positive Effect Size.

Goal 2: Growth Measure¹¹

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

Leadership Prep Canarsie’s Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	71.5	50.0
6	79	50.0
7		50.0
8		50.0
All		50.0

Evaluation

Leadership Prep Canarsie’s Mean Growth Percentile exceeded the statewide median in both Grades 5 and 6.

Summary of the Mathematics Goal

Leadership Prep Canarsie did not achieve the absolute measure of at least 75% of tested students in at least their second year performing at proficiency. Leadership Prep Canarsie exceeded the AMO of

¹¹ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹² Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

86 with a PLI of 126. Further, Leadership Prep Canarsie achieved the comparative measure of tested students performing at a greater level of proficiency than the local school district. Leadership Prep did not meet its goal of exceeding the predicted level of performance by an Effect Size of 0.3. The Leadership Prep Canarsie Effect Size was -0.15. Finally, Leadership Prep Canarsie exceeded the statewide median growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State 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.)	Did Not Achieve
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 Canarsie 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.

As in ELA, as part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its Math curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning last year, Leadership Prep Canarsie 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 Canarsie'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 5-6 are focused solely on reviewing difficult to master material throughout the school year. 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

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

Background

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

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

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Given that Leadership Prep Canarsie enrolled only Kindergarten, 1st, 5th and 6th grade students during 2014-2015, the school did not administer the New York State Science Exam.

Results

N/A

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA
8	NA	NA	NA	NA

Evaluation

NA

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

NA

**2014-15 State Science Exam
 Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA
8	NA	NA	NA	NA

Evaluation

NA

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	NA	NA	NA			
8	NA	NA	NA			
All						

Summary of the Science Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	NA
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.	NA

Action Plan

NA

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 for our first year of testing and we will maintain this going forward.

Evaluation

Leadership Prep Canarsie is currently in “Good Standing” under the NCLB accountability system and will continue to work diligently to meet each NCLB requirement and comply with all stated guidelines.

NCLB Status by Year

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

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

This appendix is not applicable. During 2014-2015, Leadership Prep Canarsie served Kindergarten, 1st Grade, 5th Grade and 6th Grade Students.