

**LEADERSHIP PREP CANARSIE
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Rebecca Weinhold and Mary Katherine Flynn, Directors of Operations, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Committee affiliations
1	Carrie Abramson	Trustee	Governance
2	Caroline Curry	Treasurer	Finance
3	Ben Esner	Trustee	None
4	Michael Hall	Secretary	Governance
5	Matthew Klein	Trustee	None
6	Arvind Krishnamurthy	Chair	Finance, Joint High School Committee
7	Tokumbo Shobowale	Trustee (Chair in 2012-2013)	Executive
8	Dyrnest Sinckler	Trustee	Finance
9	Jeff Wetzler	Trustee/Vice Chair	Executive
10	John Kim	Trustee	None
11	Nadine Augusta	Trustee	None
12	Blonka Winkfield	Trustee	None
13	Julie Jackson	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 first year of operation in June 2014.

Enrollment & Demographics

During the 2013-14 school year, Leadership Prep Canarsie served 140 scholars in Kindergarten and 5th Grade. 87% percent of Leadership Prep 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, 4% were Latino, and 1% were Southeast Asian.

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 2013-14, 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 2013-2014, 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 2013-2014 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. During the 2013-2014,, Leadership Prep Canarsie visitors included the Broad Foundation research team.

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	0	0	0	0	83	0	0	0	0	0			134

*Data is as of BEDs Day

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 1st 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 3-8.¹

Method

The school administered the New York State Testing Program English Language Arts assessment to students in 5th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	82	0	0	0	82
6					
7					
8					
All	82	0	0	0	82

Results

As a first year school, Leadership Prep Canarsie does not have any students who have been enrolled for more than one year. We look forward to reporting this data in 2014-2015.

Evaluation

N/A

¹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

² 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.

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 Annual Measurable Objective (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 current year's English language arts AMO of 89. 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 a PLI of 87 for the 2013-14 school year.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
82	32%	51%	14%	4%

$$\begin{array}{rcccccccc} \text{PLI} & = & 51 & + & 14 & + & 4 & = & 69 \\ & & & & 14 & + & 4 & = & \underline{18} \\ & & & & & & \text{PLI} & = & 87 \end{array}$$

Evaluation

This measure was not met. Leadership Prep Canarsie's PLI did not exceed the AMO for ELA 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.

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

Goal 1: Comparative Measure

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

As a first year school, Leadership Prep Canarsie is only reporting data for the 2013-2014 year. Therefore, we do not have sufficient data to compare tested students enrolled in at least their second year to all tested students in the surrounding public school district. We look forward to reporting this data in 2014-2015.

Evaluation

N/A

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

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 small degree is the requirement for achieving this measure.

⁴ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

As a first year school, Leadership Prep Canarsie does not have applicable data for the 2012-2013 results. Therefore, we are unable to provide data for the Comparative Performance Analysis. We look forward to providing this data in 2014-2015.

Evaluation

N/A

Goal 1: Growth Measure⁶

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁷

Results

As a first year school, Leadership Prep Canarsie does not have applicable data for the 2012-2013 results. We look forward to providing this data in 2014-2015.

Evaluation

N/A

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Summary of the English Language Arts Goal

Given that this is Leadership Prep Canarsie's first year of state testing, the only absolute measure that applies to the analysis is the aggregate Performance Level Index (PLI). We fell 2 points short of attaining this goal. We look forward to operationalizing the action plan detailed below and working toward robust performance on the 2014 NYS exams.

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.	N/A
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.	N/A
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 2011-12 school district results.)	N/A
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.	N/A

Action Plan

In 2014-15, Leadership Prep Canarsie will continue to build on existing strategies and will employ several new initiatives to continue to develop our students' ELA skills.

- Leadership Prep Canarsie will continue to improve implementation of the Common Core Standards to develop our scholars' literacy skills. Teachers will receive targeted professional development in order to improve the effectiveness at implementing the Common Core. Teachers will align assessments and scope & sequence to the Common Score Standards.
- At the elementary academy, Leadership Prep Canarsie will continue to implement the STEP Assessment, (Strategic Teaching and Evaluation of Progress), a developmental literacy assessment that includes a set of tools tightly aligned with scientifically established benchmarks in reading development. Leadership Prep Canarsie will continue to offer extensive professional development and support to teachers around the STEP Program three times in the 2014-15 school year.

- Leadership Prep Canarsie K-1 teachers will participate in two full days of training in teaching reading during August PD as well as multiple sessions of literacy PD over the course of the school year.
- Leadership Prep Canarsie will again administer monthly compositions for all K-1 students to assess writing progress and provide data to drive improvements in writing instruction.
- Leadership Prep Canarsie K-1 teachers will participate in one full day of training in Writing Instruction during August PD.
- Leadership Prep Canarsie's Special Education Teachers will continue to provide literacy intervention for those students in K-8 who need additional help in developing their print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. For this intervention work, Leadership Prep Canarsie will continue to employ the Wilson Foundations Program. The Special Education Teachers will continue to receive on-going training and support from the Uncommon Schools Director of Special Education.
- Students in 5th and 6th grade will continue to complete rigorous quarterly written projects with an emphasis on developing ideas, drafting, and critical revision. They will also continue to read, discuss, and write about 7-8 class books annually at or slightly above grade level.
- Students in 5th and 6th grade will engage in more rigorous non-fiction reading in science and history classes to supplement the ELA curriculum.
- 5th and 6th Grade students will continue a daily 30 minute block of Guided Reading and a 30 minute block of Independent Reading. Scholars will log their reading growth using the Accelerated Reader program, ensuring that they are reading books in their Zone of Proximal Development and making growth throughout the year.
- 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.

In summary, 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

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.

Background

The Math curriculum at Leadership Prep Canarsie is designed to ensure that students master math procedures and problem solving skills.

In Grades K-1, Leadership Prep Canarsie implements the Investigations in Numbers, Data and Space curriculum in to help students develop a foundation in math fact knowledge and problem solving skills. Students receive approximately 90 minutes of daily math instruction. In Grades 5 and 6, Math is taught in one 90 minute block.

Leadership Prep Canarsie administers quarterly school-designed Interim Assessments in Kindergarten, 1st grade and 5th grade. The results are used to improve instruction and increase student achievement. In 2013-14, four Academy Principals collaborated to develop and lead extensive and intensive teacher development sessions throughout three weeks of summer professional development.

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 3-8.⁸

Method

The school administered the New York State Testing Program mathematics assessment to students in 5th grade in April 2014. 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.

⁸ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	82	0	0	0	82
6					
7					
8					
All	82	0	0	0	82

Results

N/A

Evaluation

N/A

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 Annual Measurable Objective (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 current year's mathematics AMO. 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 200.¹⁰

Results

Leadership Prep Canarsie scored a Mathematics PLI of 96 during the 2013-14 school year.

⁹ 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.

¹⁰ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
273	28%	48%	19%	5%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 48 & + & 19 & + & 5 & = & 72 \\
 & & & & 19 & + & 5 & = & \underline{24} \\
 & & & & & & \text{PLI} & = & 96
 \end{array}$$

Evaluation

This measure was met. Leadership Prep Canarsie's PLI of 96 exceeded the AMO for Math of 86.

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 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.¹¹

Results

As a first year school, Leadership Prep Canarsie is only reporting data for the 2013-2014 year. Therefore, we do not have sufficient data to compare tested students enrolled in at least their second year to all tested students in the surrounding public school district. We look forward to reporting this data in 2014-2015.

Evaluation

N/A

¹¹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹²

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 small 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 2013-14 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

As a first year school, Leadership Prep Canarsie is only reporting data for the 2013-2014 year. Therefore, we do not have sufficient data to compare tested students enrolled in at least their second year to all tested students in the surrounding public school district. We look forward to reporting this data in 2014-2015.

Evaluation

N/A

Goal 2: Growth Measure¹³

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

¹² The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

¹³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁴

Evaluation

As a first year school, Leadership Prep Canarsie is only reporting data for the 2013-2014 year. Therefore, we do not have sufficient data to compare tested students enrolled in at least their second year to all tested students in the surrounding public school district. We look forward to reporting this data in 2014-2015.

Summary of the Mathematics Goal

Given that this is Leadership Prep Canarsie's first year of state testing, the only applicable absolute measure is the aggregate Performance Level Index (PLI). We met this goal. We look forward to operationalizing the action plan detailed below and working toward robust performance on the 2014 NYS exams.

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.	N/A
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.	N/A
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 2011-12 school district results.)	N/A
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.	N/A

¹⁴ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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

As part of the Uncommon Schools network, Leadership Prep Canarsie will continue to make changes to its curriculum in order 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 Canarsie's switch from using Saxon to Math Investigations. The purpose of this change is to address the changes in the Common Core curriculum, which are rooted in conceptual math. Math instruction will continue to be adjusted so that the structure of the class and the work students are completing are both aligned to Common Core standards.

Math lessons are currently being revised so that student activities are more closely aligned to the objective. Additionally, we are working to ensure that the independent practices are both rigorous and intentional.

Finally, 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.

Method

Given that Leadership Prep Canarsie enrolled only Kindegarten and 5th grade students during 2013-2014, the school did not administer the New York State Science Exam.

Results

N/A

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

Leadership Prep Canarsie did not administer the New York State Science Exam. During 2013-2014, Leadership Prep Canarsie served Kindegarten and 5th grade students.

Evaluation

N/A

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.	N/A
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

N/A

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 a local-assistance-plan school.

Method

Since *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 which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

As a first year school, Leadership Prep Canarsie is only reporting data for the 2013-2014 year. For the 2013-14 school year, Leadership Prep Canarsie was found to be in Good Standing.

NCLB Status by Year

Year	Status
2013-14	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

This appendix is not applicable. During 2013-2014, Leadership Prep Canarsie served Kindegarten and 5th grade students.