

## Accountability Plan Progress Reports for the 2009-10 School Year

### Reader's Guide

*SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and, up through 2009-10, social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**LEADERSHIP PREPARTORY  
BROWNSVILLE  
CHARTER SCHOOL**

**2009-10  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 2, 2010

By Leadership Prep Brownsville

213 Osborn Street, 4<sup>th</sup> Floor  
Brooklyn, NY 11212

Analiza Quiroz prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carrie Abramson	Chair, Development Committee Governance Committee
Gail Brousal	Development Committee LPBSPC
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## INTRODUCTION

### ***Organizational Information***

Leadership Preparatory Brownsville Charter School (Leadership Prep) opened in August of 2009 with 116 students in Kindergarten and First Grade. A new class of Kindergarteners will enroll each year until the school reaches its full capacity of 650 students in grades K through 8. The school's mission, despite the students' young age, is to prepare them to enter into, excel within, and graduate from college by providing them with the academic skills, background knowledge, and character traits required to achieve at the highest levels. Through academic achievement, Leadership Prep scholars also prepare to serve as leaders in their communities. In pursuit of this mission, the school successfully completed its first year of operation in June 2010.

Enrollment is based on random lottery, with preference given to students who live in Leadership Prep Brownsville's community school district (23), students who qualify for FRPL, and/or students who are zoned to attend a school that received an "F" on its most recent NYC DOE Progress Report. Ninety-eight percent of students attending Leadership Prep live in the Central Brooklyn neighborhood where the school is located, and 2% live in Queens. For 2009-2010, 114 students were enrolled at Leadership Prep. Of these students:

- 85% were eligible for free or reduced price lunch
- 85% were African American and 15% were Hispanic
- 44% were girls and 56% were boys, and
- 13% were special education students

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 assessment to inform instruction.

### ***Teach Until They Learn***

Leadership Prep Charter School provides its students with every possible opportunity to learn. This means that Leadership Prep not only has a longer school day that begins at 7:30 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 187 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-6.

Each day consists of over 3 hours of literacy instruction, 80 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, a fitness class, and a music class. In addition, students in need of extra help to reach proficiency receive one hour per week of after school tutoring from their teachers.

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. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well. Leadership Prep students finished the 2009-10 school year with a 97% Homework completion rate.

### ***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, Director of Operations, and/or Dean of Students 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. Each Community Meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems 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 the Value Valedictorian, an award given to a scholar exemplifying the school's values.

### ***Faculty***

One Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In 2009-10, every staff member held a Bachelor's Degree and 100% either held or were working towards a Masters Degree.

New faculty for 2010-11 were hired from a recruitment pool that exceeded 5,183 candidates. Leadership Prep, in conjunction with Uncommon Schools, Inc., continues to strive to recruit, train and retain a talented and diverse staff committed to urban education.

### ***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 child'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, multiple Family Orientation meetings are held to introduce families to the culture of Leadership Prep. Upon enrollment, families meet one-on-one with our Dean of Students and Families 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 quarter) which parents/guardians are required to pick up in person, and school events kept parents/families apprised of and engaged in their children's performance.
- Leadership Prep's Families For Achievement meetings focus on various aspects of the curriculum such as literacy or math and give families the opportunity to better understand what skills their children are learning each day.
- Parents/families at Leadership Prep ended the school year extremely pleased. In a survey administered near the end of the year, 100% of respondents expressed overall satisfaction with the school.

In summary, Leadership Prep is proud of its accomplishments during this first year of operation. We recognize that we have built a solid academic and social culture and look forward to refining our approach as the school evolves.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	NA													
2006-07	NA													
2007-08	NA													
2008-09	NA													
2009-10	57	57												

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

All students at Leadership Prep Brownsville 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 has a laser-like focus on literacy during the elementary years. The Leadership Prep reading program "overwhelms 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), Riverdeep Destination Reading, and Reading Comprehension 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. Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students receive 80-minutes of Reading Mastery instruction, 40 minutes of instruction using the Riverdeep Destination Early Reading program and 40 minutes of teacher-generated Reading Comprehension instruction based on the Concepts of Comprehension.

At the start of the school year, Leadership Prep administered the STEP™ (Strategic Teaching and Evaluation of Progress), a standardized developmental literacy assessment developed by the University of Chicago Urban Education Institute (UEI) over the last 9 years. This assessment is tightly aligned with scientifically established milestones in reading development, to follow the progress of pre-kindergarten through third grade students. Upon entering the school, 82% of Leadership Prep's Kindergarteners and 99% of Leadership Prep's First Graders were below grade level in key skills of reading as reflected by their STEP scores.

The school re-administered the STEP assessment in June 2010. Leadership Prep scholars made enormous progress.

#### Kindergarten 2009-2010 STEP Growth:

- 95% of K students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 28% of K students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 2% of K students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)

#### First Grade 2009-2010 STEP Growth

- 98% of 1 students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 50% of 1 students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 20% of 1 students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)
- At the beginning of the year, 2% of our first graders were at or above grade level in reading. Now, 42% of our first graders are at or above grade level in reading.

While these results suggest that Leadership Prep's core reading program is highly effective in moving most students to mastery and beyond, they also highlight the reality that there are some students who need more help to reach mastery. The school is committed to providing additional reading instruction to

at-risk students through an intervention program headed by a Learning Support Coordinator and further bolstered by a full-time Learning Support Teacher and Reading Specialist for 2009-2010.

In addition to serving at-risk students, the Learning Support Teacher/Reading Specialist provides academic supports for all general education students who require intervention using a variety of programs and curricula, including the school's core reading program.

**Goal 1: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

**Goal 1: Absolute Measure**

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

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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.

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Goal 1: Growth Measure**

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

**Goal 1: Optional Measure**

Each year on the Terra Nova, a nationally-norm referenced reading assessment, all grade-level cohorts of students enrolled in Kindergarten through 3<sup>rd</sup> grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

During the 2009-10 school year, Leadership Prep enrolled students in Kindergarten and First Grade. Consequently, the school did not participate in any of the New York State examinations, nor did it participate in any of the New York City examinations.

As outlined above, Leadership Prep’s Accountability Plan consists of measures directly linked to the New York State examinations and Leadership Prep is keenly aware that it will be accountable for all of the measures described above for the 2011-2012 school year, the first year in which the school will have a cohort of third graders. In anticipation of this goal, the school administered the CTB/McGraw-Hill TerraNova CAT 2nd Edition Assessment to its Kindergarten and First Grade students. First Graders were given the TerraNova in September of 2009 in order to establish a baseline. Kindergarten students were given the test in January of 2010. The TerraNova was administered to all students in Kindergarten and First Grade in June of 2010.

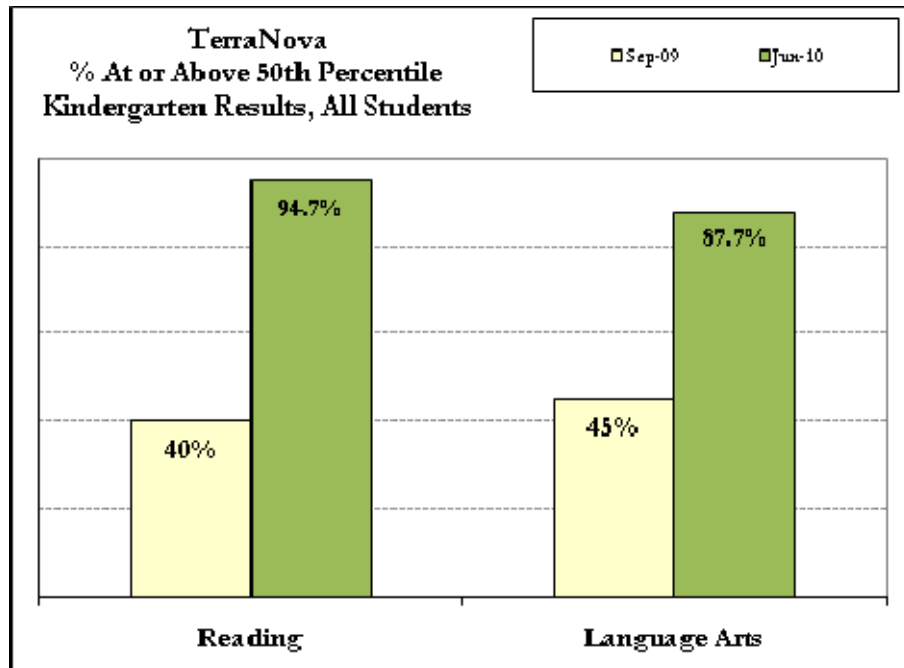
Leadership Prep believes that the TerraNova assessment closely mirrors the skills measured by the New York State examinations. By administering the TerraNova we are 1) preparing our students to take future assessments, 2) getting an immediate picture of what skills our students are mastering and which skills they are not mastering thus allowing us to adjust our curriculum accordingly and 3) assessing our progress as a school so as to ensure we meet our accountability plan goals as they become applicable.

## Results

### *Kindergarten Results: Focus on Literacy*

For Kindergarten, Leadership Prep administered the TerraNova in the late winter (January 2010), the earliest time that normed results are available from the publisher, and again in June of 2010.

To highlight growth between fall and spring, however, Leadership Prep assumed that Kindergarten students enrolled in the school with proficiency rates similar to that of their 1<sup>st</sup> Grade peers (a “fall proxy”).



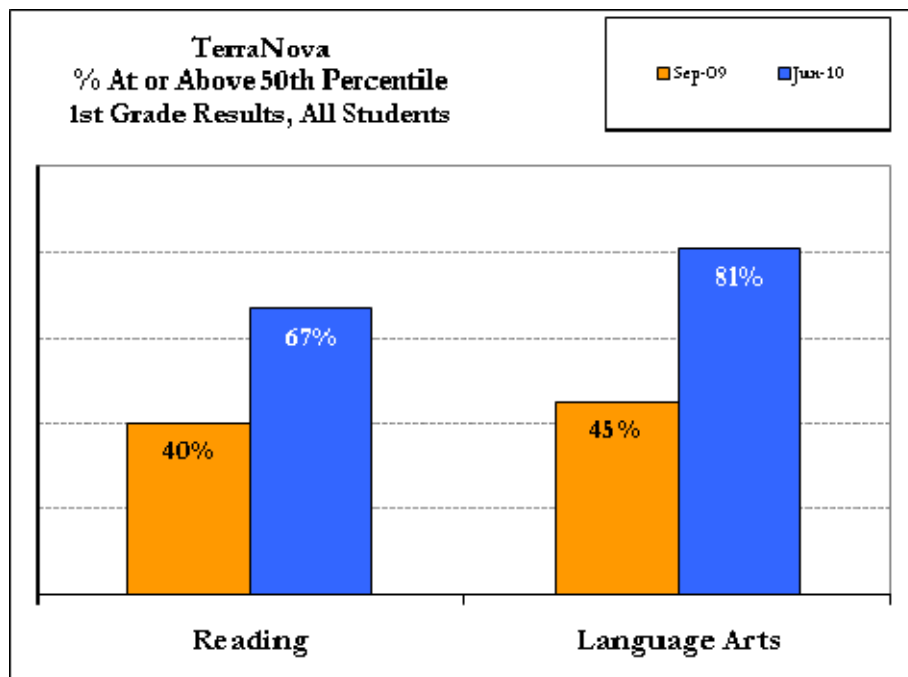
\* In Kindergarten, Leadership Prep administers the TerraNova in the late winter (the earliest time that “normed” results are available from the published) and again at the end of the school year. To assess mid year progress, we assume that Kindergarten students enrolled with rates of academic proficiency similar to that of first graders who did take the Terra Nova upon entering the school—a “Fall Proxy.”

Measured against that fall proxy Leadership Prep Kindergarteners made substantial academic gains in literacy. They ended the school year well above grade level. At the end of the school year on the TerraNova,

- **95% of Leadership Prep Kindergarteners scored at or above grade level (NCE of 50 or higher) in reading**
- **88% of Leadership Prep Kindergarteners scored at or above grade level (NCE of 50 or higher) in language**

***First Grade Results: Focus on Literacy***

The Leadership Prep First Graders ended the year well above grade level in literacy. At the end of the school year on the TerraNova,



- **67% of Leadership Prep First Graders scored at or above grade level (NCE of 50 or higher) in reading**
- **81% of Leadership Prep First Graders scored at or above grade level (NCE of 50 or higher) in language**

**Summary of the English Language Arts Goal**

The TerraNova assessment data indicates that Leadership Prep has made strong headway in moving students toward reading and language fluency. We are confident that Leadership Prep, as evidenced by both grades performing above the 50 NCE level, is providing a firm foundation for even greater reading

and language achievement for our students in the upcoming school year. We believe that our students' performance on the TerraNova is setting the stage for their future success on the New York State examinations.

**Additional Evidence**

Since 2009-2010 is Leadership Prep's first year, we do not have year-to-year trends to compare as of yet.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	N/A FOR 2009-2010
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A FOR 2009-2010
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A FOR 2009-2010
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A FOR 2009-2010
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	N/A FOR 2009-2010
Growth	Each year on the Terra Nova, a nationally-norm referenced reading assessment, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year	N/A FOR 2009-2010

**Action Plan**

**2010-2011**

During the 2010-2011 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-3 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 in several ways. First, the school has implemented a research-proven, intervention-based reading program based on the Wilson Reading System principles called Foundations (commercially titled Wilson Foundations Language Basics for K-3). Students who are not making adequate academic progress under the school's core reading program receive additional instruction in Foundations in order to help them master skills they are still missing. Experiences from other high performing charter schools that have used the Wilson programs indicate that the multi-modal approach of the Wilson programs can often help students who have struggled to learn reading skills in other more traditional programs to succeed. Foundations complements

the existing core curriculum by providing research-validated strategies to advance instruction in phonological/phonemic awareness, phonics and spelling.

Leadership Prep's Intervention staffing (Learning Support Coordinator and Learning Support Teacher/Reading Specialist) and Reading Intervention Program allows Leadership Prep to:

- Provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading;
- Facilitate rapid identification and curricular responses to emerging student needs;
- Ensure a high degree of consistency in the day-to-day implementation of the school's reading intervention strategies which is especially important as students develop their foundational skills;
- Ensure a high degree of consistency across grade levels in intervention so that teachers can expect a consistent level of support;
- Enhance the quality of literacy instruction as other teachers can more tightly focus their energy on the core reading and writing programs;
- Embed high quality, consistent, curricular training into each Reading Teacher's professional development as he/she will benefit from close work and interaction with the school's Reading Specialist, an early literacy expert;
- Enhance the school's data collection and analysis processes and allow the school to better use data to drive reading instruction;

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2010-11 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery training. This training will be supplemented by a series of multi-day visits throughout the fall by a nationally recognized Reading Mastery professional developer who will observe teachers, provide feedback, and deliver model lessons. Additionally, in preparation for the 2010-11 school year, seasoned, returning Leadership Prep teachers, who will be serving as Grade Team Chairs, have developed unit and lesson plans for reading comprehension which will help guide newer teachers and raise the overall quality of Reading Comprehension instruction. These Grade Team Chairs will present professional development during our August training period to ensure that all members of their grade teams are prepared to teach these materials successfully and will provide further professional development throughout the year.

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**

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

### **Background**

As Bob Moses has noted, algebra has become a gate-keeper to college admissions for many urban students of color. 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.

Currently, with only Kindergarten and First Grade, Leadership Prep uses the Saxon Math program. The Saxon program employs explicit instruction as well as a distributed approach to instruction, practice and assessment. This dual approach has proven especially effective with low-income students and ensures that students master both basic math skills and critical thinking skills. Moreover, Saxon is backed by extensive research demonstrating its effectiveness with student populations similar to Leadership Prep.

Essentially, the Saxon program breaks complex concepts into smaller, related increments in order to foster greater understanding and retention. Saxon then systematically distributes the instruction, practice and assessment of those increments across a grade level. Students work toward mastery of the increments as the lessons progress. This approach is backed by research which supports the idea that students absorb material better when it is presented over several increments rather than in large chunks such as chapters.

Both Kindergarten and First Grade students at Leadership Prep receive 80 minutes of math instruction each day. The math program includes a 25 minute Math Meeting which begins each day as well as a lesson and practice for 55 minutes.

A new Saxon lesson is taught everyday. Teachers therefore have many opportunities to re-teach lessons if necessary. There are 135 lessons in the Saxon Kindergarten program. By completing a lesson each day, Leadership Prep Kindergarten students were able to move to First Grade math by the end of April. By mastering a complete Saxon lesson every school day, our students remain on pace to complete at least a year of high school algebra by the end of eighth grade.

In Leadership Prep classrooms, the Math Meeting is conducted as a full class on the rug. The Lesson is conducted in two homogeneous, ability-based groups. One group is led by one of the classroom teachers in one part of the room, while the other is led by the other teacher in another part of the room. In both cases, students have a neat, structured environment in which to learn. Teachers use chairs, desks, physical spacing, explicit expectations, clear modeling, and lots of training to ensure that students are on-task and focused on learning.

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 through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

**Goal 2: Absolute Measure**

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

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Goal 2: Growth Measure**

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

**Goal 1: Optional Measure**

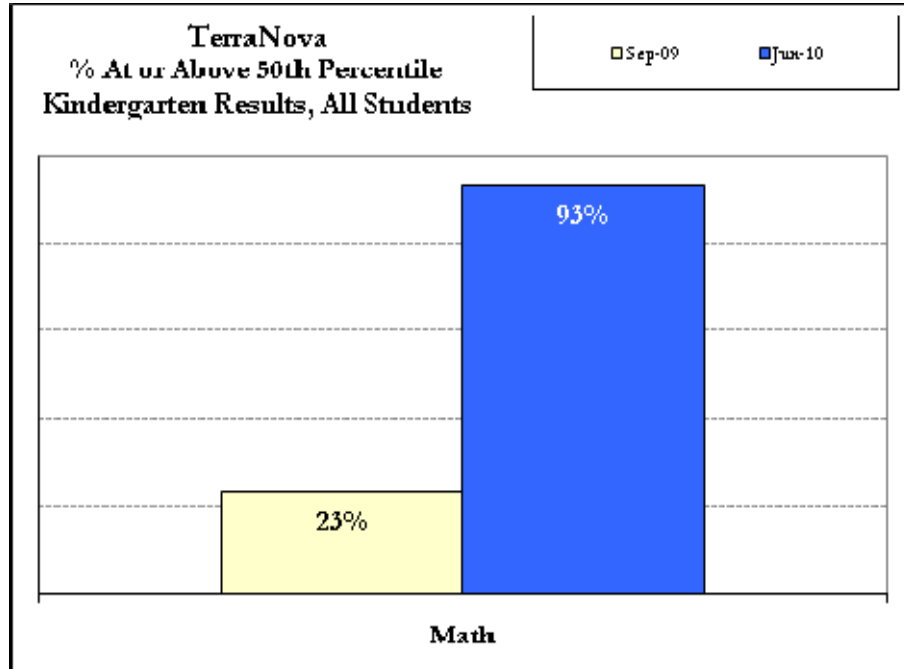
Each year, on the Terra Nova, a nationally-norm referenced math assessment, all grade-level cohorts of students enrolled in Kindergarten through 3<sup>rd</sup> grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year

**Method and Explanation**

As noted previously in regard to ELA instruction, Leadership Prep only enrolled Kindergarten and First Grade students during the 2009-2010 school year. The school's accountability plan goals are explicitly tied to the New York State assessments which begin in the Third Grade. In order to gauge our students' current progress in mathematics, the school administered the TerraNova math assessment to both Kindergarten and First Grade students. Again, we believe the TerraNova closely mirrors the New York State examinations and provides the best possible insight at this point in the school's development as to our students' progress.

***Kindergarten Results: Focus on Math***

The Leadership Prep Kindergarteners ended the year well above grade level in mathematics. At the end of the school year on the TerraNova,

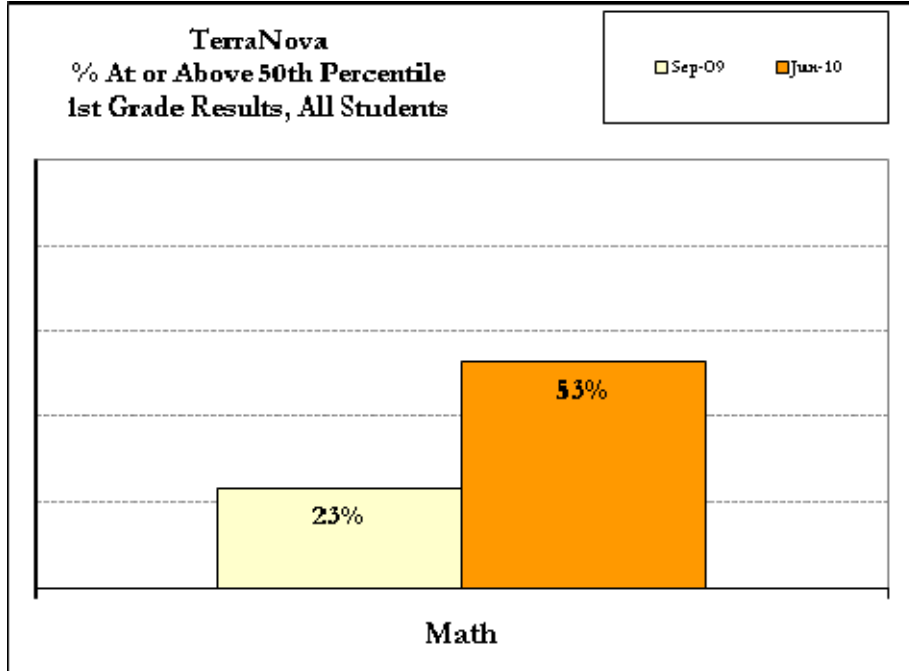


\* In Kindergarten, Leadership Prep administers the TerraNova in the late winter (the earliest time that “normed” results are available from the published) and again at the end of the school year. To assess mid year progress, we assume that Kindergarten students enrolled with rates of academic proficiency similar to that of first graders who did take the Terra Nova upon entering the school—a “Fall Proxy.”

- **93% of Leadership Prep Kindergarten students scored at or above grade level (NCE of 50 or higher) in math**

***First Grade Results: Focus on Math***

The Leadership Prep First Graders ended the year well above grade level in mathematics. At the end of the school year on the TerraNova,



- 53% of Leadership Prep First Grade students scored at or above grade level (NCE of 50 or higher) in math

**Summary of the Mathematics Goal**

Leadership Prep Charter School students made incredible strides in mathematics in the 2009-10 school year. Students benefited from the “Morning Math Meeting” concept, in which twenty five minutes each day is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Leadership Prep’s math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money.

In order to continue to strengthen Leadership Prep’s math program, the school is employing teachers over the summer to analyze data from the TerraNova and interim assessments given throughout the year in order to determine with which skills students struggled most. Teachers are then creating supplemental lessons for the 2010-11 school year to target these particular areas for growth.

With a majority of students at or above grade level on the standardized assessments and a majority demonstrating proficiency on the school’s Saxon Math curriculum, Leadership Prep is confident in its ability to achieve even greater gains for the next school year as it moves towards meeting the accountability plan goals.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	N/A FOR 2009-2010
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A FOR 2009-2010
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school	N/A FOR 2009-2010

	district.	
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A FOR 2009-2010
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	N/A FOR 2009-2010
Growth	Each year, on the Terra Nova, a nationally-norm referenced math assessment, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A FOR 2009-2010

**Action Plan**

Leadership Prep will continue to employ the Saxon 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.

**SCIENCE**

**Goal 3: Science**  
Students will demonstrate proficiency in the understanding and application of scientific principles.

**SOCIAL STUDIES**

**Goal 4: Social Studies**  
Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

**Background**

Leadership Prep’s 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. At Leadership Prep, our year long academic planning ensures that both Science and Social Studies are organized into cohesive units that build upon one another as the year progresses. Our instruction alternates throughout the year with one month focused on Science explorations each day, while the next month will focus on Social Studies lessons. This ensures that teachers have uninterrupted stretches of time to develop students’ depth of knowledge and to support their mastery of the material.

### **Learning through Doing**

Our Core Knowledge instruction relies on student-centered inquiry and observation, as students learn new concepts through hands-on lessons. Both Social Studies and Science investigations integrate literacy and research—students communicate their ideas, form and investigate their hypotheses, record their observations (data) through accurate drawings, diagrams, and notebook entries, and think critically to evaluate their results. We provide students with the tools, experiences, and personal motivation to perceive the world as scientists and social scientists.

Teachers model and make explicit the topic-specific investigation and comprehension strategies to guide students in their effective use of materials and tools. Teachers will regularly ask students to articulate their own theories, explanations, and understandings so these ideas can be tested and discussed. Generating thoughtful, focused dialogue between even our youngest students is one of the goals of our Science and Social Studies curriculum. As part of ongoing assessment in Social Studies and Science, teachers will look for misconceptions and create experiences that challenge those misconceptions. For example, many students might say that plants need water, sunlight, and soil. Are these factors sufficient? Are they accurate? During the unit on plants, teachers deepen Kindergarten scientists' understanding by guiding them to sprout seeds without light (in a box in the closet), by attempting to sprout seeds without the use of soil and in an airtight container to investigate the need for "air." Immediately, the level of scientific inquiry and precision rises dramatically when teachers expect that students will be capable and interested in trying to understand rather than trying a superficial activity.

For the 2009-2010 school year, Leadership Prep utilized the Scott Foresman Science and Social Studies elementary curriculum which is completely aligned with the New York State Performance Indicators. The school purchased NYS editions of all relevant materials and teachers, who have previously taught the Core Knowledge curriculum, generated weekly lesson plans which lay out objectives, key vocabulary, activities, assessments, and homework for each day of the year.

Both the Science and Social Studies curricula from Scott Foresman contain teacher-friendly materials with extensive professional development resources. The curricula are highly adaptable so teachers have the freedom and flexibility to modify the curricula based on the needs of their particular students. Each curricula contains a test-preparation component which is valuable for assessments. Finally, the Science and Social Studies programs provide ample opportunities for integration across all subjects, especially reading and writing.

More specifically, the Science curriculum consists of extensive hands-on experiments which support Leadership Prep's goal of creating an interactive Core Knowledge component of the curriculum. The Social Studies program draws heavily on primary sources, incorporates geography and offers many real-life/role-play scenarios to keep students interested and engaged.

#### **Goal 3: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

#### **Goal 3: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

#### **Goal 4: Absolute Measure**

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

**Goal 4: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

**Summary**

Based on the significant strengths of the Scott Foresman Science and Social Studies programs, Leadership Prep believes that implementing these new curricula will prepare our students to perform on Science and Social Studies state assessments as we work towards our Accountability Plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A FOR 2009-2010
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A FOR 2009-2010

**Action Plan**

Leadership Prep will continue to employ the Scott Foresman Science and Social Studies and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

**NCLB**

**Goal 5: NCLB**

The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

**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 the state standard in and of themselves aside from the overall school results. 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 NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

## **Results**

Leadership Prep anticipates being in “Good Standing” under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines.

## **Conclusion**

While Leadership Prep did not administer the State examinations which comprise our Accountability Plan, the school did demonstrate marked progress on the TerraNova assessment and remains committed to diligently working towards the Accountability Plan goals. We believe that our students’ performance on the TerraNova clearly demonstrates that they have mastered skills in reading, language and math this school year and that they are preparing to demonstrate their learning on the State assessments in 2011-12.

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