

**LEADERSHIP PREPARTORY
BROWNSVILLE
CHARTER SCHOOL**

**2010-11
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Prepared by Analiza Quiroz Wolf and Darcy Richie

213 Osborn Street, 4th Floor

Brooklyn, NY 11212

Phone: (718) 669-7461

Fax: (718) 228-6496

www.leadershipprepbrownsville.org

Analiza Quiroz Wolf and Darcy Richie prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

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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.

STUDENT POPULATION

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.

With an initial enrollment as of BEDS Day 2010 of 201 students, Leadership Prep had relatively low attrition and ended the 2010-11 school year with 204 students in grade K-2.

Gender	58% Male	42% Female
Free & Reduced Lunch	84%	
Special Ed	11%	
Race	90% Black/ African American	10% Latino
English Language Learners	4%	

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 2010-11 school year with a 96% 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 2010-11, every staff member held a Bachelor's Degree and 100% either held or were working towards a Masters Degree.

Family Involvement

Leadership Prep understands that family involvement is a key variable in the success of our students. We strive to engage families in their 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, 99% 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												
2010-11	87	58	59											

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 (September 2010), 100% of Leadership Prep's Kindergarteners, 98% of Leadership Prep's First Graders, and 100% of Leadership Prep's Second 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 2011. Leadership Prep scholars made enormous progress.

Kindergarten 2010-2011 STEP Growth:

- 84% of K students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 13% of K students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 1% of K students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)
- In October 2010, 0% of our K students were at or above the end of year benchmark in reading. Now, 98% of our K students are at the grade level benchmark and 48% are above the grade level benchmark in reading.

First Grade 2010-2011 STEP Growth:

- 78% of 1 students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 9% of 1 students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 2% of 1 students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)
- In October 2010, 2% of our first graders were at or above the end of year benchmark in reading. Now, 80% of our first graders are at the grade level benchmark and 47% are above the grade level benchmark in reading.

Second Grade 2010-2011 STEP Growth:

- 76% of 2 students grew 3 STEP levels or more (roughly equivalent to 1 grade level)
- 14% of 2 students grew 5 STEP levels or more (roughly equivalent to 1.5 grade levels)
- 3% of 2 students grew 6 STEP levels or more (roughly equivalent to 2 grade levels)
- In October 2010, 29% of our second graders were at or above the first grade end of year benchmark in reading and 0% of our second graders were at or above the second grade end of year benchmark in reading. Now, 97% of our second graders are at or above the first grade end of year benchmark and 29% are at or above the second grade benchmark 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 Learning Support Teacher and Reading Specialist. 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 2010-11, 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 2010-11, 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 2010-11 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 2010-11.

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 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.

Method

During the 2010-11 school year, Leadership Prep enrolled students in Kindergarten, First Grade, and Second 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.

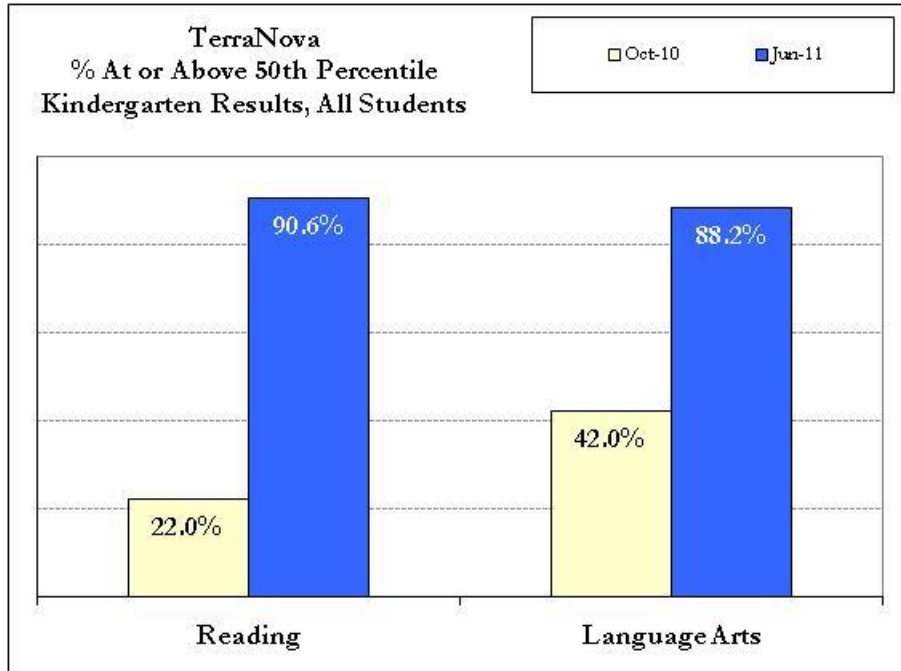
As outlined above, Leadership Prep’s Accountability Plan consists of measures directly linked to the New York State examinations and Leadership Prep is keenly aware that it will be accountable for all of the measures described above for the 2011-2012 school year, the first year in which the school will 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, First Grade, and Second Grade students. Kindergarten students were given the test in October 2010 to establish a baseline and all students in Kindergarten, First Grade, and Second Grade were given the TerraNova in June of 2011.

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 October 2010, the earliest time that normed results are available from the publisher, and again in June of 2011.

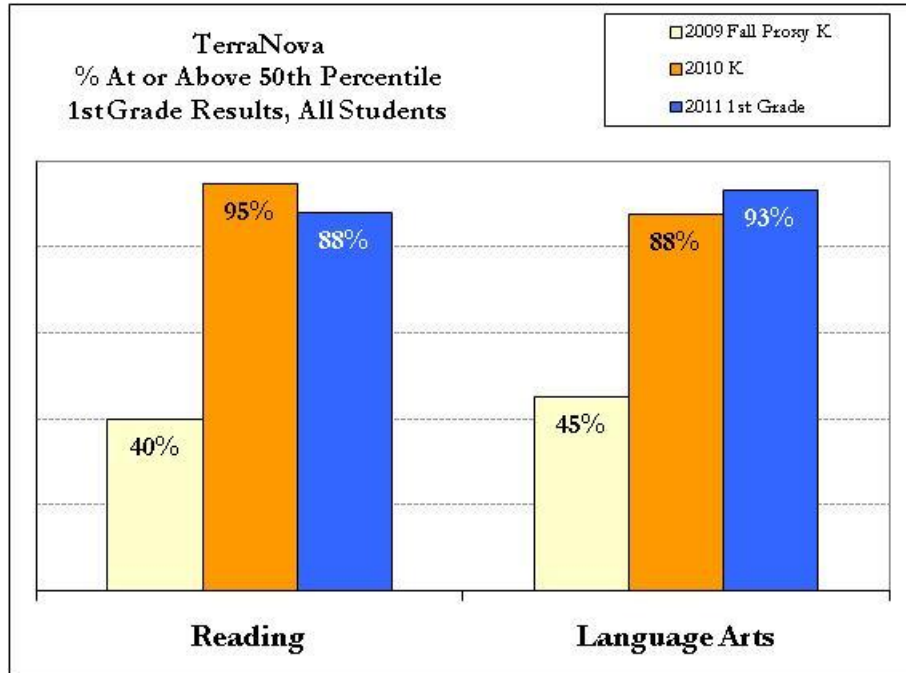


Measured against that fall proxy Leadership Prep Kindergarteners made substantial academic gains in literacy. They ended the school year well above grade level. At the end of the school year on the TerraNova,

- **91% 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

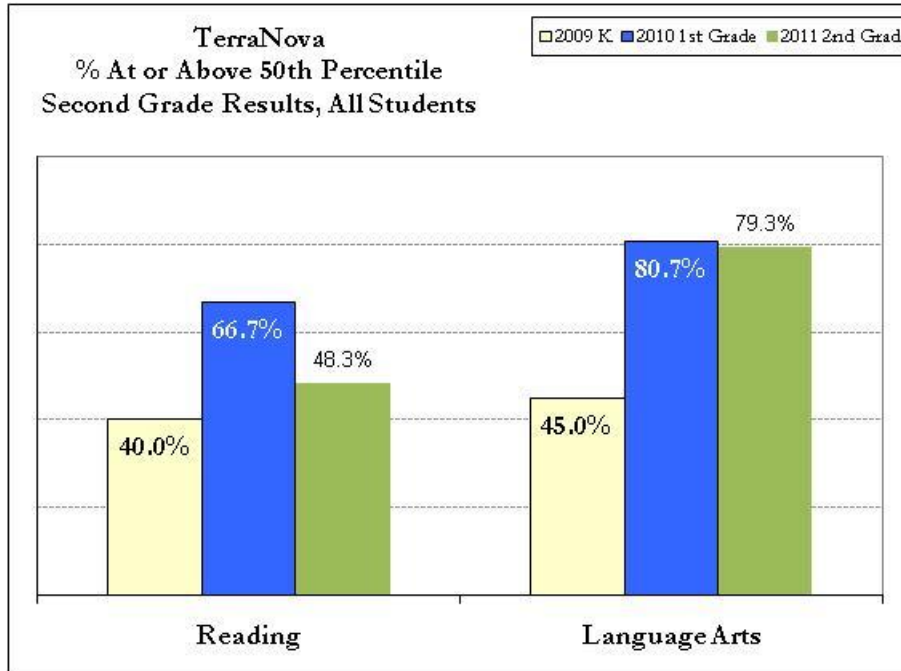
The Leadership Prep First Graders ended the year well above grade level in literacy. At the end of the school year on the TerraNova,



- 88% of Leadership Prep First Graders scored at or above grade level (NCE of 50 or higher) in reading
- 93% of Leadership Prep First Graders scored at or above grade level (NCE of 50 or higher) in language

Second Grade Results: Focus on Literacy

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



- 48% of Leadership Prep Second Graders scored at or above grade level (NCE of 50 or higher) in reading
- 79% of Leadership Prep Second Graders scored at or above grade level (NCE of 50 or higher) in language

Additional Evidence

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 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.

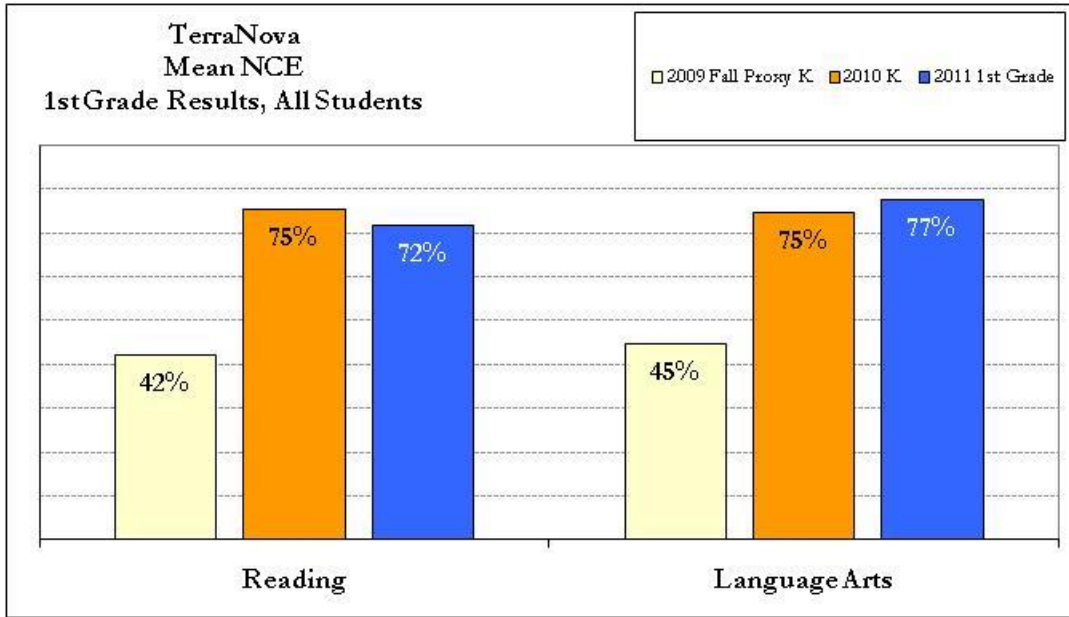
Results

Kindergarten Results: Focus on Literacy

N/A given that this was their first year at Leadership Prep Brownsville.

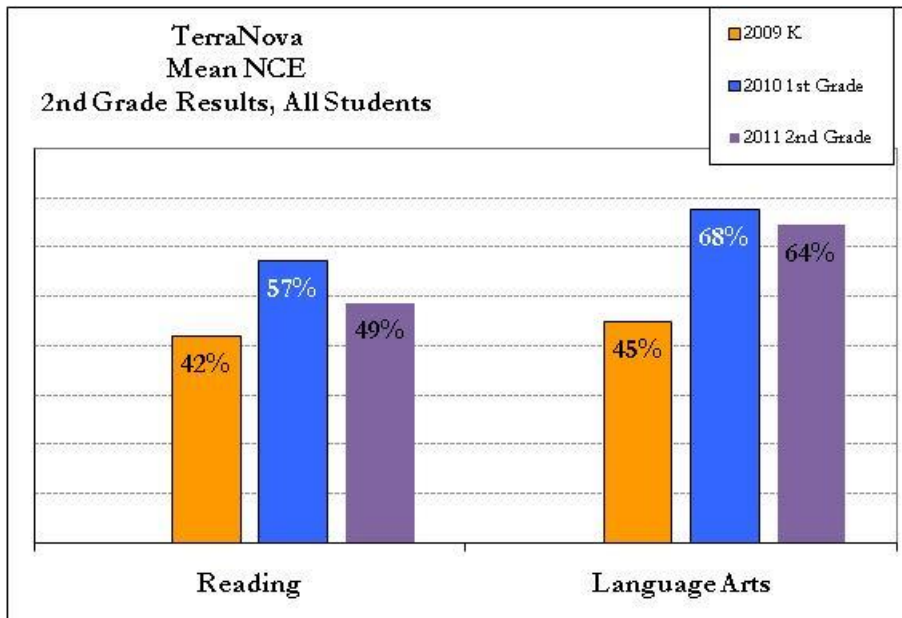
First Grade Results: Focus on Literacy

As shown in the graph below, the cohort’s mean NCE decreased in reading (75% to 72% in reading) and increased in language arts (75% to 77%)



Second Grade Results: Focus on Literacy

As shown in the graph below, the cohort’s mean NCE decreased from 57% to 49% in reading and from 68% to 64% in language arts.



Results

Since Leadership Prep Brownsville only had grades K-2 for 2010-2011, we do not have state exam scores to report.

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 2010-2011

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 2010-2011
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 2010-2011
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 2010-2011
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 2010-11 state exam.	N/A FOR 2010-2011

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. While we are confident that Leadership Prep is providing a firm foundation for even greater reading and language achievement for our students in the upcoming school year, we are focusing our efforts on ensuring our rising third grade scholars score above 50 NCE. In addition, we believe that our students' performance on the TerraNova is setting the stage for their future success on the New York State examinations.

Action Plan

2011-2012

During the 2011-2012 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 give heavy focus to our rising third grade students. Our Director of Staff Development (new position for 2011-12) will be working closely with the Principal to ensure that students receive additional instruction that is differentiated and rigorous through programming during the day as well as tutoring and Saturday School Academy (new for 2011-12).

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2011-12 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, 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.

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 every day. 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 2010-11, 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 2010-11, 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 2010-11 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 2010-11

Goal 1: Optional Measure

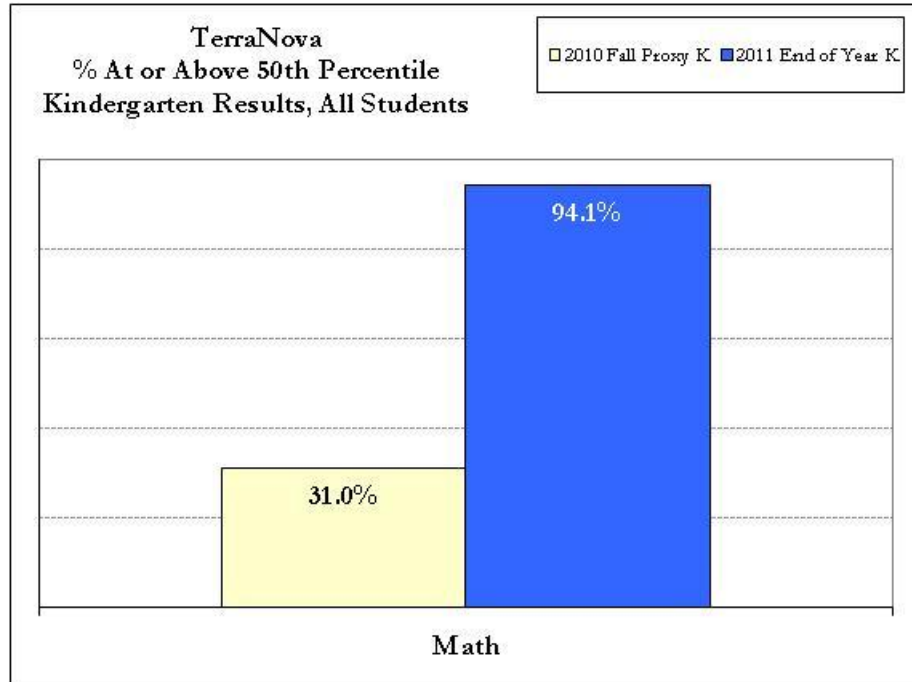
Each year, on the Terra Nova, a nationally-norm referenced math assessment, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds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

Method and Explanation

As noted previously in regard to ELA instruction, Leadership Prep only enrolled Kindergarten, First Grade, and Second Grade students during the 2010-2011 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

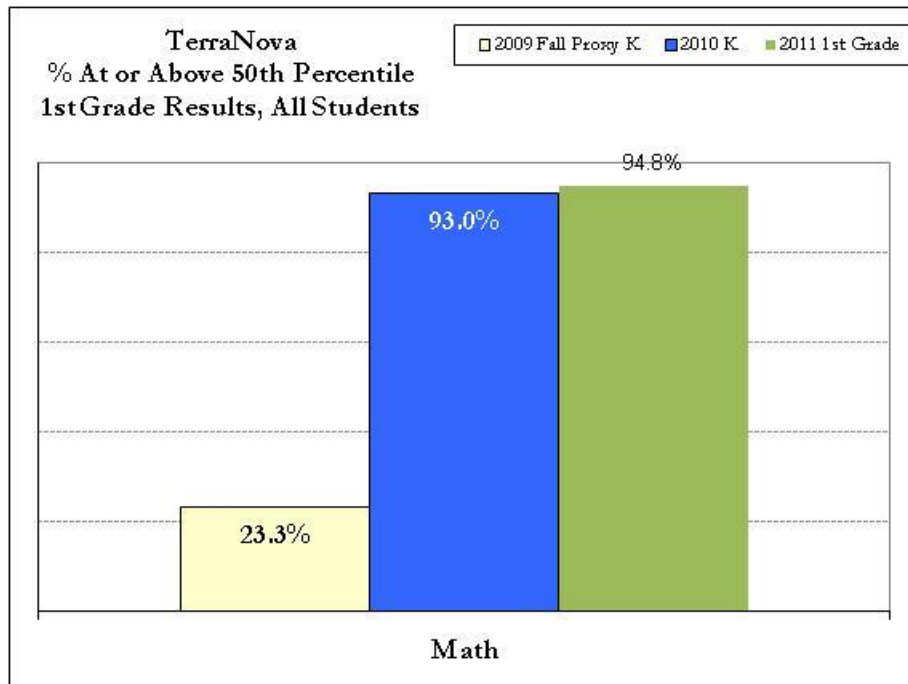
The Leadership Prep Kindergarteners ended the year well above grade level in mathematics. At the end of the school year on the TerraNova,



- 94% of Leadership Prep Kindergarten students scored at or above grade level (NCE of 50 or higher) in math

First Grade Results: Focus on Math

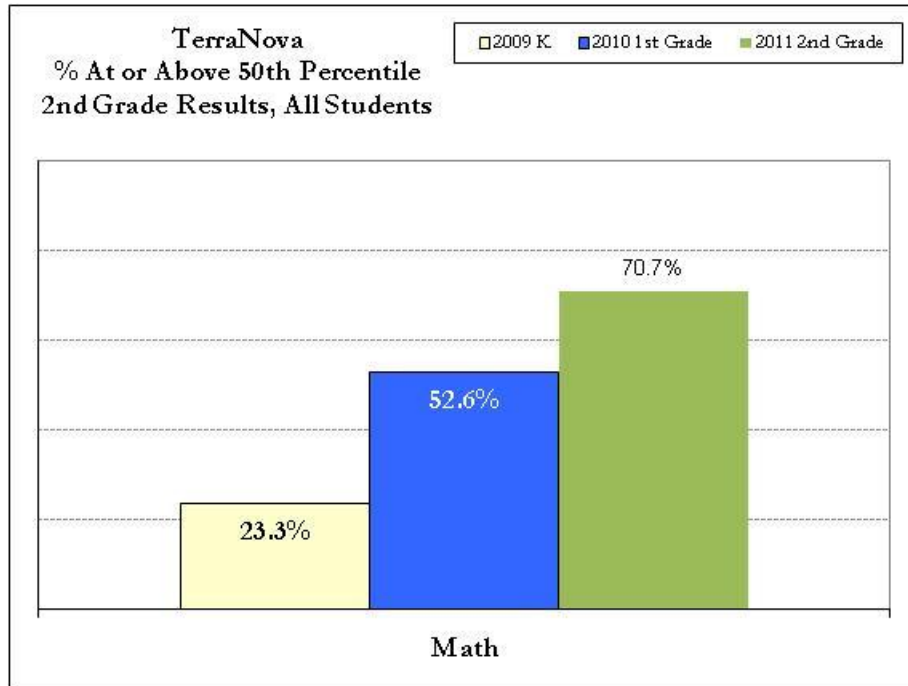
The Leadership Prep First Graders ended the year well above grade level in mathematics. At the end of the school year on the TerraNova,



- 95% of Leadership Prep First Grade students scored at or above grade level (NCE of 50 or higher) in math

Second Grade Results: Focus on Math

At the end of the school year on the TerraNova, Leadership Prep Second Graders ended the year with



- 71% of Leadership Prep Second Grade students scoring at or above grade level (NCE of 50 or higher) in math

Additional Evidence

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 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.

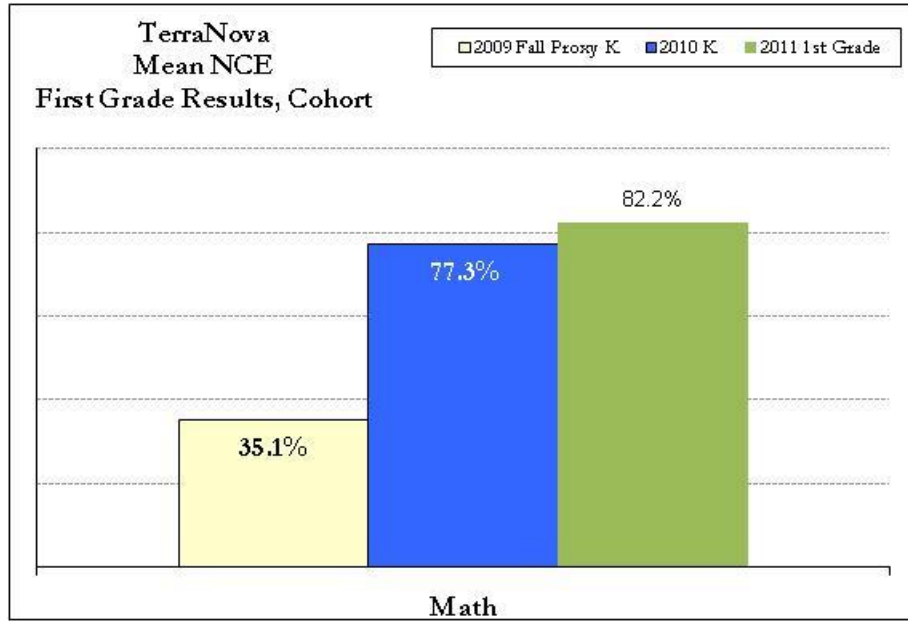
Results

Kindergarten Results: Focus on Math

N/A given that this was their first year at Leadership Prep Brownsville.

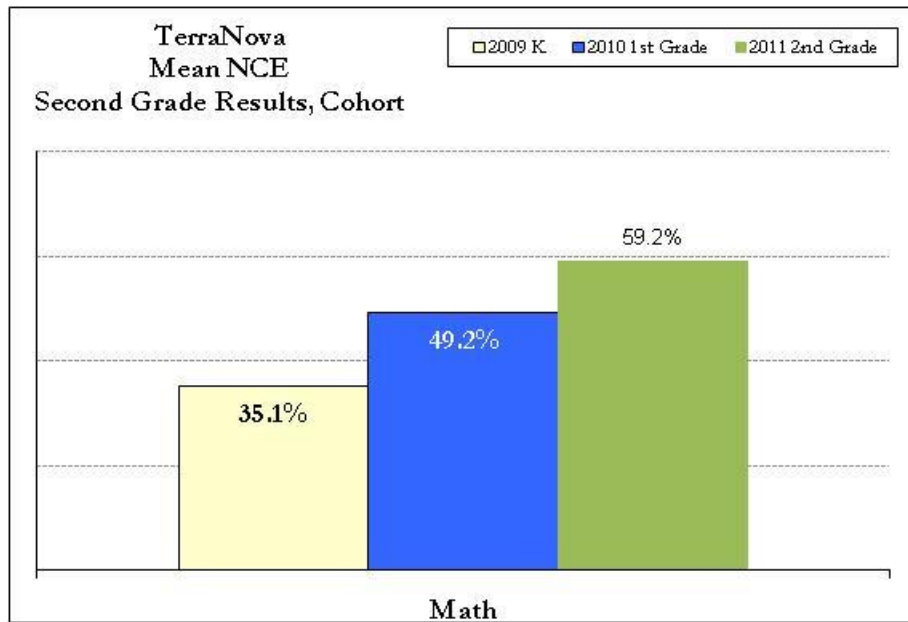
First Grade Results: Focus on Math

As shown in the graph below, the cohort’s mean NCE in math increased from 77% to 82%.



Second Grade Results: Focus on Math

As shown in the graph below, the cohort’s mean NCE increased from 49% to 59%.



Results

Since Leadership Prep Brownsville only had grades K-2 for 2010-2011, we do not have state exam scores to report.

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 2010-2011

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 2010-2011
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 2010-2011
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 2010-2011
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 2010-11 state exam.	N/A FOR 2010-2011

Additional Evidence

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 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.

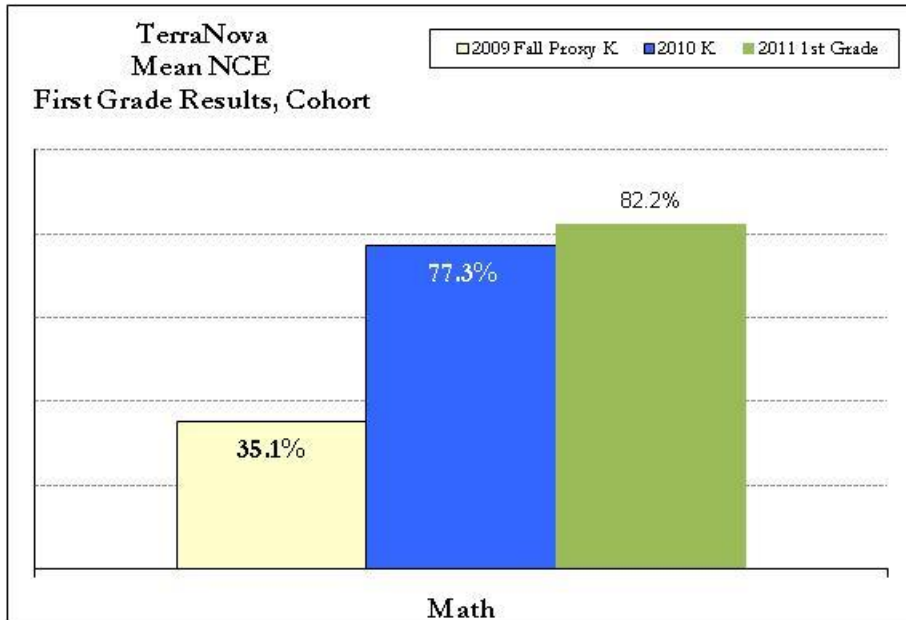
Results

Kindergarten Results: Focus on Math

N/A given that this was their first year at Leadership Prep Brownsville.

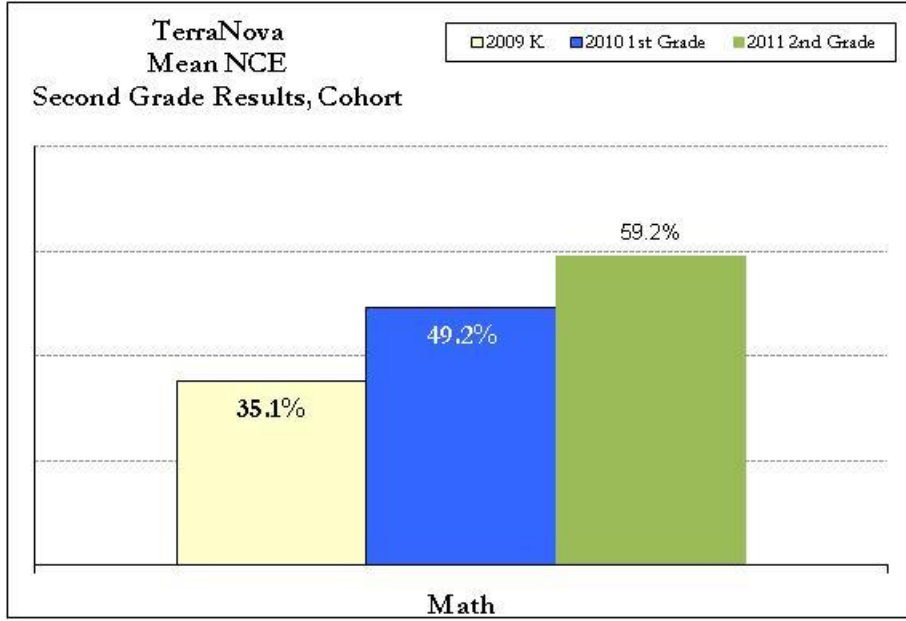
First Grade Results: Focus on Math

As shown in the graph below, the cohort's mean NCE in math increased from 77% to 82%.



Second Grade Results: Focus on Math

As shown in the graph below, the cohort's mean NCE increased from 49% to 59%.



Results

Since Leadership Prep Brownsville only had grades K-2 for 2010-2011, we do not have state exam scores to report.

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 2010-2011
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 2010-2011
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 2010-2011
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 2010-2011
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 2010-11 state exam.	N/A FOR 2010-2011

Summary of the Mathematics Goal

Leadership Prep Charter School students made incredible strides in mathematics in the 2010-11 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 2011-12 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 its accountability plan goals.

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 yearlong 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 2010-2011 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 2010-2011
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 2010-2011

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.
