

**Leadership Prep
Bedford Stuyvesant
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Ashley High, Director of Operations, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carrie Abramson	Trustee, Governance
Caroline Curry	Treasurer, Finance
Ben Esner	Trustee
Michael Hall	Secretary, Governance
Matthew Klein	Trustee
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John Kim	Trustee
Nadine Augusta	Trustee
Blonka Winkfield	Trustee
Julie Jackson	Trustee

Sultana Noormuhammad has served as the principal of the Elementary Academy since 2009.
Owen Lose has served as the principal of the Middle Academy since 2010.

INTRODUCTION

Mission

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

In pursuit of its mission, the school successfully completed its 7th year of operation in June 2013. Leadership Prep Bedford Stuyvesant is organized into two academies: the Elementary Academy, serving students in grades K-4 and the Middle Academy, which serves students in grades 5-8.

Student Population

Located in the Bedford Stuyvesant community of Brooklyn, Leadership Prep serves students from predominately low-income families. With enrollment based on random lottery, 99% of students attending Leadership Prep live in Central Brooklyn where the school is located. At the end of the school year, 603 students were enrolled in Leadership Prep's 2013-2014 student body. Of these students:

- 82.1% are eligible for free or reduced price lunch
- 90% are Black, 8% are Latino, 2% are White or "Other"
- 53% are girls and 47% are boys;
- 10% are special education students

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

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

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														
2006-07	58	58												116
2007-08	57	58	52											167
2008-09	88	57	56	47										248
2009-10	86	86	58	54	38									322
2010-11	83	87	85	56	49	34								394
2011-12	83	83	87	79	51	46	30							459
2012-13	87	87	87	80	77	50	34	25						527
2013-14	79	86	82	86	73	82	66	30	19					603

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

Teach Until They Learn

Leadership Prep Bedford Stuyvesant Charter School strives to provide its students with every possible opportunity to learn. This means that Leadership Prep not only has a longer school day that begins at 7:15 AM and ends at 4:00 PM with 6+ hours of instruction, but also has a longer school year consisting of 184 instructional days. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education’s minimum of 5 hours of daily instruction over 180 school days in grades K-7.

In the Elementary Academy, each day consists of over 3 hours of literacy instruction, 80 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, a fitness class, and an art class. In addition, students in need of extra help to reach proficiency receive after school tutoring from their teachers.

In the Middle Academy, each day consists of more than 2 hours of literacy instruction, 90 minutes of math instruction, 1 hour of both science and history instruction, 30 minutes of independent reading, and a daily advisory session. Students participate in fitness activities in an end-of-day enrichment session.

Even as students leave for the day, the learning continues. Each student, including each Kindergarten student takes home at least 20 minutes of homework every evening. 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. In the Middle Academy, homework increases from one and a half hours in fifth grade to two and a half hours by eighth grade.

Character Development

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

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

Each week ends with a Friday community meeting – Creed Circle in the Elementary Academy and PREP Rally in the Middle Academy. Each community meeting is an opportunity to feature student accomplishments and reinforce the values that are celebrated at Leadership Prep. Classes perform memorized poems 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 Character Awards. Each week, several scholars are recognized for exemplifying the school’s values.

Faculty

In the Elementary Academy, one Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups as well as individually. In the Middle Academy, each teacher teaches a specialized subject area, with one teacher in each classroom. In 2010-2011, every staff member held a Bachelor’s Degree and 100% either held or were working towards a Master’s Degree.

Family Involvement

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

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

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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Literacy is the core academic skill on which all future learning is based. For this reason, Leadership Prep's academic program has a laser-like focus on literacy during the elementary years.

The Leadership Prep reading program strives to "overwhelm the challenge" of early literacy deficits by aggressively accelerating students through a program that addresses the five components of early literacy highlighted by the U.S. government's blue-ribbon Reading First panel: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The school uses three strong, complementary, research-based programs— Direct Instruction (Reading Mastery), Waterford Early Reading, and a Guided Reading/Reading Comprehension program instruction based on the Urban Education Exchange's Concepts of Comprehension – that incorporate these five elements and are used concurrently to provide a rigorous reading education. In the Elementary Academy, Leadership Prep classes are split into three groups of 8-10 students based on reading skill. Each day, students receive 80-minutes of Reading Mastery instruction, 40 minutes of instruction using the highly-successful Riverdeep computer literacy program and 60 minutes of teacher-generated Reading Comprehension or Guided Reading instruction based on the Reading Workshop Model. In the Middle Academy, students receive 60 minutes of reading instruction daily, including a Guided Reading meeting with a student to teacher ratio of approximately 6:1. Guided Reading groups are based on students' reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 – 80 minutes of independent reading time daily.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	86				86
4	73				73
5	75				75
6	63	1			63
7	26				26
8	18				18
All	341	1			341

Results

The 2013-14 school year was Leadership Prep Bedford Stuyvesant’s sixth year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in 3rd and 8th grade, and roughly 45% of Leadership Prep Bedford Stuyvesant’s students enrolled in their second year scored at proficiency on the 2013-13 NYS ELA Exam.

**Performance on 2013-14 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	45%	86	46%	85
4	53%	73	52%	71
5	29%	75	29%	66
6	40%	63	43%	35
7	42%	26	46%	24
8	72%	18	72%	18
All	44%	341	45%	299

Evaluation

In the second year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Bedford Stuyvesant did not meet this measure. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

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

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

- While we began to align our curriculum to Common Core standards in summer of 2012, there was still a lot of work to be done around our alignment in Informational Reading as well as Social Studies and Science. Over the 2013-14 school year, we focused on improving our teaching practice and ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to continue to increase our curricular alignment to the Common Core standards in the coming year.

We have come to understand during the 2013-14 school year that our focus on writing needs to be strengthened, beginning with teacher practices during writing instruction and teacher feedback on student work after each session. We began to roll out changes during the 2013-14 year to improve our writing curriculum, and strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2014-15 school year..

Additional Evidence

With more rigorous Common Core aligned exams this year, Leadership Prep Bedford Stuyvesant is closing the achievement gap in more grades and subjects than the 12-13 school year as compared to the state average of white students. This tells us that while the results are still well below the school’s goal, some of the interventions programs and curriculum changes we put into place last year have resulted in progress towards the goal.

Despite the continued increased rigor of the Common Core English Language Arts assessment, our results improved from the first year of Common Core aligned exams and are pleased to see an increase of 5% in overall proficiency in the school. We continue to feel challenged by these results and look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams. Additionally, we will continue to strengthen our intervention programs for our lowest students as outlined in the action plan section below.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	60%	57	54%	80	46%	85
4	61%	49	40%	77	52%	71
5	65%	34	26%	50	29%	66
6			21%	34	43%	35
7			52%	25	46%	24
8					72%	18
All	62%	140	40%	266	45%	299

Goal 1: Absolute Measure
 Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are

- In 3rd grade, 46% of Leadership Prep Bedford Stuyvesant’s students in at least their 2nd year scored Proficient or Advanced compared to 30% of District 13 3rd graders.
- In 4th grade, 52% of Leadership Prep Bedford Stuyvesant’s students in at least their 2nd year scored Proficient or Advanced compared to 30% of District 13 4th graders.
- In 5th grade, 29% of Leadership Prep Bedford Stuyvesant’s students in at least their 2nd year scored Proficient or Advanced compared to 31% of District 13 5th graders.
- In 6th grade, 43% of Leadership Prep Bedford Stuyvesant’s students in at least their 2nd year scored Proficient or Advanced compared to 18% of District 13 6th graders.
- In 7th grade, 46% of Leadership Prep Bedford Stuyvesant’s students in at least their 2nd year scored Proficient or Advanced compared to 17% of District 13 7th graders.
- In 8th grade, 72% of Leadership Prep Bedford Stuyvesant’s students in at least their 2nd year scored Proficient or Advanced compared to 24% of District 13 8th graders.

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	46%	85	30%	1072
4	52%	71	30%	1023
5	29%	66	31%	908
6	43%	35	18%	802
7	46%	24	17%	923
8	72%	18	20%	949
All	45%	299	24%	5677

Evaluation

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in ELA in 5 out of 6 testing grades and overall by an overall margin of 21 percentage points. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

Additional Evidence

When comparing Leadership Prep Bedford Stuyvesant’s performance to District 13 schools over the past three years, one emerging trend is that the longer a student is enrolled in our school, the greater the gap between their performance and the performance of their peers in neighborhood schools. Beginning in 6th grade, there is a proficiency gap of 25% or more, with as much as a 52% difference in proficiency in the 8th grade.

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	53%	47.5%	54%	29%	46%	30%
4	75%	50.3%	40%	26.2%	52%	30%
5	41%	52%	26%	27.6%	29%	31%
6	69%	37.7%	21%	18.1%	43%	18%
7			52%	17.8%	46%	17%
8					72%	20%
All	58%	47%	40%	23.7%	45%	24%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

All grade levels except for 6th grade had effect sizes surpass the .3 goal. The greatest effect size is occurred in the 3rd grade where it was 2.40.

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

New York State 2012-13 English Language Arts (ELA) Examination

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80.5	80	53.8	21.6	32.2	2.40
4	79.2	77	40.3	21.0	19.3	1.49
5	77.4	50	26.0	21.9	4.1	0.31
6	64.9	34	20.6	23.6	- 3.0	-0.24
7	69.2	25	52.0	23.4	28.6	1.93
8						
All	76.5	266	40.3	21.9	18.3	1.36

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

With an effect size of 1.36, Leadership Prep Bedford Stuyvesant did meet the measure for the 2012-13 school year. While we cannot yet determine performance on the measure for the 2013-14 school year, we hope that the school's ELA performance continues to improve in all grade levels and is higher than the predicted performance on the NYS ELA Exam given the changes made to improve ELA instruction and align the curriculum to Common Core in the 2013-2014 school year.

Additional Evidence

Leadership Prep Bedford Stuyvesant's overall comparative performance was higher than expected to a large degree on the ELA State Exam for 2012-13.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	63%	140	62	46.4	.83
2011-12	3-6	63%	205	57.6	48.2	.62
2012-13	3-7	66%	266	40.3	21.9	1.36

Goal 1: Growth Measure⁶

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁷

Results

In 2013-2014 Leadership Prep Bedford Stuyvesant exceeded the Statewide Median by 7.5 percentage points.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	54	50.0
5	44.5	50.0
6	67	50.0
7	66	50.0
8	56	50.0
All	57.5	50.0

Evaluation

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 5th grade for the 2013-2014 school year.

Additional Evidence

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

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

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

Grade	Mean Growth Percentile			
	2010-11 ⁸	2011-12 ⁷	2012-13	Statewide Average
3				50.0
4			54	50.0
5			44.5	50.0
6			67	50.0
7			66	50.0
8			56	50.0
All	56.2	60	57.5	50.0

Summary of the English Language Arts Goal

In its sixth year of state testing, Leadership Prep Bedford Stuyvesant’s ELA results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant’s achieved the three relevant ELA goals based on results of the 2012-13 and 2013-14 state exams. The school did achieve the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative to the district. The school did also surpass the .3 effect size. The school did not achieve the absolute goal. We know that we still have a long way to go in terms of absolute performance and that the rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in ELA.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

Action Plan

During the 2014-2015 school year, Leadership Prep will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading

⁸ Grade level results not available.

program, particularly because of its success in building the core decoding and fluency skills of students and to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

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

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

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

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2014-15 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion

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

Starting two years ago, Leadership Prep Bedford Stuyvesant began modifying the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Bedford Stuyvesant will continue to make adjustments to their ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core last year, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also common core aligned. In addition, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is increased in future years.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards. At the Middle Academy, a more robust system of Guided Reading will be implemented during the 2014-2015 school year for struggling readers call "Read for College" Recognizing that a strong foundation in literacy is essential for academic success, students who read far below grade level have a 40 minute small group reading block four times a week to help build fluency and comprehension by reading texts that are just their level. Students reading at grade level read books slightly above their level with regular

comprehension checks from their teacher while students reading above grade level are able to read texts of their own choosing.

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

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

MATHEMATICS

Goal 2: Mathematics

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

Background

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

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

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

- Base tens
- Pictures
- Algorithms

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

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

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

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

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁹

Method

The school administered the New York State Testing Program mathematics assessment to students in K through 8th grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3	86				86
4	73				73
5	75				75
6	63	1			63
7	26				25
8	18				18
All	340	1			340

Results

The 2013-2014 school year was Leadership Prep Bedford Stuyvesant's sixth year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3rd through 8th grade in April 2014. Roughly 68% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2013-2014 NYS Math Exam. One hundred percent of 8th graders passed the Integrated Algebra Regents exam and 94% passed the Common Core Algebra exam.

⁹ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

¹⁰ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	76%	86	75%	85
4	85%	73	85%	71
5	33%	75	36%	66
6	67%	63	74%	35
7	52%	25	48%	23
8	94%	18	94%	18
All	66%	340	68%	298

Evaluation

In the second year of the administration of the NYS Common Core exam in Mathematics, Leadership Prep Bedford Stuyvesant did not meet this measure on in grades 3 through 8 on the exams given to elementary and middle school scholars in the spring. On the June Integrated Algebra Regents Exam, 100% of students scored a 65% or above with 78% achieving a score of 85% or higher. On the Common Core aligned Algebra exam, 94% of students scored a 65% or higher with 12% receiving an 85% or higher in the first year of its administration. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core Math exam, and we are looking forward to implementing a higher level of rigor in our Mathematics instruction going forward to better prepare our students to meeting this bar. We improved by 18 percentage points as a school from 2012-13 and are greatly encouraged by the results in 3rd, 4th, and 8th grade where students did reach 75% or higher proficiency. Our Regents results additionally demonstrate that we are preparing our 8th graders for success in high school and college.

Additional Evidence

With more additional exposure to the rigorous Common Core aligned exams this year, Leadership Prep Bedford Stuyvesant's results did increase 18 percentage points this year relative to last year in terms of students at proficiency.

While we are disappointed that we have not yet achieved 75 percent proficiency school wide across all testing grades, we will continue to implement changes to our curriculum to meet the more rigorous standards of Common Core and strengthen our intervention programs for our lowest students as outlined in the action plan section below. Additionally, we intend to increase the amount of written work happening during math instruction across all grades and include more independent practice with each lesson.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	67%	79	63%	80	75%	85

4	96%	51	42%	77	85%	71
5	80%	45	28%	50	36%	66
6	100%	30	65%	34	74%	35
7	82%	25	56%	25	48%	23
8				0	94%	18
All	82%	205	50%	266	68%	298

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹¹

Results

Leadership Prep Bedford Stuyvesant scored 157 on the Math Performance Index.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29	87	123	101

$$\begin{array}{rclclclcl}
 \text{PI} & = & 26 & + & 36 & + & 30 & = & 91 \\
 & & & & 36 & + & 30 & = & 66 \\
 & & & & & & \text{PLI} & = & 157
 \end{array}$$

Evaluation

Leadership Prep Bedford Stuyvesant exceeded the PLI by 71 points, a promising sign that our scholars are continuing to make solid progress towards proficiency. Taken by itself, our 8th grade class from 2013-14 had an overall proficiency rate of 94%, the highest in our geographical district in Brooklyn and the 5th highest in the state. It is encouraging to see that the longer our scholars spend at our school, the more proficient they become.

Goal 2: Comparative Measure

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

¹¹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹²

Results

In our sixth testing year, Leadership Prep Bedford Stuyvesant students in at least their second year outperformed peers in Community School District 13 on the first administration of the Common Core Math exam by 28 percentage points.

- 75% of Leadership Prep Bedford Stuyvesant's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state Math exam exceeding CSD 13 3rd graders by 41 percentage points. 34% of 3rd graders in District 13 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).
- In 4th grade, 85% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 33% of District 13 4th graders.
- In 5th grade, 36% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 31% of District 13 5th graders.
- In 6th grade, 74% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 20% of District 13 6th graders.
- In 7th grade, 48% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 12% of District 13 7th graders.
- In 8th grade, 94% of Leadership Prep Bedford Stuyvesant's students in at least their 2nd year scored Proficient or Advanced compared to 9% of District 13 8th graders.

**2013-14 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	75	85	34	1076
4	85	71	33	1029
5	36	66	31	912
6	74	35	20	805
7	48	23	12	926
8	94	18	9	852
All	68	298	23	5600

Evaluation

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in Math in all 6 testing and overall by an overall margin of 45 percentage points. We are meeting our goal of outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

¹² Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	67	53	63	19.4	75	34
4	97	58	42	30.3	85	33
5	80	60	28	29.7	36	31
6	100	46	65	24	74	20
7			56	14	48	12
8					94	9
All	86	54%	50	21.62	68	23

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹³

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

All grade levels at Leadership Prep Bedford Stuyvesant had effect sizes surpass the .3 goal. The greatest effect size is occurred in the 6th grade where it was 2.21.

¹³ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80.5	79	63.2	25.0	38.2	2.17
4	79.2	77	41.6	26.7	14.9	0.87
5	77.4	50	28.0	22.0	6.0	0.38
6	64.9	34	64.7	24.9	39.8	2.21
7	69.2	25	56.0	19.8	36.2	2.03
8						
All	76.5	265	49.8	24.4	25.4	1.45

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

With an Effect Size of 1.45, Leadership Prep Bedford Stuyvesant did meet the measure for the 2012-13 school year. While we cannot yet determine performance on the measure for the 2013-14 school year, we hope that the school's Math performance continues to improve in all grade levels and is higher than the predicted performance on the NYS Math Exam given the changes made to improve Math instruction and align the curriculum to Common Core in the 2013-2014 school year.

Additional Evidence

Leadership Prep Bedford Stuyvesant's overall comparative performance was higher than expected to a large degree on the Math State Exam for 2012-13.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	60%	140	88.6	57.2	1.8
2011-12	3-6	63%	206	81.5	57.6	1.32
2012-13	3-7	66%	266	49.8	24.4	1.45

Goal 2: Growth Measure¹⁴

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
4	59.5	50.0
5	42	50.0
6	71.5	50.0
7	50.5	50.0
8	80.5	50.0
All	60.5	50.0

Evaluation

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 5th grade for the 2013-2014 school year.

Additional Evidence

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Average
	2011-12 ¹⁴	2012-13	2013 - 14	
3				50.0
4			59.5	50.0
5			42	50.0
6			71.5	50.0
7			50.5	50.0
8			80.5	50.0
All	56.22	60	60.5	50.0

Summary of the Mathematics Goal

In its sixth year of state testing, Leadership Prep Bedford Stuyvesant's Math results demonstrate both accomplishment and evidence that there is room for growth. Leadership Prep Bedford Stuyvesant's achieved two of the three relevant Math goals based on results of the 2011-12 and 2013-14 state exams. The school did achieve the comparative goal of having a significantly higher percentage of students performing at or above Level 3 relative

to the district. The school did also surpass the .3 effect size to a large degree. The school did not achieve the absolute goal. We know that we still have a long way to go in terms of absolute performance and that the new rigorous Common Core Standards will provide us with an opportunity to work harder to improve student performance in Math.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

Leadership Prep will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

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

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

SCIENCE

Goal 3: Science

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

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

In the 2013-2014 school year, the science curriculum is being updated to become more aligned to Common Core and increase the amount of reading done by students and reduce the amount of reading aloud completed solely by the teacher.

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

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in the 4th grade spring 2014 and the Living Environment Regents to students in the 8th grade. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2013-14 school year Leadership Prep Bedford Stuyvesant enrolled scholars in grades Kindergarten through 8th grade. Therefore, Leadership Prep Bedford Stuyvesant 4th Grade scholars took the 2014 NYS Science exam and 8th grade scholars took the June Living Environment Regents. 91.7% of Leadership Prep Bedford Stuyvesant's 4th grades achieved proficiency in the State Science Exam and 100% achieved a score of 65% or higher on the Living Environment Regents with 78% achieving a score of 85% or higher.

Charter School Performance on 2013-14 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	91.7%	73		
8	100%	18		

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

Evaluation

With 91.7% of Leadership Prep Bedford Stuyvesant’s 4th grades achieving a Level 3 or 4 on the Science Exam and 100% of 8th graders achieving a 65% or higher on the Living Environment Regents, the school has met the absolute measure of 75% of students performing at proficiency.

Additional Evidence

As in previous year’s the proficiency rates for the 4th grade science exam is above 90%.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96%	51	90%	77	91.7%	73
					100%	18
All	96%	51	90%	77	91.7%	73

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

Results

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

**2013-14 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	91.7%	73		
8	100%	18		

Evaluation

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

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	96%		90%		91.7%	
8					100%	
All						

Summary of the Science Goal

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A – District Score not yet available

Action Plan

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

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

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

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure

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

Method

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

Results and Evaluation

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

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing
2012-14	Good Standing