

**Leadership Prep  
Bedford Stuyvesant  
CHARTER SCHOOL**

**2014-15  
ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Ashley High and Kennette Banks prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carrie Abramson	Governance
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**Sultana Noormuhammad served as the principal of the Elementary Academy from 2009-2015.  
Owen Losse 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 9<sup>th</sup> year of operation in June 2015. 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, 691 students were enrolled in Leadership Prep's 2014-2015 student body. Of these students:

- 83% are eligible for free or reduced price lunch
- 91% are Black, 7% are Latino, 2% are White or "Other"
- 50% are girls and 50% are boys;
- 11% are special education students

Leadership Prep scholars will graduate from college despite the 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, economic 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
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
2013-14	79	86	82	86	73	82	66	30	19					603
2014-15	88	88	89	82	87	92	84	62	19					691

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, 60 minutes of math instruction, a daily class in social studies or science, and a fitness class, music or an art class.

In the Middle Academy, each day consists of 2 hours and 45 minutes of literacy instruction, 77 minutes of math instruction, 1 hour of scientific instruction, 1 hour history instruction, and a daily advisory session. Students participate in fitness and performing arts 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. Beginning in the first grade and until 8<sup>th</sup> grade, scholars have between thirty minutes and two and a half hours of homework each night. Parents/guardians review and sign each evening’s assignment upon completion. Families and scholars are expected to read together for 20 minutes each night at the elementary level and at the middle level, students are required to read independently for 30 minutes each night.

#### *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 – Community Meeting 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 and chants 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 Core Value Awards. Each week, several scholars are recognized for exemplifying the school's values.

### *Faculty*

In the Elementary Academy, one Lead Teacher and one Co-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 2014-2015, every staff member held a Bachelor's Degree and 99% 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.

Monthly phone calls home from teachers, frequent parent/family conferences, report cards (once per 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 events 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 places a strong 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 in grades K-2 receive 45 minutes of Reading Mastery instruction, 45 minutes of instruction using the highly-successful Riverdeep computer literacy program and 45 minutes of teacher-generated Reading Comprehension or Guided Reading instruction based on the Reading Workshop Model. In grades 3-4, students receive 50 minutes of teacher-generated Reading Comprehension or Guided Reading instruction, 50 minutes of Reading Comprehension of Informational texts, as well as 50 minutes of scholar-tailored literacy practice in the form of Independent Reading and Writing. In the Middle Academy, students receive 120 minutes of English Language Arts instruction daily, in addition to a 40 minute Read for College (RFC) group with a student to teacher ratio of approximately 8:1. RFC groups are based on students’ reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 – 60 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.

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 8<sup>th</sup> grade in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	1Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	78				78
4	84				84
5	87		1		88
6	79				79
7	61	1			62
8	19				19
All	408	1	1		410

**Results**

The 2014-15 school year was Leadership Prep Bedford Stuyvesant’s seventh year administering the NYS ELA exam. The school administered the New York State Testing Program Common Core English language arts assessment to students in 3<sup>rd</sup> and 8<sup>th</sup> grade, and roughly 42% of Leadership Prep Bedford Stuyvesant’s students enrolled in their second year scored at proficiency on the 2014-15 NYS ELA Exam.

**Performance on 2014-15 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	56%	78	55%	42
4	36%	84	36%	30
5	25%	87	30%	22
6	32%	79	31%	20
7	49%	61	54%	30
8	74%	19	74%	14
All	40%	408	42%	158

**Evaluation**

In the third year of the administration of the NYS Common Core exam in English Language Arts, Leadership Prep Bedford Stuyvesant did not meet this measure. However, gains were made towards achieving this goal. In the 2013-2014 school year, 40% of scholars who had been enrolled at Leadership

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<sup>2</sup> 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.

Prep Bedford Stuyvesant for at least two years, achieved proficiency on the Common Core aligned State Exam. In the 2014-2015 school year, 42% of scholars who had been enrolled at Leadership Prep Bedford Stuyvesant for two years achieved proficiency on the State Exam and in 7<sup>th</sup> & 8<sup>th</sup> grades, significant growth was made. The 7<sup>th</sup> grade cohort grew 22% points from their 2013-14 results and the 8<sup>th</sup> grade cohort grew 25% points from their 2013-14 results. While there were significant gains made, 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 continuing to implement a higher level of rigor in our English Language Arts instruction going forward to continue to move towards this goal.

We believe that the steps we took last year and will continue to take this year will help to increase student performance on the exam in following years.

- While we began to align our curriculum to Common Core standards in summer of 2012, in the 2014-2015 school year, we worked to have increased alignment in Informational Reading as well as Social Studies and Science. Over the 2014-15 school year, we focused on improving our teaching practice and ensuring that teachers received professional development on the shifts happening with Common Core prior to exams.

In the last school year, we began to have a stronger focus on students writing and increased our level of aggressively monitoring writing practice and increased teacher feedback after each writing session. We think that implementing this practice played a significant part in raising the levels of overall proficiency with our scholars. We will continue this practice, and will also implement a periodic writing assessment so that we can collect additional data around writing instruction and student work to continue to increase student achievement.

### **Additional Evidence**

With the rigorous Common Core State Exams, Leadership Prep Bedford Stuyvesant continues to close the achievement gap in the majority of grades and subjects as compared to the state average of white students. This tells us that while the results are still below the school's goal, some of the interventions programs and curriculum changes that we've put into place have resulted in significant progress towards the goal.

We 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

Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency						
Grade	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53%	43	46%	39	55%	42
4	40%	31	52%	37	36%	30
5	25%	13	29%	19	30%	22
6	19%	7	43%	15	31%	20
7	50%	13	46%	11	54%	30
8			72%	13	74%	14
All	39%	107	45%	134	42%	158

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. 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.<sup>3</sup>

### Results

Leadership Prep Bedford Stuyvesant scored 123 on the ELA Performance Index.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
406	17%	42%	30%	11%

$$\begin{array}{rcccccc}
 \text{PI} & = & 171 & + & 121 & + & 44 & = & 83 \\
 & & & & 121 & + & 44 & = & \underline{43} \\
 & & & & & & \text{PLI} & = & 123
 \end{array}$$

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

## Evaluation

In the 2014-2015 school year, Leadership Prep Bedford Stuyvesant met its goal of meeting the Annual Measureable Objective (AMO) that was set forth by the State's NCLB accountability system. Not only was this goal met, but Leadership Prep Bedford Stuyvesant surpassed the AMO by 26 points with a PLI of 123. This is even more noteworthy given the State's AMO for Black and African American students. With 91% of students at Leadership Prep Bedford Stuyvesant identifying as African American or Black, the school's PLI of 123 significantly surpasses the State's AMO for Black and African American students of 78.

Additionally, Leadership Prep Bedford Stuyvesant surpassed the AMO set forth by the State for White students. In the 2014-2015 school year, the AMO for White students was 114. With a comparative PLI of 123, Leadership Prep Bedford Stuyvesant demonstrated that it closed the achievement gap between Black and White students. With targeted instruction, increased time spent on literacy and increased monitoring and feedback given during writing, we hope that Leadership Prep Bedford Stuyvesant will continue to surpass the state AMO for Black and African American students, White students and all students.

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

## 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 administration of the Common Core English Language Arts exam by 17 percentage points.

- 55% of Leadership Prep Bedford Stuyvesant's 3<sup>rd</sup> grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state ELA exam exceeding CSD 13 3<sup>rd</sup> graders by 25 percentage points. , 29% of 3<sup>rd</sup> graders in District 13 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).
- In 4<sup>th</sup> grade, 36% of Leadership Prep Bedford Stuyvesant's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 33% of District 13 4<sup>th</sup> graders.
- In 5<sup>th</sup> grade, 30% of Leadership Prep Bedford Stuyvesant's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 30% of District 13 5<sup>th</sup> graders.

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

- In 6<sup>th</sup> grade, 31% of Leadership Prep Bedford Stuyvesant’s students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 18% of District 13 6<sup>th</sup> graders.
- In 7<sup>th</sup> grade, 54% of Leadership Prep Bedford Stuyvesant’s students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 17% of District 13 7<sup>th</sup> graders.
- In 8<sup>th</sup> Grade, 74% of Leadership Prep Bedford Stuyvesant’s students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 20% of District 13 8<sup>th</sup> graders.

**2014-15 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	55%	42	30%	1062
4	36%	30	33%	965
5	30%	22	30%	905
6	31%	20	18%	712
7	54%	30	17%	743
8	74%	14	20%	785
All	42%	158	25%	5172

Leadership Prep Bedford Stuyvesant students outperformed their peers in District 13 in ELA in 4 out of 5 testing grades and overall by a margin of 17 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.

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	54%	29	46%	30%	55%	30%
4	40%	26%	52%	30%	36%	33%
5	26%	28%	29%	31%	30%	30%
6	21%	18%	43%	18%	31%	18%
7	52%	18%	46%	17%	54%	17%
8			72%	20%	74%	20%
All	40%	24%	45%	24%	42%	25%

**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..0

**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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

**Results**

All grade levels had effect sizes surpass the .3 goal. The greatest effect size is occurred in the 8<sup>th</sup> grade where it was 3.04.

**2013-14 English Language Arts 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	76.7	86	46	24.5	21.5	1.51
4	76.7	73	53	24.8	28.2	1.96
5	76.5	75	30	21.5	8.5	0.66
6	66.2	64	39	23.2	15.8	1.06
7	66.7	26	42	23.1	18.9	1.21
8	75.0	18	72	24.3	47.7	3.04
All	73.8	342	43.7	23.5	20.2	1.39

<b>School's Overall Comparative Performance:</b>
Higher than expected to a large degree

## Evaluation

With an effect size of 1.39, Leadership Prep Bedford Stuyvesant did meet the measure for the 2013-14 school year. While we cannot yet determine performance on the measure for the 2014-15 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 2014-2015 school year.

## Additional Evidence

Leadership Prep Bedford Stuyvesant's overall comparative performance was higher than expected to a medium degree on the ELA State Exam for 2013-14.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	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
2013-14	3-8	73.8	342	43.7	23.5	1.39

### Goal 1: Growth Measure<sup>5</sup>

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

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>6</sup>

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

<sup>6</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## Results

In 2013-2014 Leadership Prep Bedford Stuyvesant exceeded the Statewide Median by 8 percentage points.

Grade	Mean Growth Percentile	
	School	Statewide Median
4	36	50.0
5	41	50.0
6	54	50.0
7	60	50.0
8	65	50.0
All	58	50.0

## Evaluation

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 4<sup>th</sup> & 5<sup>th</sup> grades 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 reflected increased rigor of the exams as they shifted to be Common Core aligned.

## Summary of the English Language Arts Goal

In its seventh 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 2013-14 and 2014-15 state exams. The school did achieve the absolute goal of having an aggregate PLI meeting the AMO by the state. The school did also surpass the .3 effect size. The school did not achieve the absolute goal of 75% proficiency for students enrolled in at least their second year. 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	Achieved

	regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	
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 2015-2016 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 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 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 2015-16 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 is 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.

Beginning last year, Leadership Prep Bedford Stuyvesant began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep 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 will continue to be implemented during the 2015-2016 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.

**Method**

The school administered the New York State Testing Program mathematics assessment to students in K through 8<sup>th</sup> grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3	78	0	0	0	78
4	84	0	0	0	84
5	88	0	0	0	88
6	79	0	0	0	79
7	61	1	0	0	62
8	19	0	0	0	19
All	409	0	0	1	410

**Results**

The 2014-2015 school year was Leadership Prep Bedford Stuyvesant's seventh year administering the NYS Math exam. The school administered the New York State Testing Program Common Core math assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2015. Roughly 66% of Leadership Prep Bedford Stuyvesant's students enrolled in their second year scored at proficiency on the 2014-15 NYS Math Exam.

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<sup>7</sup> 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 2014-15 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	62%	78	81%	62
4	46%	84	77%	65
5	35%	88	54%	40
6	37%	79	56%	36
7	64%	61	66%	37
8				
All	48%	390	68%	240

**Evaluation**

In the third 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 Common Core aligned Algebra exam, 100% of students scored a 65% or higher with 21% receiving an 85% or higher. 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 are greatly encouraged by the results in 3<sup>rd</sup> and 4<sup>th</sup> grade where students did reach 75% or higher proficiency. Our Regents results additionally demonstrate that we are preparing our 8<sup>th</sup> graders for success in high school and college.

**Additional Evidence**

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					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	62%	50	74%	64	81%	62
4	42%	32	85%	60	77%	65
5	26%	14	34%	24	54%	40
6	59%	22	74%	26	56%	36
7	54%	14	41%	11	66%	37

8			94%	17		
All	48%	132	70%	202	68%	240

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>8</sup>

**Results**

Leadership Prep Bedford Stuyvesant scored 156 on the Math Performance Index.

**Mathematics 2014-15 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10%	24%	34%	32%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 24 & + & 34 & + & 32 & = & 90 \\
 & & & & 34 & + & 32 & = & \underline{66} \\
 & & & & & & \text{PLI} & = & 156
 \end{array}$$

**Evaluation**

Leadership Prep Bedford Stuyvesant exceeded the PLI by 62 points, a promising sign that our scholars are continuing to make solid progress towards proficiency.

**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.

<sup>8</sup> 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.<sup>9</sup>

## Results

In our seventh 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 40 percentage points.

- 81% of Leadership Prep Bedford Stuyvesant's 3<sup>rd</sup> 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 3<sup>rd</sup> graders by 44 percentage points. 37% of 3<sup>rd</sup> graders in District 13 scored "Proficient" (level 3) or "Advanced Proficient" (level 4).
- In 4<sup>th</sup> grade, 77% of Leadership Prep Bedford Stuyvesant's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 31% of District 13 4<sup>th</sup> graders.
- In 5<sup>th</sup> grade, 54% of Leadership Prep Bedford Stuyvesant's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 36% of District 13 5<sup>th</sup> graders.
- In 6<sup>th</sup> grade, 56% of Leadership Prep Bedford Stuyvesant's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 16% of District 13 6<sup>th</sup> graders.
- In 7<sup>th</sup> grade, 66% of Leadership Prep Bedford Stuyvesant's students in at least their 2<sup>nd</sup> year scored Proficient or Advanced compared to 16% of District 13 7<sup>th</sup> graders.

### 2014-15 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	81%	62	37%	1062
4	77%	65	31%	974
5	54%	40	36%	908
6	56%	36	16%	698
7	66%	37	16%	748
8				
All	68%	240	28%	4390

## 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 40 percentage points. We are meeting our goal of

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<sup>9</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

outperforming our district peer schools, but also know that we need to continue to strive to meet our absolute goal of 75% proficiency.

**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	63%	20%	75%	34%	81%	37%
4	42%	30%	85%	33%	77%	31%
5	28%	30%	36%	31%	54%	36%
6	65%	24%	74%	20%	56%	16%
7	56%	14%	48%	12%	66%	16%
8			94%	9%		
All	50%	22%	70%	23%	68%	28%

**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.<sup>10</sup>

**Method**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

**Results**

All grade levels at Leadership Prep Bedford Stuyvesant had effect sizes surpass the .3 goal except for 5<sup>th</sup> grade. The greatest effect size is occurred in the 8<sup>th</sup> grade where it was 3.84.

<sup>10</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

### 2013-14 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	76.7	86	76	34.0	42.0	2.28
4	76.7	73	85	33.0	52.0	2.62
5	76.5	75	34	30.5	3.5	0.18
6	66.2	64	67	31.8	35.2	1.71
7	66.7	25	52	25.9	26.1	1.35
8	75.0	18	95	16.7	78.3	3.84
All	73.9	341	66.2	31.1	35.2	1.80

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

#### Evaluation

With an Effect Size of 1.80, Leadership Prep Bedford Stuyvesant did meet the measure for the 2013-14 school year. While we cannot yet determine performance on the measure for the 2015-16 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 2015-2016 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 2013-14.

### 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	1.80
2011-12	3-6	63	206	81.5	57.6	1.32
2012-13	3-7	66	266	49.8	24.4	1.45
2013-14	3-8	73.9	341	66.2	31.1	1.80

**Goal 2: Growth Measure<sup>11</sup>**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>12</sup>

**Results****2014-15 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
4	58	50.0
5	30	50.0
6	70	50.0
7	61	50.0
8	58	50.0
All	54.8	50.0

**Evaluation**

Leadership Prep Bedford Stuyvesant met or exceeded the Statewide Median in all grades but 5<sup>th</sup> grade for the 2014-2015 school year.

<sup>11</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>12</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).



**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			
	2012-13	2013-14	2014-15	Statewide Average
4		59.5	30	50.0
5		42	70	50.0
6		71.5	61	50.0
7		50.5	58	50.0
8		80.5		50.0
All	60	60.5	54.8	50.0

**Summary of the Mathematics Goal**

In its seventh 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 2013-14 and 2014-15 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
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**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 2<sup>nd</sup> 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 Lose, 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.

#### **Background**

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 2014-2015 school year, the science curriculum has become more aligned to Common Core and has increased the amount of reading done by students and reduced 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.

The school administered the New York State Testing Program science assessment to students in the 4<sup>th</sup> grade Spring 2015 and the Living Environment Regents to students in the 8<sup>th</sup> 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 2014-15 school year Leadership Prep Bedford Stuyvesant enrolled scholars in grades Kindergarten through 8<sup>th</sup> grade. Therefore, Leadership Prep Bedford Stuyvesant 4<sup>th</sup> Grade scholars took the 2015 NYS Science exam and 8<sup>th</sup> grade scholars took the June Living Environment Regents 93% of Leadership Prep's 4<sup>th</sup> grades achieved proficiency in the State Science Exam. 100% of Leadership Prep's 8<sup>th</sup> graders achieved a score of 65% or higher on the Living Environment Regents with 26% achieving a score of 85% or higher.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	84		
8	100%	19		
All	97%	103		

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 93% of Leadership Prep Bedford Stuyvesant’s 4<sup>th</sup> grades achieving a Level 3 or 4 on the Science Exam and 100% of 8<sup>th</sup> graders scoring a 65% 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 4<sup>th</sup> grade science exam and the 8<sup>th</sup> grade Living Environment Exam are above 90%.

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96%	77	92%	73	93%	84
8			100%	18	100%	19
All	96	77	96%	91	97%	103

**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.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93%	84		
8	100%	19		

**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 Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	96%	77	92%	73	93%	84
8			100%	18	100%	19
All	96	77	96%	91	97%	103

**Summary of the Science Goal**

Leadership Prep Bedford Stuyvesant met the absolute goal with well over 75% of 4<sup>th</sup> 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	N/A – District Score

	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.	not yet available
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**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 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 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 three years since our first testing year.

#### NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2013-14	Good Standing
2014-15	Good Standing