

<u>Goal</u>	<u>Measures Used to Evaluate Progress</u>	<u>2016-2017 Progress Toward Attainment</u>	<u>If Not Met, Describe Efforts to be Taken</u>
Seventy-five percent of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State ELA examination	New York State ELA examination	<p>Not Met – Progress Made</p> <p>222 students were enrolled for at least two years  22% were proficient in ELA in Spring 2016  36% were proficient in ELA in Spring 2017</p>	<p>Our students were able to show progress and close the distance to the goal over the past year. While 75% proficiency might not be a reasonable target for our population, we are addressing some areas that are in need of improvement, specifically writing. We have begun the process of creating a series of writing rubrics that are backwards designed from the college level. We feel that the implementation of this project should lead to an overall improvement in writing which will translate well to high stakes exams.</p>
Seventy-five percent of 6-8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State mathematics examination or a 65% or higher on the New York State Algebra Regents.	New York State mathematics examination	<p>Not Met – Progress Made</p> <p>221 students were enrolled for at least 2 years  30% of students were proficient in Math in Spring 2016  29% of students were proficient in Math in Spring 2017</p>	<p>This year, we were not able to close that gap to the goal. While 75% proficiency might not be a reasonable target for our population, we are committed to closing the achievement gap. After a 3 year STEM grant initiative that saw a fundamental shift in math instructional practices take place at Lavelle, we have identified some areas that need additional focus. The shift to student centered instruction that presented the students with “big idea” activities and allowed them to struggle with the work as opposed to present a path to solving the problems might not have benefited our lowest achievers. To remedy this, we are working to find the balance between more remedial work and these “big idea” activities. We have implemented a three tiered intervention system to benefit those struggling the most.</p>
75 percent of 8th graders who have been enrolled at the school for at least two consecutive years will perform at or above Level 3 on the New York State Science examination or a 65% or higher on	New York State Science examination and New York State Science Regents	<p>Not Met</p> <p>54% of students who tested were proficient in Science in 2017</p>	<p>We are proud of what our students have been able to achieve in Science, especially considering the demographics of the students who sit for these exams. To further improve our science instruction,</p>

<p>the New York State Science Regents.</p>			<p>we have worked as a team to altered our Middle School curriculum to introduce key topics earlier so that students can work on the path to mastery sooner. We feel that this shift should allow our students to gain familiarity with topics sooner and should lead to a better understanding of the scientific concepts needed to show mastery on these high stakes exams. Additionally, we have been focusing on creating more engaging learning activities through the use of hands on activities and trips.</p>
<p>Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Mathematics</p>	<p>New York State Regents</p>	<p>Goal Met  80% of HS students enrolled at the end of the SY16-17 passed a Math Regents</p>	<p>N/A</p>
<p>Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Social Studies</p>	<p>New York State Regents</p>	<p>Goal Met  79% of HS students enrolled at the end of SY16-17 passed a Social Studies Regents</p>	<p>N/A</p>
<p>Seventy-five percent of high school students who have been enrolled at the school for at least two consecutive years will pass the New York State Regents exams in Science</p>	<p>New York State Regents</p>	<p>Goal Met  88% of HS students enrolled at the end of the SY16-17 passed a Science Regents</p>	<p>N/A</p>
<p>Each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate (above 75 percent) in</p>	<p>New York State ELA Exam</p>	<p>Not Met  <b>Grade 6 to 7 Cohort:</b> 2016 Gr. 6 proficiency was 23% 2017 Gr. 7 proficiency was 32% (Half the gap would be 49%)  <b>Grade 7 to 8 Cohort:</b> 2016 Gr. 7 proficiency 20% 2017 Gr. 8 proficiency 42% (Half the gap would be</p>	<p>With the average students entering Lavelle Prep 2 years below grade level, showing proficiency is a difficult task, especially in the first year. Not surprisingly, while proficiency levels grow, they do not hit the 75%, but they do move toward halving the gap. The same can be said for students moving from their second to third year, they do not hit the 75% target, but do come close to halving the gap. Reaching proficiency is a goal for our students, but our students tend to reach proficiency on a path that</p>

the current.		48%)	is more individualized. Our students tend to hit proficiency levels with more consistency when they reach the High School grades. In order to continue our growth during the middle school years, we continually address gaps in our curriculum, but most importantly have implemented a writing project that will lead to the creation of a set of writing rubrics for each grade, backwards designed from college level rubrics, that will enable our students to have clear expectations as to what their writing should like. We believe this will have a definitive result with respect to moving toward proficiency.
Each grade-level cohort of the same students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year.	New York State Mathematics Exam	<p>Not Met</p> <p><b>Grade 6 to 7 Cohort:</b> 2016 Gr. 6 proficiency was 32% 2017 Gr. 7 proficiency was 29% (Half the gap would be 54%)</p> <p><b>Grade 7 to 8 Cohort:</b> 2016 Gr. 7 proficiency 28% 2017 Gr. 8 proficiency 27% (Half the gap would be 52%)</p>	This year, we were not able to make significant progress in Math. After a 3 year STEM grant initiative that saw a fundamental shift in math instructional practices take place at Lavelle, we have identified some areas that need additional focus. The shift to student centered instruction that presented the students with "big idea" activities and allowed them to struggle with the work as opposed to present a path to solving the problems might not have benefited our lowest achievers. To remedy this, we are working to find the balance between more remedial work and these "big idea" activities. We have implemented a three tiered intervention system to benefit those struggling the most.
Seventy-five percent of high school students will accumulate 10 or more credits each year towards graduation. The school will report this each September by submitting a report of student credit accumulation from the previous school year.	ATS and OnCourse (SIS)	<p>Goal Met</p> <p>92% of HS students earned at least 10 credits.</p>	N/A
Each year, the percent of students	NYCDOE Progress	Not Met	Lavelle Prep enrolls a statistically

<p>performing at or above Level 3 on the State ELA exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to grades 6-8.)</p>	<p>Report.</p>	<p>ELA Proficiency District 31 - 47% Lavelle Prep – 28%</p>	<p>significant greater number of students with disabilities and economically disadvantaged students than our district. Additionally, our students are far more likely to be living with emotional challenges. As a result, a direct comparison to the district is difficult as the targeted group of students are significantly different. With all of that, we have been making strides with respect to closing the gap, and we feel that our initiatives in the area of writing and our curriculum adjustments will improve results.</p>
<p>Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE. (Relevant to grades 6-8.)</p>	<p>NYCDOE Progress Report.</p>	<p>Not Met  Math Proficiency District 31 – 41% Lavelle Prep – 26%</p>	<p>Lavelle Prep enrolls a statistically significant greater number of students with disabilities and economically disadvantaged students than our district. Additionally, our students are far more likely to be living with emotional challenges. As a result, a direct comparison to the district is difficult as the targeted group of students are significantly different. In this past year, our results in Math show some stagnation. We feel that the identification of need areas in the curriculum and our continued commitment to improvement will yield results.</p>
<p>The school will receive a ‘B’ or higher on the Student Progress section of the NYCDOE Progress Report.</p>	<p>NYCDOE Progress Report.</p>	<p>N/A</p>	<p>N/A</p>
<p>Each year, Lavelle Prep will be deemed “In Good Standing” on the NYS Report Card</p>	<p>NYS Report Card</p>	<p>Goal Met</p>	<p>N/A</p>
<p>Each year, Lavelle Prep will have a daily student attendance rate of at least 85 percent. Because of the nature of the disabilities of the Lavelle Prep student population, an expectation of 95% attendance for this population would be inappropriate. We expect that students who have been enrolled at the school for at least two</p>	<p>ATS and Oncourse</p>	<p>Goal Met  Lavelle Prep has a 93% attendance rate.</p>	<p>N/A</p>

consecutive years will make progressive progress toward the 95% attendance goal, reducing days absent, beginning in Year 3, by 25% from the previous year.*			
Each year, 80 percent of all students enrolled on the last day of the school year will return the following September. Because of the special nature of the Lavelle Prep student population, higher than usual attrition is anticipated. Students may leave Lavelle Prep for more restrictive educational settings or may transfer to less academically-oriented settings. Students may also leave to take advantage of competitive city-wide opportunities or other specialized, disability-oriented programs. Lavelle Prep will collect data on student withdrawals and will report annually to the DOE.	ATS and Oncourse	Goal Met  519/596 or 87% of students (excluding 12 <sup>th</sup> grade) returned for the 17-18 school year.	N/A
<b>ORGANIZATIONAL</b>			
Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. Lavelle Prep expects to maintain enrollment within 15% of the contracted amount on an ongoing basis throughout the year. Bi-monthly invoices submitted to the DOE will indicate this stability.	Bimonthly invoices submitted to the DOE	Goal Met	N/A
<b>FINANCE</b>			
Each year, the school will operate on a balanced budget <sup>1</sup> and maintain a stable cash flow.	Annual Independent Audit	Goal Met	N/A
The school will undergo an annual, independent financial audit that will result in an unqualified opinion and no major findings	Annual independent Audit	Goal Met	N/A

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