

| <u>Goal</u> | <u>Measures Used to Evaluate Progress</u> | <u>2017-2018 Progress Toward Attainment</u> | <u>If Not Met, Describe Efforts to be Taken</u> |
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| <p>1ai. ESEA Accountability Designation.</p> <p>Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status</p> | <p>NYSED ESEA accountability report</p> | <p>Goal Met</p> | |
| <p>1bi. Comparative Proficiency</p> <p>Comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. Performance is based on schools' aggregate proficiency compared to the NYS average on 3-8 ELA and mathematics assessments and/or high school cohort ELA and mathematics outcomes.</p> | <p>Provided by NYS</p> | <p>n/a</p> | <p>Data has not been provided yet</p> |
| <p>2ai. Aggregate Standards-Based Trend Toward Proficiency</p> <p>75% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each student's previous year's test scores.</p> | <p>New York State Math and ELA examination</p> | <p>Not Met</p> <p>30% Math</p> <p>40% ELA</p> | <p>As the majority of our students are considered "at risk" and come to us significantly below grade level, our students take longer closing the achievement gap than some of their peers. As a result, we did not meet expectations with respect to trending towards proficiency, but did have 59% of our students grow in ELA with an average growth rate of 0.43 and 58% of our students grow in math with an average growth rate of 0.30. Both numbers are significant. We are committed to improving our instruction and after an analysis of all available data, a series of adjustments were made that includes the following:</p> <ul style="list-style-type: none"> • Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and |
| <p>2aii. Subgroup Standards-Based Trend Toward Proficiency</p> <p>75% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency</p> | <p>New York State Math and ELA examination</p> | <p>Not Met</p> <p>25% SWD in ELA</p> <p>40% (10 students total) ELL in ELA</p> | |

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| <p>maintenance or improvement of students in the school who are economically disadvantaged, students with disabilities, and English language learners, compared to each student's previous year's test scores.</p> | | <p>39% ED in ELA 19% SWD in Math 0% (10 students total) ELL in Math 32% ED in Math</p> | <p>formulate plans to address them.</p> <ul style="list-style-type: none"> • A writing rubric, backwards designed from the college level, was created for all grades and will be implemented. • Elementary introduced "AI" (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior management approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students. • Middle School introduced sweeping changes to curriculums that include "on demand units" that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and instructional levels. |
| <p>2bi. Aggregate School Level Proficiency</p> <p>% of students who score proficiently on 3-8 state assessments for all students at the school level will be greater than that of the community district.</p> | <p>NYSED Data</p> | <p>Not Met</p> <p>23% of LP students are performing at level 3 or above in Math compared to 46% of students in Richmond County</p> <p>30% of LP students are performing at</p> | <p>Lavelle Prep is located in District 31, which is the largest geographical district (and second largest student population wise) in New York City and encompasses the entire borough of Staten Island. If we compare Lavelle's enrollment to the District's enrollment, we remain 17% above enrollment for Economically Disadvantaged students, 10% above for Students with</p> |

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| | | level 3 or above in ELA compared to 52% of students | Disabilities, and 1% below for English Language Learners. It is important to consider that these numbers include grades K-2 which Lavelle does not currently offer so it is not an exact comparison. It is also important to consider that due to location of Lavelle Prep on the Western Shore of Staten Island, and the public transportation challenges that Staten Island presents, Lavelle Prep is not a viable option for a vast number of students and as a result we tend to pull from specific neighborhoods. We have identified that a statistically significant number of students (n > 10%) come from 6 elementary schools out of the 51, and 5 middle schools out of 15. After an analysis of all available data, a series of adjustments were made that includes the following: |
| <p>2bii. Subgroup School Level Proficiency</p> <p>% of students who score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners will be greater than that of the community district.</p> | <p>NYSED Data</p> | <p>Not Met</p> <p>7% of LP SWD are performing at level 3 or above in Math compared to 16% of students in Richmond County</p> <p>9% of LP SWD are performing at level 3 or above in ELA compared to 19% of students in Richmond County</p> <p>21% of LP ED students are performing at level 3 or above in Math compared to 35% of students in Richmond County</p> <p>28% of LP ED students are performing at level 3 or above in ELA compared to 42% of students in Richmond County</p> <p>0% of LP ELL are performing at level 3 or above in Math compared to 17% of students in Richmond County</p> <p>8% of LP ELL are performing at level 3 or above in ELA compared to 11% of students in</p> | <p>Disabilities, and 1% below for English Language Learners. It is important to consider that these numbers include grades K-2 which Lavelle does not currently offer so it is not an exact comparison. It is also important to consider that due to location of Lavelle Prep on the Western Shore of Staten Island, and the public transportation challenges that Staten Island presents, Lavelle Prep is not a viable option for a vast number of students and as a result we tend to pull from specific neighborhoods. We have identified that a statistically significant number of students (n > 10%) come from 6 elementary schools out of the 51, and 5 middle schools out of 15. After an analysis of all available data, a series of adjustments were made that includes the following:</p> <ul style="list-style-type: none"> • Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and formulate plans to address them. • A writing rubric, backwards designed from the college level, was created for all grades and will be implemented. • Elementary introduced “AI” (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior management approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students. |

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| | | Richmond County | <ul style="list-style-type: none"> • Middle School introduced sweeping changes to curriculums that include “on demand units” that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and instructional levels. |
| <p>2biii. Grade Level Proficiency</p> <p>% of students who score proficiently on 3-8 state assessments for all students by grade level will be greater than that of the community district.</p> | NYSED Data | <p>Not Met</p> <p>33% of LP grade 3 students are performing at level 3 or above in ELA compared to 57% of students in Richmond County</p> <p>18% of LP grade 4 students are performing at level 3 or above in ELA compared to 57% of students in Richmond County</p> <p>21% of LP grade 5 students are performing at level 3 or above in ELA compared to 42% of students in Richmond County</p> <p>39% of LP grade 6 students are performing at level 3 or above in ELA compared to 58% of students in Richmond County</p> <p>22% of LP grade 7</p> | <p>When analyzing grade bands, District 31 outperforms the State and Lavelle Prep. The trend shows that our students improve over time, and upon leaving middle school, Lavelle Prep is within 8% of the State in ELA and at 48% proficiency in Math if you include the Common Core Algebra Regents result. There were some dips in grade bands, and we identified those issues as personnel related and made appropriate changes. In addition, the following changes were made:</p> <ul style="list-style-type: none"> • Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and formulate plans to address them. • A writing rubric, backwards designed from the college level, was created for all grades and will be implemented. • Elementary introduced “AI” (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior management |

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| | | <p>students are performing at level 3 or above in ELA compared to 49% of students in Richmond County</p> <p>40% of LP grade 8 students are performing at level 3 or above in ELA compared to 56% of students in Richmond County</p> <p>23% of LP grade 3 students are performing at level 3 or above in Math compared to 56% of students in Richmond County</p> <p>16% of LP grade 4 students are performing at level 3 or above in Math compared to 49% of students in Richmond County</p> <p>17% of LP grade 5 students are performing at level 3 or above in Math compared to 44% of students in Richmond County</p> <p>34% of LP grade 6 students are performing at level 3 or above in Math compared to 45% of students in Richmond County</p> <p>36% of LP grade 7 students are performing at level 3 or above in Math compared to 44% of</p> | <p>approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students.</p> <ul style="list-style-type: none"> • Middle School introduced sweeping changes to curriculums that include “on demand units” that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and instructional levels. |
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| | | <p>students in Richmond County</p> <p>6% of LP grade 8 students are performing at level 3 or above in Math compared to 39% of students in Richmond County</p> | |
| <p>3ai. Aggregate Annual Regents Outcomes</p> <p>Annual Regents testing outcomes for every tested subject for all students will be greater than that of the state.</p> | NYSED Data | n/a | Data is not yet available for State |
| <p>3aii. Subgroup Annual Regents Outcomes</p> <p>Annual Regents testing outcomes for every tested subject by subgroup will be greater than that of the state.</p> | NYSED Data | n/a | Data is not yet available for State |
| <p>3aiii. Aggregate Total Cohort Regents Testing Outcomes</p> <p>Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History for all students will be greater than that of the state.</p> | NYSED Data | n/a | Data is not yet available for State |
| <p>3aiv. Subgroup Total Cohort Regents Testing Outcomes</p> <p>Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History by subgroup will be greater than that of the state.</p> | NYSED Data | n/a | Data is not yet available for State |

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| <p>3bi. Aggregate Cohort Graduation Rate</p> <p>4-year and 5-year graduation rate for all students will be 80% or greater.</p> | <p>ATS</p> | <p>Goal Met</p> <p>97%</p> | |
| <p>3bii. Subgroup Cohort Graduation Rate</p> <p>4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and English language learners will be 80% or greater.</p> | <p>ATS</p> | <p>Goal Met</p> <p>91% SWD</p> <p>100% (1 student) ELL</p> <p>96% ED</p> | |
| <p>3biii. Aggregate On-Track to Graduate</p> <p>75% of all students in a cohort that have passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school.</p> | <p>Regents Exams</p> | <p>Goal Met</p> <p>91%</p> | |
| <p>3biv. Subgroup On-Track to Graduate</p> <p>75% of cohort by subgroup that has passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school.</p> | <p>Regents Exams</p> | <p>Goal Met</p> <p>88% SWD</p> <p>No English language learners in this cohort</p> <p>95% ED</p> | |
| <p>3bv. Aggregate Student Persistence</p> <p>85% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program.</p> | <p>School Quality Guide</p> | <p>Goal Met</p> <p>100%</p> | |
| <p>3bvi. Subgroup Student Persistence</p> <p>85% of students identified as economically disadvantaged, students with disabilities, and</p> | <p>School Quality Guide</p> | <p>Goal Met</p> <p>100% SWD</p> <p>No English language learners in this</p> | |

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| English language learners in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program. | | cohort 100% ED | |
| LP1. 90% of graduates will apply to college or university | Staff collected data | Goal Met 100% | |
| LP2. 90% of graduates will be accepted to college or university | Staff collected data | Goal Met 100% | |