



*The mission of the Lamad Academy Charter School is to create a joyful environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others are instilled in each of our students. With an emphasis in science and math, we prepare our students to enter and succeed in the college of their choice.*

*Prospectus*

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### Applicant Information

INTENDED DATE OF SUBMISSION **September 2010**

Name of proposed charter school **Lamad Academy Charter School**

Conversion from an existing public school  Yes  No

Applicant's authorized representative **New York City Department of Education**

District in which the school will be located **CSD 17**

Physical address of the school (if known) **Unknown at this time**

Composition of founding group **teachers, community members**

Proposed opening date **Fall 2011**

Projected Grade Levels and Enrollment

Grade Levels	<b>5, 6, 7, 8</b>
Projected Enrollment	<b>372</b>

Are you planning to work with a charter management organization (CMO)? Yes  No

Is the proposed school part of an existing network of charter schools? Yes  No

Have you ever applied to this or another charter entity to open this proposed school or another charter school? Yes  No

If so, please indicate the date the application(s) was/were submitted and to which charter entity:

1. **An application was submitted on June 30, 2009 to the NYC DOE and was denied.**

#### CONTACT INFORMATION FOR APPLICANT'S AUTHORIZED REPRESENTATIVE

Applicant's authorized representative **Alfred Cockfield, Jr. and Cheryl Kilkenny**

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## I. EXECUTIVE SUMMARY

### **Mission Statement:**

*The mission of the Lamad Academy Charter School is to create a joyful environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others are instilled in each of our students. With an emphasis in science and math, we prepare our students to enter and succeed in the college of their choice.*

### **Educational Program**

Lamad Academy Charter School, a proposed middle school serving grades 5<sup>th</sup>-8<sup>th</sup>, will be located in CSD 17, a community that is in dire need of more high performing middle schools. By offering a program that is centered on math and science, subjects that American students are lagging behind on in comparison to other nations, Lamad students will receive a standards-based, research-proven, curriculum focusing on core subjects that will create a strong foundation for life-long learning and ensure high levels of student learning and achievement. Lamad students will not only have a firm understanding of all core subjects, they will have learned the discipline and positive attitude needed to succeed in high school and college.

Using highly motivated and accomplished teachers, Lamad's curriculum will focus on core content with more time and attention given to math and science. At each grade level, classroom teachers will work in conjunction with specialized math and science teachers to create a common language of math and science across all subjects. Lamad will also stress the importance of math and science by providing more time for both subjects every day, much more than given in regular public schools. Lamad will have a longer school day (7:30 – 4:30), a longer school year (190 days), and longer daily periods, 90 minutes each, of ELA, Math and Science. In addition, we will have a Summer Bridge program that will focus on Biology, Mathematics, English Language Arts and Physical Education for incoming students. For further support during the academic year, Lamad also intends to have an afterschool program and Saturday Academy for all students.

To ensure that all students are engaged throughout their career at our school, Lamad will establish an extensive mentoring program. A mentor will be assigned a small group of students to build school culture and in order to provide support for students': social issues, academic concerns, behavioral issues, emotional development, self-esteem, etiquette development, and other issues related to this population of students. Mentors will meet with their mentees regularly during school hours.

### **Key Individuals**

Several key individuals have been responsible for the creation of Lamad Academy, including representatives from various stakeholders. Lamad's Founding Team members have expertise in the areas of middle and high school education, community relations, business, finance, real estate, government and community relations. Members of the founding team will continue to play a role with Lamad, should it receive a charter, as Board members and/or ongoing advisors to oversee and govern the school. We have also identified an experienced school leader to effectively launch the school.

The founding team members are:

- **Alfred Cockfield, Jr;** Operations Manager, Churchill Homes, LLC, Bronx, NY. Mr. Cockfield, Jr. is an ordained minister and holds a MBA and BS from Nyack College. He has been an active community member and supporter of educational choice.

- Home: 25-45 Bessemond; Bayswater, NY 11691
- **Cheryl Kilkenny**; Director of Internal Audit: SUNY Downstate; Brooklyn, NY. Ms. Kilkenny is responsible for campus internal audits at SUNY. She has also worked as an audit manager for the NYC Department of Education (Brooklyn).
  - Home: 70 Dubois Avenue, Valley Stream, NY 11581
- **Nathalie Charles**; Science Teacher; Biology at Benjamin Banneker Academy for Community Development, Brooklyn, NY. Ms. Charles has worked with students on preparing for their Science Regents exams at Banneker since 2008; prior to this she taught High School of Sports Management.
  - Home: 1137 East 80th Street, Brooklyn, NY 11236
- **Daryl Rock**; Superintendent, Harlem Children's Zone Promise Academy Charter Schools. Mr. Rock was also the Principal of Benjamin Banneker from 1999 – 2008.
  - Home: 11 Gates Avenue, #11E, Brooklyn, NY, 11238
- **George Leonard**, Co-founder and CEO of the Friends of Bedford, Inc. (a school support and turn-around organization) and founding Principal of Bedford Academy High School, one of the highest performing high schools in the City.
  - Home: 40 Fairmount Street , Valley Stream, New York 11580
- **William Green**; Financial Management Consultant. Queens, NY. Prof. Green was an Assistant Professor of Economics and Business at Nyack College for a number of years prior to working with Bank of America as a certified reverse mortgage consultant.
  - Home: 210-39 90th Ave., Queens Village, NY 11428
- **Sharmayne Jenkins**; Consultant- Regional Offices Project, NYS Senate-Queens, NY. Ms. Jenkins consults with New York State Majority's six regional offices. She is also an independent business woman and lecturer at CUNY, York College.
  - Home: 109-29 201 Street, Hollis, New York, 11412
- **Emma Fraser Pendleton**; Assistant Superintendent for Curriculum, Instruction and Assessment (retired), Port Washington School District, Nassau, LI. Ms. Pendleton has designed, implemented, and evaluated curriculum and instructional programs for all disciplines, K-12. She is a state certified School District Administrator and Supervisor, Senior Pupil Personnel Administrator and Teacher of English, Middle School.
  - Home: 138-41 228th Street, Laurelton, NY 11413
- **Carlo D. Schiattarella**; President and Founder, SPSG School Real Estate Group. SPSG provides consultant services for school facilities development. Mr. Schiattarella was also a Director of Development at Victory Schools.
  - Home: 561 Tenth Avenue, Apt 30B, NY, NY 10036
- **Maizelin Arnett Knowlin**; Assistant Principal, PS 276K, Brooklyn, NY. Ms. Knowlin work focuses on Special Education and 3rd-5th graders at PS 276. She is also an after-school Curriculum/Program Coordinator and an Adjunct Professor at Touro College.
  - Home: 726 East 48th Street, Brooklyn, New York 11203
- **Kenneth J. Halperin**, Partner, Wingate, Russotti & Shapiro, LLP. Mr. Halperin has been practicing law for 17 years. He is responsible for the day to day management of the firm as well as the litigation unit.
  - Home: 95 Milburn Lane Roslyn Heights, NY 11577
- **Frederick A. Underwood**; Principal, Meyer Levin School for the Performing Arts, Brooklyn, NY. Prior to 2008, Mr. Underwood also completed a principalship residency at Benjamin Banneker High School. Between the years of 2004-2007, he was Assistant Principal Boys and Girls High School in Bedford Stuyvesant.
  - 331 Highland Blvd, Brooklyn, NY 11207
  - Proposed founding principal

## II. STUDENT POPULATION

### A. Student Enrollment

Lamad will open with a 5<sup>th</sup> grade and 100 students. The school will add a grade per year during the first 5-year period until it is a 5<sup>th</sup>-8<sup>th</sup> grade program. It is our intention that the 5<sup>th</sup> grade will be the primary student intake year. In order to maintain the school culture, students that may be lost through attrition after 6<sup>th</sup> grade will not be replaced. We are assuming an average 8-10% attrition rate from grade 7 onward.

Anticipated Enrollment Table

Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Kindergarten					
1 <sup>st</sup> Grade					
2 <sup>nd</sup> Grade					
3 <sup>rd</sup> Grade					
4 <sup>th</sup> Grade					
5 <sup>th</sup> Grade	100	100	100	100	100
6 <sup>th</sup> Grade		100	100	100	100
7 <sup>th</sup> Grade			90	90	90
8 <sup>th</sup> Grade				82	82
9 <sup>th</sup> Grade					
10 <sup>th</sup> Grade					
11 <sup>th</sup> Grade					
12 <sup>th</sup> Grade					
Ungraded					
<b>Total</b>	100	200	290	372	372

### Enrollment Planning Rationale

The main objective of the enrollment plan is to provide a viable 5-8 program in CSD 17. There is a need for more high performing middle schools within our neighborhood. Lamad will open with a 5<sup>th</sup> grade to help students bridge the divide of elementary and middle schools. Starting with 100 students will allow us to accommodate as many students as possible while also balancing the need to create a strong culture and environment in our first year. Per Lamad's philosophy; beginning with one grade will allow us to instill in every child the joy of life-long **learning** within a warm, nurturing atmosphere and academically challenging and intellectually rigorous learning environment. Establishing the right tone in the first year will set the stage for each subsequent year, when incoming students will follow the lead of seasoned Lamadsters.

### B. Target Populations

Lamad Academy Charter School will be in Community School District 17, which is located in the center of Brooklyn, to the east of Prospect Park. Neighborhoods within CSD 17 include Crown Heights, Prospect Lefferts Gardens, and Wingate. We anticipate that most of our students will come from CSD 17, which is an area that is under served by high performing middle schools.

There are 21 schools in the district that serve 5<sup>th</sup> – 8<sup>th</sup> grades, this includes elementary (K-8) and middle schools (6-8). On the 2007-8 State Assessments, only 7 schools had 65% or more of their students perform at level 3 or higher in Math (averaged of grades tested). In ELA, 10



schools had 71% or more students perform at level 3 or higher (average of grades tested). Of the 16 schools that had assessed 8<sup>th</sup> grade students in Science, only 3 had 69% or more students performing at level 3 or higher. Lamad, as a school that will provide more time on task for math and science, seeks to change the performance landscape in CSD 17 and by doing so, will give children within this community a viable alternative that will open the world to them.

Student performance for the 2008-9 academic year has slightly improved but on average, less than 75% of students scored at Levels 3 or 4 on ELA and Math assessments for grades 5-8 (see table, a

Summary of 2008-9 District Performance, for more details on student performance<sup>1</sup>). However, in Science, only 34% of students tested were performing at Level 3, 5 percentage points lower than the 2007-8 8<sup>th</sup> graders. This trend does not bode well for Brooklyn students and we believe that this is not an acceptable foundation for high school, college, or life.

Based on 2008-9 District Report Card for CSD 17, 88% of students are eligible for free/reduced lunch (FRL) and 9% are limited English proficient. The percentages of both categories have increased over the previous year's numbers. CSD 17 also includes a significant immigrant population where students are predominantly arriving from the Dominican Republic, Guyana, Jamaica and Bangladesh. The vast majority of students are African-American (86% vs. 11% Latino).

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
<b>English Language Arts</b>			
Grade 3	65%		1950
Grade 4	66%		1961
Grade 5	68%		1933
Grade 6	68%		2030
Grade 7	65%		2091
Grade 8	49%		2214
<b>Mathematics</b>			
Grade 3	87%		1978
Grade 4	82%		1993
Grade 5	80%		1981
Grade 6	69%		2066
Grade 7	75%		2129
Grade 8	60%		2247
<b>Science</b>			
Grade 4	77%		1977
Grade 8	34%		2025

As reflected in, Ebbets Field Middle School (46 Mckeever Place) for 2007-8, the school had higher than district averages in FRL and ELL populations:

grades	# of students	African-American	Hispanic	American Indian	Asian	White	ELL	FRL
6-8	471	79%	18%	0	2%	1%	19%	93%

<sup>1</sup> The New York State District Report Card, Accountability and Overview Report, 2008–09

We anticipate serving a student body that reflects this area of Brooklyn; students will be overwhelmingly minority with high rates of poverty, coming from struggling public schools.

### **At Risk Students**

Lamad Academy identifies at-risk students as those that receive Free/Reduced Lunch and who are matriculating from elementary schools with more than half of the students fail to achieve level 3s or 4s on State ELA and Math assessments. With CSD 17's Free and Reduced Lunch population averaging 88% and trending upwards and with over ten CSD 17 elementary and K-8 schools performing below Level 3s on their 2009-10 ELA and Math assessments for grades 3 and 4, we assume that the vast majority of our student, about 90%, will be at-risk of academic failure<sup>2</sup>. These are the students we seek to serve.

Lamad's approach to meeting the needs of students of our students is a combination of high academic expectations, standards-based instruction, extended time to teach math, ELA and Science, ongoing and regular assessments to measure student achievement of the standards, and re-allocating resources based on the data yielded by the assessments. We will begin with the Summer Bridge program for all students during the month of July prior to start of the academic year. In addition, Saturday Academy, after-school tutoring and the use of Mentors will be singularly focused on working and supporting our at-risk students.

The Dean of Curriculum will monitor academic progress using a normed-referenced assessment such as the Stanford-10. Students will take the assessment twice a year to measure annual progress. In addition, through frequent unit-based and interim assessments, we will be able to identify students that need extra attention. Students will be assessed at all grade levels through math and ELA interim assessments that are aligned to the New York State standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Lamad will be provided through a range of methods and strategies. Lamad's teachers will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments.

### **Students with Disabilities**

Lamad will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). Lamad Academy shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at Lamad shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' school district of residence.

We expect that the number of special needs students Lamad serves will be similar to that of CSD 17. According to 2008-09 data available on the NYCDOE website for CSD 17, Lamad is anticipating approximately 10-12% of our students will be special needs. Lamad will make efforts in its student recruitment process to ensure that the School will attract comparable or greater enrollment of students with disabilities as compared to CSD 17. Lamad's recruitment efforts towards this special population of students and their families will include: (1) print advertisements that include specific information about Lamad's Special Education program and

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<sup>2</sup> 2010 ELA and Math District and Building Aggregate, NY SED

that, where appropriate, describe the qualifications of Lamad's Special Education teachers; (2) special open-house information sessions held in the community geared towards parents of students with disabilities; and (3) one-on-one meetings between Lamad's Principal and/or Lamad's Special Education staff with any parents of Special Education students who express interest in learning more about how Lamad can meet the particular needs of their child.

Lamad is committed to educating each student including those students classified as special education, to the maximum extent appropriate, in the classroom s/he would otherwise attend. Thus, the School will maintain a full inclusion model regarding the education of special education students. Full inclusion involves bringing the necessary support services to the student regardless of handicapping condition or severity, (rather than moving the student to the services) and requires only that the student will benefit from being in the class (rather than having to keep up with the other students). According to this model, special education students will be removed from the classroom only when appropriate services cannot be provided in the regular classroom setting.

Special education students in Lamad, when appropriate, will receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and therapists will come to the regular education classroom, when appropriate, to provide services to small groups of regular and special education students. A special education teacher, paraprofessional or aide may sit with them to help implement the goals of their IEPs. "Full inclusion" maintains that the social interactions with regular education students are vitally important and that special services can be provided most effectively in the context of the regular classroom. For special education students, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control.

The main objective of inclusion education at Lamad is that all students regardless of their strengths and their weaknesses in any area, become part of the Lamad school community. As a member of the school community, every student develops a feeling of belonging with other students, teachers, and support staff. An advantage of special education inclusion at Lamad is that both disabled and non-disabled students are brought together in an environment of togetherness. Children learn to accept individual differences in inclusion education and this would lead to the development of new friendly relationships. Inclusion education also enables active participation of all parents in their child's education.

Lamad will employ a full-time special education teacher/coordinator in its first year. It is expected that special education students will comprise at least 12% of the student population. This low special education student:special education teacher ratio will benefit special education students by ensuring that sufficient time and attention will be provided for each student. In addition, it enables the special education teacher to spend considerable time working with general education teachers in planning, professional development and ensuring that appropriate accommodations are made for special education students.

The special education teacher will work collaboratively with the general studies in order to address the needs of students with disabilities. The special education and general education teachers will work together to implement different teaching strategies and modify assignments to accommodate individual special education students. Adaptations and accommodations made

within the class will be provided for individual students, and in some circumstances, for the entire class.

According to Education Law § 2853(4)(a), Lamad has the option of providing the special education programs directly or by contract, or arranging to have such services provided by the school district of residence. If Lamad requests that the school district of residence provide a self-contained class or resource room, Lamad and the school district of residence will meet such obligation by placing the student in a self-contained class or resource room operated by the school district at a location other than the charter school, if that is appropriate to the needs of the student. However, if a self-contained class or resource room on the site of the charter school is determined by the CSE to be the appropriate placement for the student and Lamad requests that the school district provide such services, the self-contained class or resource room will be provided by the school district of residence. In this situation, Lamad and the CSE will work with the parents to develop an IEP that meets the student's needs and design a program that is integrated into the school's educational programs and makes use of school and school district resources.

Lamad will be serviced by the CSD 17 CSE. Services that will be provided to Lamad include annual reviews, processing of referral submissions from the School; observations and evaluations of students referred to the CSE, assistance with providers of specialized services that are not available at Lamad. Lamad will maintain close communication with its CSE and can request appropriate placement through the CSE for a student whose needs cannot be met at Lamad.

Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the IEP prepared by the CSE of the students' district of residence.

Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP prepared by the CSE of the students' district of residence. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

Lamad will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The Lamad special education staff will provide consultation and support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. Lamad classroom teachers will be knowledgeable about the needs of students with disabilities; informed of their responsibilities for particular students; receive the support they require to implement a student's program; and implement any modifications or accommodations in their classes in accordance with the students' IEPs. Teachers will receive on-going training regarding the education of special needs students including during the pre-opening professional development prior to the opening of school each year.

If Lamad is unable to directly provide services to the extent necessary, Lamad will contract with appropriately certified or licensed individuals to provide services under its direction. The services to be provided may include, but are not limited to: speech language pathology and

audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; diagnostic and/or evaluative medical services and student and/or parent counseling.

Quarterly progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each special education student and to his/her district of residence. The CSD is welcome at any time to monitor Lamad's implementation of its special education program. The Lamad special education staff will interact with the students' district(s) of residence in a number of ways, including seeing that referrals are made for students suspected of having a disability; fulfilling reporting requirements of the resident district; ensuring that all appropriate school staff participate in meetings of the resident district CSE; and establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the IEP are being provided. Lamad's Principal or his/her designee will communicate directly with the Chairperson of the district's CSE.

#### New York State Alternate Assessment (NYSAA)

Lamad will utilize the New York State Alternate Assessment which is a datafolio-style assessment measuring the achievement of students with severe cognitive disabilities toward meeting the NYS learning standards at alternate achievement levels. All students, including those with severe cognitive disabilities are required by federal law to have access to the general education curriculum. NYSED has aligned alternate grade level indicators (AGLIs) with the core curriculum in English language arts (ELA), mathematics, science and social studies for the administration of NYSAA. The content area subject matter assessed by NYSAA is clearly related to the grade level content. While the content is reduced in scope and complexity, students with severe cognitive disabilities are held to high expectations in order to achieve the NYS Learning Standards. Alternate Grade Level Indicators afford students the opportunity to experience a richer learning experience.

The NCLB Act and NYSAA are in part designed to raise expectations for students' academic achievement. Students with severe cognitive disabilities, when given the appropriate instruction and access to the general education curriculum, have demonstrated progress in their knowledge, skills and understanding in academic content areas that were not initially anticipated by school personnel or parents. Higher expectations require that students with severe cognitive disabilities must have access to the general education curriculum and be provided with specialized instruction, and participate in national, state, and local assessment programs. The general sequence of events for administering NYSAA follows:

#### Summary of NYSAA Events

Each student's CSE determines how a student: (1) Participates in the New York State Testing Program. The CSE uses SED guidelines regarding eligibility and participation criteria to guide their decision-making; (2) For each content area assessed, the student's instructional team, headed by the Special Education Teacher (SET) provides academic instruction, so that the student can achieve proficiency on two different AGLIs in each content area assessed. Two AGLIs are required for each content area assessed (ELA, mathematics, science and social studies); (3) Parents meet with the SET to discuss how NYSAA is administered and which specific AGLIs will be used to assess their child. Parents also complete the Parent/Family/Guardian Survey; (4) For each AGLI, the student is required to perform one assessment task connected to the AGLI on three different dates; (5) Members of the student's instructional team conduct assessment tasks and document and rate student performance. This process includes collecting evidence on the last two dates of student performance; (6) The SET

assembles a datafolio containing the evidence of student performance and the ratings of the student's level of accuracy and level of independence; (7) The complete datafolio is submitted to the building administrator for shipping to the scoring center; (8) The NYSAA datafolios are scored at regional NYSAA scoring institutes; and (9) Student reports are created and are made available to schools, teachers and parents. Students eligible for NYSAA, as determined by their CSE, must be assessed on grade appropriate content consistent with the student's chronological age based on a chart provided each year by the NYSED. Content of the student's assessment is based on the student's chronological age, not on the grade in which the student is enrolled.

### **English Language Learners**

Lamad shall serve any and all LEP/ELL students by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. Lamad shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. In addition to expecting ELL students that are Spanish speakers, we are also taking into account that CSD 17 has a growing Pan-African and Caribbean population; thus Lamad's ELL population will be speaking multiple languages such as Spanish, Creole; French; and pan-African languages. Given the changing demographics of CSD 17, we anticipate at least 10% of our students will be ELL. Lamad's recruitment efforts towards ELL students and their families will include: (1) print advertisements in several languages that include specific information about Lamad's program; (2) open-house information sessions held in targeted immigrant communities geared towards parents of ELL students; and (3) meetings between Lamad's staff with any parents of ELL students, with translation services as needed, who express interest in learning more about Lamad.

Lamad's process for identifying LEP/ELL students and the method by which Lamad will determine which of its students may need assistance is as follows: (1) If English is the only language spoken in the home as indicated on the Home Language Questionnaire (HLQ), then the screening process need not continue; (2) If the home language is other than English or the student's native language is other than English, then appropriate school staff should informally interview the student and the parent/guardian in English, or when necessary in their native language; (3) If the student speaks a language other than English and speaks little or no English, then the school should administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level is Limited English Proficient (LEP), thus eligible for ESL services. The LAB-R is administered only once to each incoming student; (4) Classroom teachers may recommend students for English language instruction based on classroom observations and consultation with the Principal, or his/her designee; and (5) After placement into ESL services, student achievement or progress in the English language is measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services.

### Plan for Educating LEP/ELL Students

All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. Lamad believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. All teachers will receive professional development on communicating with students designated as

ELL and in techniques for detecting whether a student has English language deficiencies. Within the Lamad's extended day schedule, there is ample time that can be used for additional intensive English language instruction.

Lamad plans to provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the School. Lamad will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. Lamad will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment to a certified aide, teacher or qualified consultant under contract who speaks that child's non-English language. Lamad will seek to hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish or French. Parents of ELL students will be kept abreast of their child's progress in English language acquisition, preferably in the language that the parents best understand.

### **Exit Criteria**

The proficiency of an identified ELL student in the English language will be measured at least annually to determine whether continued special services are warranted. Lamad will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. Lamad also will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal No Child Left Behind Act, in lieu of administering the state English Language Arts assessment. The scores on the NYSESLAT indicate the proficiency level—Beginning, Intermediate, or Advanced—the student has achieved each year, and whether the student's level of English is high enough to exit the program. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate meaningfully in the School's programs.

To measure the progress in English acquisitions of LEP/ELL students, Lamad will analyze annual NYSESLAT results. Scores on the NYSESLAT indicate the proficiency level students have achieved each year, and whether or not a student's level of English proficiency is high enough to exit ESL services. Any student classified and receiving educational services as a LEP/ELL student who subsequently tests above the established cut-off point will be deemed to be no longer in need of LEP/ELL services.

### **Overview/Assurances**

Students at Lamad with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the School's services and teaching methods. Lamad ensures that ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from Lamad in their native language to encourage participation in the school by all members of

the Lamad community. Parental outreach may also be conducted through home visit by a school official and an interpreter.

### **Recruitment and Admission**

Lamad Academy's admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to Lamad will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under NYS law for admission to a public school is qualified for admission to Lamad. Lamad shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to Lamad, a child/student must be 11 years old by December 31 of the year he or she is in fifth grade. Admission to Lamad will be limited to pupils within the grade levels to be served by Lamad. Lamad will maintain an explicit policy regarding the preferred enrollment of children from CSD 17 where the school will be located.

In its admission policies and procedures, Lamad will refrain from the following:

- Requiring parents to attend meetings or information workshops as a condition of enrolling students in Lamad;
- Having an unduly narrow enrollment period (e.g.: fewer than 30 days);
- Limiting outreach or advertising to obscure media or community outlets;
- Giving enrollment preference to children of members of the Lamad Board or founders group;
- Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to Lamad, regardless of their virtue, as a condition of enrolling their children (correcting a child's homework, volunteering, etc.);
- Mandating that students or parents agree with Lamad's mission or philosophy; and
- Giving preference to or unduly targeting students interested or talented in a particular program.

### **Application and admission periods and procedures**

After the school is chartered, Lamad will advertise open registration and families, if they choose, will meet with staff and review the expectations of the School. Interested families will submit applications after the school receives its charter until April 5, at which point students will be accepted. If the number of applicants to Lamad exceeds capacity, a random selection process conducted by an individual unaffiliated with the School will be used to assign spaces as described below. This lottery will be held on or about April 15 annually.

### **Outreach Plan**

We recognize that some parents are not aware of the school choices that may be available to them so we will make every effort to reach them through traditional and non-traditional means. We will do direct outreach to CSD 17's low performing schools and to area after-school programs and youth centers. In addition to placing notices in local newspapers (such as *El Dario* and *The Caribbean Times*) we will also canvass neighborhoods, approach churches and mosques, and hold Open Houses. Information will be in at least English, Spanish and French; staff will be made available to parents who may need assistance in completing Lamad's application and to answer any questions they may have.

Lamad will undertake these measures, among others, to recruit student applicants (and will provide translation services, if necessary, for all promotional materials and any person-to-

person interaction requiring an English translation). Lamad will also implement these measures with consideration to parents of children with special needs and ELLs.

- Mailings to residents of District 17;
- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Open Houses conducted at public and private elementary schools, after-school programs and youth centers;
- Visit local organizations in surrounding neighborhoods that provide support to immigrant families; and/or
- Canvass neighborhoods to further reach interested families.

### **Procedures if student applications for admissions exceed available space**

Lamad will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level. In its first year of operation, Lamad will accept applications for admission to the fifth grade. Students will be accepted for four sections of 25 students. A total of 100 students will be admitted to Lamad in its first year of operation. In each subsequent year, Lamad will add 100 new fifth grade students and replace students in the 6<sup>th</sup> grade that may be lost due to attrition. Lamad will not replace students after the 6<sup>th</sup> grade. Lamad will continue to add a grade per year until the school has a full 5<sup>th</sup>-8<sup>th</sup> grade program.

In the event the number of applicants to Lamad in any given year exceeds capacity, a lottery will be conducted. Lamad will pursue full disclosure prior to the lottery by advertising a description of how the lottery will be conducted. Lamad will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Lamad will contract the services of an independent (unaffiliated) organization to conduct the public lottery.

If a lottery is required, all the applications submitted to Lamad will be entered into the lottery. The Lamad lottery is a system of random selection of applications that identifies students for enrollment. During the lottery process, all completed and accepted applications submitted during the enrollment period will be drawn in random order until all applications have been drawn. Each application will be recorded and numbered in the order in which it was drawn and assigned to a specific grade and preference category (in Lamad's case, students residing in CSD 17 will have first preference for seats). After all available spaces have been filled in each grade and according to preference category; a waiting list is created by the remaining applications. The waiting list ranks applications for a given grade and preference category. These applicants will be identified by number, grade and preference category. As spaces become available at Lamad, they will be offered to the waiting list applicants in the order of placement on the waiting list. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period.

Lamad will reserve 10% of open seats in a given year for student transfers under the NYCDOE's NCLB choice transfer program. Once these spaces are reserved an admission preference to Lamad will be granted to applicants in the following manner: (1) First preference will be given to returning students in the second or any subsequent year of operation. (2) Second preference will be given to siblings of students already enrolled in Lamad. For definition purposes, "siblings" are two or more children that are related either by birth by means of the same father or mother or by legal adoption. If a parent submits applications for siblings within the enrollment period and one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in the siblings' grade levels. (3) Third preference will be for students residing in CSD 17.

### III. SCHOOL DESIGN

#### **Lamad instructional methods and philosophy**

In order to meet the needs of the intended student population, Lamad will stress the importance of math and science by providing more time for both subjects every day, much more than given in regular public schools. At each grade level, classroom teachers will work in conjunction with specialized math and science teachers to create a common language of math and science across all subjects.

We want to see our students not only be successful in New York but any where they choose to be. Lamad will work to buck the trend of U.S. students' under par performance in math and science in the international arena. In 2003, American 15 year olds ranked 23<sup>rd</sup> in performance in mathematics literacy and problem solving out of 29 countries that participated in the Program for International Student Assessment, a system of international assessments that measures 15-year-olds' capabilities in reading literacy, mathematics literacy, and science literacy every 3 years. New Zealand, Sweden and the Slovak Republic scored higher than the U.S.<sup>3</sup> We can, and should, do much better than this.

Our educational philosophy is to instill in every child the joy of life-long **learning** within a warm, nurturing atmosphere and academically challenging and intellectually rigorous learning environment. At Lamad, we will emphasize student **effort** rather than **aptitude** as the key to high achievement. We will embrace noted researcher Jeff Howard's mantra that, "Smart isn't something you are, it's something you get" through hard work and intellectually rigorous and challenging curriculum. We will create a school culture where **high expectations** for **all** students in academic achievement and respectful and appropriate student behavior will be the norm.

#### *a. Increase student achievement and decrease student achievement gaps in ELA and Math*

In order for students to achieve and close the achievement gaps in ELA and Math, Lamad will give them the opportunity to have more time. We will have a longer school day (7:30 – 4:30), a longer school year (190 days) and longer daily periods, 90 minutes each, of ELA, Math and Science. In addition, we will have a Summer Bridge program that will run for the month of July. The Summer Bridge will focus on Biology, Math, ELA and Physical Education (a sound mind must be supported by a sound body). The focus will be on building basic fundamental skills and continual assessment to answer the fundamental question, "Is this student prepared for the rigor and challenges of the 5<sup>th</sup> grade?"

Based on the success of the Bedford Academy High School (one of the highest performing public high schools in New York City), the Summer Bridge will be used to learn about the children as students, especially their habits, character and skill set. Students will be tested on day one and the data will be used to set up student grouping, scheduling, curriculum modification during the year, as well as, staff evaluation and matching. During this program, the administration and staff will conduct informal one-on-one interviews with each participating student to further cultivate them to the culture of the school.

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<sup>3</sup> *International Outcomes of Learning in Mathematics Literacy and Problem Solving; PISA 2003 Results From the U.S. Perspective* (<http://nces.ed.gov/pubs2005/2005003.pdf>)

To further support and achievement growth, Lamad intends to have an afterschool program and Saturday Academy. It will be expected that all students, students regardless of their competency or level of academic achievement will attend the Saturday Academy. Students that are behind will receive remediation while students that are on level will be advanced. Students will be placed in small groups with ratios of 1:1, 3:1, 5:1 and 10:1 while utilizing peer tutors, college students and teachers to deliver instruction.

We are also very aware that supports beyond academic interventions will be necessary to help our students succeed. There will be an extensive mentoring program for all students throughout their time in Lamad, from entrance to graduation. Each mentor will be assigned a small group of students in order provide support for students': social issues, academic concerns, behavioral issues, emotional development, self-esteem, etiquette development, and other issues related to this population of students. Mentors will meet with regularly with their mentees during school hours. By providing students with a mentor, we will not allow any student to fall in-between the cracks or let them *just get by*. Mentors will provide encouragement, support, and model Lamad's credo of "rigor, respect, joy, inquiry, and teamwork".

All this additional student support will be matched with teacher support. We recognize that teachers are one of the most important keys to making our students successful. Lamad will have a relentless focus on high quality **teaching** in every classroom and throughout the school. By providing our teachers with the necessary training and support, an effective culture of learning will be created within the school. Teachers will have dedicated daily planning time and weekly professional development sessions to keep their lesson planning and teaching relevant to the needs of their students.

Professional development at Lamad will have two focuses. First, all faculty and administration of the school will require an orientation to the Lamad philosophy, design, implementation and evaluation process. This is necessary to lay a foundation and provide a consistent tone and message to guide the implementation process. The second focus will involve orientation of new teachers in the basic fundamentals of effective classroom management and pedagogy.

*b. Increase high school graduation rates and focus on serving at-risk high school student populations*

Lamad will serve grades 5-8 with students that will predominately at-risk. By laying the foundations for academic success, Lamad will instill in our students the discipline and ability to go a high performing high school and graduate.

*c. Focus academic achievement of middle school student populations and preparation for transition to high school*

**Curriculum Description**

Through highly motivated and accomplished teachers, our 5-8<sup>th</sup> grade students will receive a standards-based, research-proven, curriculum focusing on core subjects that will create a strong foundation for life-long learning and ensure high levels of student learning and achievement. The curriculum will focus on core content with additional time and attention spent on math and science.

Each of the basic educational programs for reading, writing, math, social studies, and science has been extensively researched and field-tested, resulting in multiple revisions and improvements. The school's educational programs are fully aligned with the New York State's

28 learning standards to ensure that students acquire the required knowledge and skills at the end of each grade level. The content of the curriculum will mainly consist of an array of Pearson's educational products in each subject area. Below is a chart of our curriculum by subject area and grade level.

Subject	Grade 5	Grades 6/ 7/ 8
<p>ELA: A balanced literacy approach focusing on teaching the fundamentals of reading, writing, listening, and speaking. Balanced literacy incorporates many components proven for developing strong readers, such as independent and shared reading and writing experiences, reading aloud, and explicit instruction of spelling and word study.</p>	<p>Scott Foresman Reading/ grade-level trade books/classroom libraries with authentic literature/SF Intensive Reading Intervention (if needed)/ Good Habits Great Readers Writing</p>	<p>Prentice Hall Literature/ grade-level trade books/classroom libraries with authentic literature/ Prentice Hall Writing and Grammar</p>
<p>Math: We will raise expectations with respect to the amount and range of mathematics that children can learn. We will teach math concepts step-by-step with purposeful, sequential illustrations while connecting interactive learning with guided and independent skill and problem solving practice.</p>	<p>Scott Foresman-Addison Wesley envisionMath</p>	<p>Prentice Hall Mathematics Series</p>
<p>Science: We will implement Inquiry-based science content with scaffolded activities that are correlated to standards and presented in rich, interactive media. We will emphasize understanding and applying scientific concepts, principles and theories pertaining to the physical setting and living environment, and recognizing the historical development of ideas in science.</p>	<p>Scott Foresman Science</p>	<p>Prentice Hall Science Explorer Series</p>
<p>Social Studies: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, turning points in the history of the United States and New York, and citizenship. The focus will be on providing a strong academic foundation in the following areas: (i) History of United States and New York City; (ii) World History; (iii) Geography (local, national, and global); (iv) Economics; and (v) Civics, Citizenship, and Government (U.S. and New York City.) There will also be extensive use of maps, atlases, almanacs, grade-level trade books, and primary source materials.</p>	<p>Scott Foresman Social Studies Series</p>	<p>Prentice Hall America Series; Civics; and World Studies</p>
<p>Languages other Than English: Students will be taught a standards-based Spanish curriculum that balances grammar and communication.</p>	<p>Realidades A</p>	<p>Realidades A, B, &amp; 2</p>

Art & Music: We will teach the arts to heighten our youngsters' awareness of their surrounding community, inspire them to make positive changes in their lives and in their community.	Scott Foresman Art; Silver Burdett Making Music	<i>Dale Seymour's</i> Learning to Look and Create: The SPECTRA Program; Silver Burdett Making Music
Physical Education & Health: Through practice and effort, students will excel in mastery of motor skills and principles of movement. We will introduce and explain the connection between personal responsibility and well-being.	Brain Gym-Educational Kinesiology/ Prentice Hall Health	Brain Gym-Educational Kinesiology/ Prentice Hall Health
Family & Consumer Science: Students will understand the role of nutrition in the maintenance of health and nutritional practices and prepare appropriate diets for themselves and others.	Nutrition and You; Teacher-developed lessons and classroom activities	Nutrition and You; Teacher-developed lessons and classroom activities
Career Development /Occupational Studies: Students will learn about the world of work, explore career options, and relate their abilities to future career decisions.	When Are We Ever Gonna Have to Use This?	Career and Opportunities

**School Characteristics**

Lamad Academy's rigorous extended day program for all students will be from 7:30 AM–4:30 PM with an early dismissal one day a week. This focus on academic achievement will lay the foundations for our students to prepare them for success and the transition to high school.

Number of Weekly Minutes for subjects Grades 5-8:

	<i>number of days</i>	<i>number of minutes</i>	<i>total minutes per week</i>
ELA	5	90	450
Math	5	90	450
Science	5	90	450
Social Studies	4	45	180
Music	2	45	90
Theater	1	45	45
Art	2	45	90
Phys Ed	3	45	135
Health	2	45	90
Spanish	2	45	90
CDOS	1	45	45
Technology	4	90	360
FACS	2	135	135

*d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts*

**Assessment Accountability**

Lamad will use assessment data often and regularly to assess student progress against the academic goals and to make programmatic adjustments and changes. Each term, teachers will

meet with instructional leadership to review the assessment data. The teachers' role in this process is to identify which standards they need to re-teach, and to provide differentiated, individualized instruction for specific students, based on the data. The role of the Dean of Curriculum in this process is to: 1) ensure that assessments are given on schedule; 2) expeditiously manage the data-crunching process so that teachers have timely results; 3) facilitate a data meeting with the teachers within a week after the assessment is given and provide guidance as to which standards need to be prioritized; 4) re-allocate resources in the area of money, time and personnel to ensure that students are given proper levels of instructional support, based on the results of the assessments and 5) monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught.

The assessment process will be comprehensive and rigorous. Lamad will primarily rely on standardized and diagnostic tests to assess student achievement throughout the life of the charter. Lamad intends to administer three types of assessments: criterion-referenced tests (CRT), norm-referenced tests (NRT), and diagnostic unit and end of year tests. These assessments will provide the school with absolute, value-added, and comparative measures.

#### *Criterion-Referenced Tests*

Lamad will administer all New York State assessments, which will allow the school to assess how well the students are achieving the State learning standards in absolute terms and in comparison to similar schools in the district. As required, we will administer

- Grades 5-8 New York State English-Language Arts Assessment
- Grades 5-8 New York State Mathematics Assessment
- Grade 5 New York State Social Studies Assessment
- Grade 8 New York State Science Assessment

#### *Norm-referenced tests*

In addition, Lamad will administer the *Stanford-10* to all students. This assessment will provide information about how students are progressing over time. It will be administered to all new students in the fall of their enrollment to establish an academic baseline, and then it will be given in the spring of each subsequent year to measure annual achievement gains. It also provides a comparison to a national norm.

#### *Diagnostic Unit/ and end of year tests*

Lamad will use diagnostic interim assessments and unit tests provided by curriculum publishers to provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school's application for charter renewal. These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge. Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular child's needs to be adjusted in real time each year, rather than waiting until end-of-year exams.

#### **Use of Ongoing Assessments**

Ongoing assessment will be a driving force in the school. Virtually every month there will be some kind of standardized assessment, along with in-school assessments. Constant assessment enables lessons to be tailored to a child's needs. With grade level goals and individual class goals, teachers will be aware of the improvement that each child needs to

make. Grade-level teachers will collaboratively create weekly assessments for all subject areas. These will enable the school to assess progress.

- e. Increase implementation of local instruction improvement systems to assess and inform instructional practice, decision-making, and effectiveness*

Lamad will have several instruction improvement systems to inform instructional practice, decision-making, and effectiveness of our program. Students will be assessed at all grade levels through math and ELA interim assessments that are aligned to the New York State standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Lamad will be provided through a range of methods and strategies. Lamad's teachers will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments.

### **Instructional Decision Making**

The ED, Principal, the Deans, Operations Director, grade level and science and math teachers, and members of the student support division will be involved in the instructional decision-making process. Teachers will administer classroom assessment. The data from assessments will be "crunched" and a data meeting will be held with the teacher, Science/Math teacher and Dean of Curriculum. During the meeting, the results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. The teacher and Dean of Curriculum will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific standard, or reviewing difficult concepts. Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the Dean of Support. S/he – in conjunction with Dean of Curriculum, Science/Math teacher and grade level teacher – will determine the types of remedial support best suited to the students' needs. Achievement data of the students receiving additional support will be closely monitored to determine the extent to which they will require additional time with supportive services.

### **Use of Data to Inform Decision-Making Processes**

Lamad will be a data-driven organization. The use of data dashboard by the Board will help improve the quality of their decisions. Our academic program uses frequent assessment data to guide the instructional program and to make any necessary modifications to the program if necessary. At each meeting of the Board of Trustees, the Principal and Executive Director will present a data dashboard that will present a snapshot that defines how Lamad is doing academically and organizationally. The specific data presented will include diagnostic, formative, and summative assessments that teachers had given students in addition to attendance rates, staffing and student vacancies and enrollment numbers. The OD's financial reports will include a balance sheet that compares actuals to projected income and expenses. Trends in data will help the Board determine what oversights might require in-depth attention.

- f. Partner with low-performing local public schools to share best practices*

Lamad will encourage and seek out local low-performing schools to share best practices. Our Founding Team members include principals, former principals, school founders, assistant principals and other community members. By using our personal relationships and contacts, we will reach out other public schools to partner and share what we have learned.

- g. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques;*

**Board Capacity**

Lamad will be founded, governed, and managed by a diverse team of educational, civic, and business leaders. Board members come together around a shared belief that all students are entitled to their choice of a high quality public school. The Board is committed to the mission of Lamad.

The proposed trustees of Lamad have the capacity to monitor and provide oversight of the school’s academic, administrative and fiscal operations. Please see the table below which indicates the areas of expertise of Board members. Board members represent a vast set of knowledge, skills, and experience in law, finance, government relations, community relations, education, real estate development and school start-up; it will also be supplemented by the Parent Association. In addition to the current members, a trustee position has been reserved for a parent of a Lamad student.

	Education	Finance	Admin	Law	Community member	Real Estate	School Start Up
Alfred Cockfield, Jr		X	X				
Cheryl Kilkenny		X			X		
Nathalie Charles	X				X		
Carlo D. Schiattarella	X					X	X
William Green		X					
Sharmayne Jenkins	X			X			
Emma Fraser Pendleton	X		X				
Daryl Rock	X		X		X		
George Leonard	X		X				X
Maizelin Arnett Knowlin	X				X		
Kenneth J. Halperin			X	X			

We have also identified an experienced school leader to effectively launch the school, Frederick A. Underwood. He is currently the principal of Meyer Levin School for the Performing Arts, Brooklyn, NY. In 2008, Mr. Underwood also completed a principalship residency at Benjamin Banneker High School. Between the years of 2004-2007, he was Assistant Principal Boys and Girls High School in Bedford Stuyvesant. His teaching and administrative career has centered in Brooklyn. He is very familiar with the students and families we seek to serve.

- h. Demonstrate the support of the school district and the intent to establish an ongoing relationship with such district*

The New York City Department of Education has put forward the Letter of Intent for the proposed Lamad Academy Charter School as a demonstration of its support for Lamad’s creation. We have developed a collaborative relationship with the Charter School Unit within the DOE and will continue to seek and strengthen our relationship with the DOE.

- i. Provide access to viable education alternatives to students in regions where there are a lack of alternatives*

*Lamad Academy Charter School*

Lamad Academy Charter School will provide viable education alternatives to students within CSD 17. Though there are currently three charter schools within CSD 17 that are serving grades 5-8 (other charter schools exist within the CSD 17 but serve lower grade) there are not enough seats to meet the demand for a quality middle school program. Each school has an extensive waitlist. CSD 17 rising middle school students are underserved and need the opportunity to have greater choice than what is available now. .

Within the CSD, there is only one school that offers a somewhat similar program to what Lamad will have: the Science, Technology and Research High School. Though its' most recent 2009-10 scores show some promising results (see table below), they are also inconsistent.

<i>NAME:</i>		Science, Tech & Research High School					
<i>Changed</i>	<i>SUBJECT</i>	<i># Tested</i>	<i>% Level 1</i>	<i>% Level 2</i>	<i>% Level 3</i>	<i>% Level 4</i>	<i>Mean Scale Score</i>
	Grade 6 ELA	64	0	35.9	64.1	0	665
	Grade 6 Math	64	1.6	26.6	48.4	23.4	684
	Grade 7 ELA	69	1.4	44.9	47.8	5.8	670
	Grade 7 Math	69	0	27.5	50.7	21.7	680
	Grade 8 ELA	66	0	75.8	24.2	0	651
	Grade 8 Math	66	1.5	43.9	43.9	10.6	677

The school also has a smaller student population then what we intend to have (well below our 100 students per grade for 5<sup>th</sup> and 6<sup>th</sup>) and does not begin with 5<sup>th</sup> grade. As a non-charter public school, it can not provide the intensive support that we will be able to nor can it be flexible enough to meet the individual needs of students.

Lamad will be the education alternative that families of CSD 17 not only need but also deserve.