



**NEW HOPE ACADEMY  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Judith Rapley Waterman, Superintendent, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Bishop Orlando Findlayter	Chair/Board President; Executive Committee
Raymond Thomas	Treasurer; Executive Committee
Lakesha Williams	Trustee/Member; Chair, Academic Committee
Hugh Hall	Trustee/Member; Chair Grievance Committee and AdHoc Committee; Executive Committee
Terrence Brummell	Trustee/Member; Academic Committee
Tracy Grey	Trustee/Member; Academic Committee
Felicia Hefney	Trustee/Member; Academic Committee
Dana Grenandasi	Trustee/Member; Academic Committee

**Judith Rapley Waterman has served as the Superintendent since 2014.**

## INTRODUCTION

New Hope Academy Charter School's (NHACS') mission is to provide a safe, structured and quality learning community where our students' creativity and potential will flourish. We will employ a committed and well-equipped staff whose excellence in teaching and high academic and behavioral expectations will promote the excellence we know our community's children can achieve. We will enhance the learning experience of our students by integrating science and technology into core subject areas, the arts, and various enrichment programs. Our students will leave NHACS with a solid foundation in science and technology, providing them with a head start in our increasingly technological society and with a clear understanding of the seamless integration of science and technology into their everyday lives. Our school's culture will treat every child as "gifted" and will celebrate, nurture and enrich the gifts and talents our children possess.

NHACS welcomed its first class of students in 2010 and in 2014-15 served 388 kindergarten through fifth grade students.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	Total
2011-12	73	73	49	46	N/A		241
2012-13	52	78	78	51	50	N/A	309
2013-14	50	55	81	79	51	47	363
2014-15	68	56	56	88	78	42	388

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

### Background

New Hope Academy began utilizing the Literacy collaborative model in a Kindergarten lab class and used some of its model in our 1<sup>st</sup> – 5<sup>th</sup> grade classes. The reading street curriculum was still utilized as our main curriculum during the first transitional year. Professional development opportunities were provided through our staff developer and an external Literacy Expert. Some staff attended the Literacy For All Conference and a professional development workshop with Ralph Fletcher. New Hope decided not to use the Literacy Collaborative model at the end of the school year, because it did not meet the needs and culture of the school.

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

### Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 5 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>1</sup>			Total Enrolled
		IEP	ELL	Absent	
3	81	0	0	4	85
4	74	0	0	1	75
5	40	0	0	1	41
All	195	0	0	6	201

### Results

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

The following table presents the English language arts test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at New Hope. Overall, 23% of all students tested, and 24.4% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2014-15 English language arts assessment exam.

**Performance on 2014-15 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	23.4%	81	23.1%	65
4	24.3%	74	27.0%	63
5	20.0%	40	22.2%	36
All	23.0%	195	24.4%	164

**Evaluation**

For 2014-15, New Hope did not meet the absolute measure for English language arts proficiency. Overall, 23.0% of all New Hope students tested at a proficient level. 24.4% of students in at least their second year at the school performed at a proficient level. The school was 50.6 percentage points shy of reaching its stated goal of 75% proficiency on the English language arts exam on the 2014-15 English language arts assessment exam.

**Additional Evidence**

From the 2013-14 to 2014-15 school years, New Hope showed a slight decline in the percentage of students enrolled in at least their second year at the school testing at a proficient level on the English language arts exams. However, the percentage of students performing at a proficient level in the fourth grade increased an impressive six percentage points during this time. Further, the cohort of students who tested at a proficient level on the 2012-13 English language arts exam as fourth grade students increased 1.2 percentage points when they took the exam as fifth grade students in the 2014-15 school year.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	46	26%	61	23.1%	65
4	13%	36	21%	38	27.0%	63
5	N/A		31%	29	22.2%	36

All	31%	82	26%	128	24.4%	164
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**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>2</sup>

**Results**

New Hope achieved an aggregate PLI score of 88.5 on the English language arts exam in the 2014-15 school year.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	34.4	42.5	21.5	1.5

$$\begin{array}{rcccccccl}
 \text{PI} & = & 42.5 & + & 21.5 & + & 1.5 & = & 65.5 \\
 & & & & 21.5 & + & 1.5 & = & \underline{23} \\
 & & & & & & \text{PLI} & = & 88.5
 \end{array}$$

**Evaluation**

New Hope fell short of the PLI goal by 8.5 percentage points.

**Goal 1: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the

<sup>2</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

## Results

The chart below shows the results of the 2014-15 English language arts assessment exam for students who were enrolled in at least their second year at New Hope as compared to all tested students in the surrounding public school district, Community School District 19. New Hope’s aggregate percentage of students enrolled in at least their second year at the school testing at proficiency was 24.4%, while the local district’s average was 22.6%.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	23.1%	65	21.2%	1254
4	27.0%	63	23.2%	1412
5	22.2%	36	23.3%	1189
All	24.4%	164	<b>22.6%</b>	3855

## Evaluation

New Hope met this measure. The school’s aggregate percentage of students enrolled in at least their second year performing at a proficient level on the English language arts exam was 1.8 percentage points above Community School District 18.

## Additional Evidence

As shown through the chart below, New Hope has had a higher percentage of students performing at a proficient level on the state English language arts exam for the past three years when compared to Community School District 19. Additionally, the percentage of students performing at a proficient level at each individual grade level has matched or exceeded the district average in all but three of the grades shown over the past three years.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students		
	2012-13	2013-14	2014-15

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	33%	21%	26%	22%	23.1%	21.2%
4	13%	22%	21%	25%	27.0%	23.2%
5	N/A		31%	24%	22.2%	23.3%
All	31%	21%	26%	24%	24.4%	22.6%

### Goal 1: Comparative Measure

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

### Method

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

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

### Results

The actual percentage of New Hope students performing at levels 3 and 4 on the 2013-14 state English language arts exam was 20.7, 11.5 points below the predicated goal

### 2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	51.9	81	22	33.1	-11.1	-0.83
4	2.9	50	20	32.8	-12.8	-0.95
5	51.1	42	19	29.8	-10.8	-0.85
All	52.0	173	20.7	32.2	-11.5	-0.87

### School's Overall Comparative Performance:

*Lower than expected*

## Evaluation

New Hope's aggregate Effect Size did not exceed the comparative measure.

## Additional Evidence

New Hope's performance on the 2013-14 English language arts exam was below predicated and decreased from the previous two school years.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3	75.5%	45	51.1	41.4	0.60
2012-13	3-4	60%	101	28.7	16.8	1.02
2013-14	3-5	52%	173	20.7	32.2	-0.87

### **Goal 1: Growth Measure<sup>4</sup>**

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

## Method

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

Given the timing of the state's release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>5</sup>

## Results

School wide, New Hope did not exceed the English language arts mean growth percentile.

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

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

Grade	Mean Growth Percentile	
	School	Statewide Median
4	40.6	50.0
5	49.7	50.0
All	<b>44.9</b>	50.0

## Evaluation

Overall, the school did not exceed the statewide median growth percentile. However, New Hope's fifth grade was only .3 points below the statewide median.

## Additional Evidence

New Hope's Mean Growth Percentile increased at each grade level, but decreased school wide by .1 point from the 2012-13 school year to the 2013-14 school year.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>6</sup>	2012-13	2013-14	Statewide Median
4		40.5	40.6	50.0
5		49	49.7	50.0
All		<b>45</b>	<b>44.9</b>	50.0

## Summary of the English Language Arts Goal

New Hope only achieved one comparative goal on the English language arts exam. The school did not achieve either absolute goal, one comparative goal, the growth goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

<sup>6</sup> Grade level results not available.

## **Action Plan**

Goal:

We will increase the number of students who perform at a proficient level on the NYS English Language Arts examination for grades 3-5 to 60%.

### **Tier 1: (All students)**

Reading Street will continue to be enhanced with authentic texts to increase the rigor and vigor of students reading below and on grade level. Guided reading will be expanded and additional material from Scholastics will be utilized to afford students and teachers ample opportunity to be exposed to text, which challenges them and expands their knowledge and their need to meet the Common Core Standards. We will use a school-wide data analysis program (IREADY) to assess individual student performance on the common core standards student. IReady will be used as a baseline assessment in order to gather data. We will analyze the data and set goals and a map to address the identified skills gaps for all students, especially those who do not meet proficiency. The classroom teachers along with the RTI team will develop an individualized action plan to meet the needs of all scholars. The teachers will implement, monitor and evaluate the plan in order to increase the level of comprehension, through conferencing, formal and informal assessments. Data boot camps will be held on October 15, 2014, February 4, 2015, and June 3, 2015 to work on vertical and across grade levels to address the standards in each of the needed areas and cross-classes and heterogeneous small groups and classes will occur to address the identified areas of needs in both subjects.. The teachers will reassess the students to then begin the cycle again.

The teachers will use leveled reading books, components of Reading Street and Expeditionary Learning to inform instruction and to target the identified standard areas that ll our students, but especially our non-proficient Level 2's. Before school, after school, and weekend tutoring will be explored to address these specific needs this year at the beginning of year by the new Academic leadership in conjunction and consultation with the school board's academic committee.

Teachers will be provided initial and ongoing training for Reading Street, IReady and Expeditionary Learning from Curriculum distributors, Principal, Assistant Principal, Consultants and Mentor Teachers beginning within the first month of school and continuing beyond. We will increase staff knowledge of formative assessments, which for New Hope includes Chall Analysis, Fountas and Pinnell Reading Records, Standardized Common Core Assessments, On Demand Writing, Scrantron and Simulation Assessments, by providing twice a month coaching during the common planning periods starting the first week of school and continuing at least twice a month. Teachers will maintain a data binder, which will consist of the individual student data and action plans for them each student, and class binders which will contain group data and strategies and plans of action to address familiarity, exposure and repetition of Level 4 skills pertaining to the common core standards.. Teachers will be provided with ongoing training on differentiated instruction and questioning strategies in order to increase the depth of knowledge of our students. Teachers will receive weekly one-on-one support from each of the following Academic leaders- Principal, Assistant Principal, Consultants and (newly created support) Mentor teachers- to ensure lesson plans are aligned with common core standards.

## **WRITING**

### **Goal #1**

75% of all students will be proficient in the writing traits of ideas and organization skills according to their grade level content expectations and common assessment schedule by the end of the 2014- 2015 school year.

The teacher will use the gradual release model to enable their students to master their grade level skills of drafting and revising writing to include strong ideas, organized in a meaningful way across the curriculum. Teachers will teach specific target lessons for effective instruction using the 6 + 1 Traits of Writing focusing on improving the students' ideas and organization in writing.

All K-5 Core teachers will teach target lessons established for each grade level per marking period focusing on ideas and organization. Teachers will model, teach and/or assess ALL 6+1 writing traits in order to facilitate student learning.

### Goal #2

75% of all students will be proficient in writing from knowledge and personal experiences according to their grade level content expectations and common assessment schedule by the end of the 2014- 2015 school year.

Teachers will engage students in writing instruction everyday. Teachers will be engaging students in 1 complete process-writing piece per 6 weeks for assessment. The teachers will use Great Source/ Write source to facilitate student learning for writing genres. Teachers will use marking term assessment writing prompt for process piece and will turn-in a range of graded student samples for accountability. Teachers will assess student-writing samples across the grades once a week during Common Planning periods.

By the end of the year students are expected to write the following: Kindergarten- 1 paragraph; First Grade- 2 paragraphs (on topic with details) Second Grade - 3 paragraphs (good beginning, middle, and end) Third, Fourth, Fifth Grade 5-8 paragraphs (on topic, with details and organization).

### Small Group Instruction

A Specific Special Education Co-coordinator has been identified and hired to work with and coordinate the needs and services of the entire school with a overall inclusion model and philosophy for all students as it pertains to differentiation and an intensive push-in, combined with smaller small groups for pull- out for those in the additional tiers where more intensive support is required. The school has been focused on an inclusive and integrated model and is moving towards frequent, targeted small groups with plans towards working on identified goals specific to the common core standards and skills needed.

### Tier II

Specifically trained RTI teachers and Teacher Assistant will meet daily with small student groups (1- 5) for 30 minutes daily. These students are chosen based on the standardized test scores and work on reading strategies, phonics, vocabulary, comprehension, and/or fluency. Academic intervention services are provided to students scoring an average of '2' s, in the form of a 'push-in' or a 'pull-out' in order to help them strive for a '3' or a '4' on standardized tests. Assistance in helping a child access the general educational curriculum will be provided right in the general classroom, by the RTI teacher, or where it is deemed appropriate, pull-out services will be provided.

### **Tier III**

**Title I** services will be provided via ‘pull-out’ to target students receiving a ‘1’ in any standardized testing area; students are taught reading, writing, and math utilizing an alternative curriculum which is modified to meet their specific learning needs, styles, and levels. This includes 2 sessions/45 minutes per week for each student. The curriculum includes:

- Envisions Strategic Intervention and other Resource Materials
- Reading Street Resource Material
- Wilson Reading Program
- Fontas & Pinnell Leveled Literacy Intervention System K-5
- Fontas & Pinnell Benchmark Assessment System (Running Records) K-5
- Voyager Math

These curricula are strategically designed to be in direct alignment with the work being done in the general education classroom. Frequent assessments during established cycles will ensure that specific targeted foundational skills are being met and will be built on through spiraling and scaffolding in homework and classrooms practices.

Additional teachers have also been hired over the past school year to provide additional support for these students in as small a group as is possible.

### **TIER IV**

At this level, tier four, New Hope Academy Charter School offers intense SETSS (special education teaching support services in reading, writing and math, which are individualized and specifically strategized to meet each student’s particular needs), speech services, counseling services, occupational therapy, and/or physical therapy—whatever services are listed on the IEP-- through highly trained service providers.

## **MATHEMATICS**

### **Goal 2: Mathematics**

All students at the school will demonstrate competency in the understanding and application of mathematics computation and problem solving.

### **Background**

Envisions Math is the math curriculum for New Hope. The curriculum is Common Core State Standard aligned and also has an interactive technological component that provides students with hands on experiences. Professional Development was embedded with mathematics professional development, with the focus on explaining answers and providing supporting details to mathematical computations.

### **Goal 2: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

### **Method**

The school administered the New York State Testing Program mathematics assessment to students in 3 through 5 grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3	81	0	0	4	85
4	67	0	0	8	75
5	40	0	0	1	41
All	188	0	0	13	201

**Results**

The following table presents the mathematics test results for all third through fifth grade students and for those third through fifth grade students enrolled in at least their second year at New Hope on the 2014-15 mathematics assessment exam. Overall, 33.5% of students enrolled in at least their second year at the school achieved at a level of proficiency.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	40.7%	81	44.4%	63
4	28.3%	67	28.8%	59
5	20.0%	40	22.2%	36
All	31.9%	188	33.5%	158

**Evaluation**

New Hope did not meet the absolute measure for math proficiency. Overall, 33.5% of students in at least their second year scored at or above level three on the state mathematics assessment exam. The school missed its goal of 75% proficiency by 41.5 percentage points.

**Additional Evidence**

<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

New Hope showed a vast overall improvement in the percentage of students performing at a proficient level on the state mathematics assessment exam from the previous year. Additionally, the school showed an increase in the percentage of students performing at or above proficiency at each grade level. Further, there was an increase in the percentage of students performing at a proficient level in the cohort of students who took the exam as third and fourth graders in the 2013-14 school year when they took the exam as fourth and fifth graders in 2014-15.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	13%	46	24%	59	44.4%	63
4	11%	36	20%	35	28.8%	59
5	N/A		19%	27	22.2%	36
All	12%	82	21%	121	33.5%	158

**Goal 2: Absolute Measure**

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

**Method**

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

**Results**

New Hope achieved an aggregate score of 104.8 on the 2014-15 state mathematics assessment exam.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

<sup>8</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

	27.1	41.0	21.3	10.6
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 41.0 & + & 21.3 & + & 10.6 & = & 72.9 \\
 & & & & 21.3 & + & 10.6 & = & \underline{31.9} \\
 & & & & & & \text{PLI} & = & 104.8
 \end{array}$$

## Evaluation

New Hope exceeded the state's goal of a PLI of 94 by 10.8 points.

### Goal 2: Comparative Measure

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

## Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>9</sup>

## Results

The chart below shows the percentage of students performing at or above level three on the 2014-15 state mathematics assessment exam enrolled in at least their second year at New Hope as compared to the average of all tested students in the surrounding public school district, Community School District 19.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	44.4%	63	28.9%	1270
4	28.8%	59	24.8%	1423
5	22.2%	36	26.9%	1195
All	33.5%	158	<b>26.8%</b>	3888

## Evaluation

New Hope met this measure by 6.7 percentage points. In addition to outperforming the district when comparing total results from grades three through five, the school's individual third and fourth grades performed higher than the district average at those individual grade levels.

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

## Additional Evidence

As shown in the chart below, New Hope made impressive gains in the percentage of students enrolled in at least their second year at the school performing at a proficient level when compared to Community School District 19. Overall, the number of New Hope students performing at a proficient level on the mathematics assessment exam increased 12.5 percentage points from the previous year, while the Community School District only increased .8 percentage points over that same period of time. Further there was an impressive 20.4 percentage point growth in the percentage of New Hope's third grade students testing at a proficient level on the mathematics assessment exam from the 2013-14 school year to the 2014-15 school year. New Hope's fourth grade experienced an impressive 8.8 percentage point growth over this same period of time.

Also, additional evidence may include demographic differences between the school and the district as well as compelling reasons for comparing the school to a subset of schools within the district.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	13%	22%	24%	26%	44.4%	28.9%
4	11%	22%	20%	26%	28.8%	24.8%
5	N/A		19%	27%	22.2%	26.9%
All	12%	22%	21%	26%	33.5%	<b>26.8%</b>

#### Goal 2: Comparative Measure

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

#### Method

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

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

**Results**

New Hope performed lower than expected on its predicted level of performance on the state mathematics exam.

**2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	51.9	81	26	33.3	-18.3	-1.14
4	52.9	50	18	42.2	-24.2	-1.45
5	51.1	43	2	40.4	-38.4	-2.15
All	52.0	174	17.8	42.7	-24.9	-1.48

<b>School’s Overall Comparative Performance:</b>
<i>Lower than expected</i>

**Evaluation**

New Hope did not meet its measure of having an Effect Size that exceeded 0.3. New Hope’s Effect Size was a -1.48 and the difference between the actual and predicted performance level was -24.9.

**Additional Evidence**

New Hope’s Effect Size has decreased from the 2011-12 school year to the 2013-14 school year.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3	76%	44	68.1	48.4	1.02
2012-13	3-4	60%	100	12.0	21.4	-0.58
2013-14	3-5	52%	174	17.8	42.7	-1.48

**Goal 2: Growth Measure<sup>10</sup>**

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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

**Method**

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

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>11</sup>

Overall, the school did not exceed the statewide median mean growth percentile growth on the 2013-14 state mathematics assessment exam.

**2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	43.9	50.0
5	33.9	50.0
All	<b><u>39.2</u></b>	50.0

**Evaluation**

The school did not exceed the statewide median mean growth percentile school wide or at either the fourth or fifth grade.

**Additional Evidence**

The school’s mean growth percentile increased in the fourth grade by 10.7 points from the 2012-13 school year to the 2013-14 school year.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			Statewide Median
	2011-12 <sup>12</sup>	2012-13	2013-14	

<sup>11</sup> Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

<sup>12</sup> Grade level results not available.

4		33.2	43.9	50.0
5		N/A	33.9	50.0
All		33.2	<b>39.2</b>	50.0

### **Summary of the Mathematics Goal**

New Hope achieved one absolute goal and one comparative goal on the state mathematics assessment exam.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

### **Action Plan**

#### Goal #1

By the end of the 2014-2015 school year, 75% of our students in grades 3-5 will perform at the proficient or advanced level of achievement on the Math NYS exam.

We will use formative assessments, which includes, IReady and those from Envisions to provide instruction that is differentiated. We will provide Staff development on the three-group rotation model (grades K-5). We will incorporate Math Talk throughout the lessons to ensure that students are able to communicate effectively using math vocabulary appropriately. Provide instruction to ensure that students are able to explain/show their mathematical thinking. We will use the technology support of Envisions to Incorporate visual pathways to assist students in organizing their thinking to improve math performance. Provide differentiated classroom and homework assignments that reteach, review, or extend concepts based on the assessed needs of students. Provide all students the opportunity to improve test scores. Through formal/informal observations and team planning minutes we will provide intervention for at- risk students. Teachers will submit a Data Binder once a month for review, by the Assistant Principal and RTI Team, in order to utilize progress monitoring to support academic achievement for identified students.

#### Goal #2

By June 2014, 50% of all students in grades 3-5 will perform at the advanced level of achievement on the IREADY School Assessment.

We will identify students who are advanced or close to advanced by using IReady scores and Envisions assessments. We will utilize appropriate, varied materials to meet the needs of our advanced or close to advanced students. We will provide extension activities to challenge advanced learners.

## SCIENCE

### Goal 3: Science

All students at the school will demonstrate competency in the understanding and application of scientific reasoning

### Background

Our science curriculum is Interactive Science. We also use Measure Up as our test preparation practice guide. Students are able to practice experiments and scientific approaches in the science lab. Professional Development opportunities occurred via visits to science museums, a science expert Vicki Cobb and prior board member and through the reading of science specific mentor texts.

### Goal 3: Absolute Measure

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

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### Results

In the 2014-15 school year, 88.9% of students at New Hope in at least their second year achieved a proficient score on the state science assessment exam.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88.9%	72	N/A	N/A

### Evaluation

New Hope met this measure and exceeded the threshold for achieving this goal by 13.9 percentage points.

**Additional Evidence**

New Hope has exceeded the comparative goal of 75% of students in their second year performing at or above level 3 on the state science assessment exam in the last three school years.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the science program.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	98%	76%	80%	N/A	88.9%	N/A
All	98%	76%	80%	N/A	88.9%	N/A

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

Because the district results for the 2014-15 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	88.9%	72	N/A	N/A

**Evaluation**

Because the district results for the 2014-15 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

**Additional Evidence**

Because the district results for the 2014-15 state science assessment exam have not been released at this time, the comparative measure cannot be analyzed.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	98%	50	78%	40	88.9%	N/A
All	98%	50	78%	40	88.9%	N/A

**Summary of the Science Goal**

New Hope achieved its absolute goal on the state science assessment exam. Because the district’s results were not available, the comparative goal cannot be measured.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved/
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

**Action Plan**

Goal #1 –75% of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

Scott Foresman Interactive will continue to be used to drive instruction. We will meet as collaborative teams as scheduled by grade levels to determine science concepts and assessments for each unit. We will use student science notebooks as an instructional strategy that provides evidence of acquired science content knowledge and process skills as well as a tool to embed literacy into inquiry-based science instruction. Student science notebooks will be used as a valuable formative assessment that will provide on-going feedback to teachers and students about targeted conceptual goals as expressed through words, tables, charts, graphs, and scientific drawings. Teachers at all grade levels will become more familiar and comfortable at helping students work with and understand expository texts in science and other content areas by conferencing, monitoring and evaluating. Teachers will use Scott Foresman Interactive, for planning text-based lessons, with a variety of age appropriate children’s literature that will bridge reading expository text with informational writing.

## NCLB

### Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### Goal 4: Absolute Measure

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

### Method

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

### Results

New Hope has a status of "Good Standing" for the 2014-15 school year.

### Evaluation

New Hope met its absolute measure of good standing for the 2014-15 school year.

### Additional Evidence

New Hope has maintained a status of "Good Standing" for both years the school has had a NCLB status.

**NCLB Status by Year**

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing