



**NEW WORLD PREPARATORY  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Eugene Foley

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Eugene Foley, TITLE, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Tobin	Chair/Board President
Angelo Aponte	Vice Chair/Vice President
Denis P. Kelleher	Treasurer
Rev. Terry Troia	Secretary
Araceli Arizmendi	Trustee/Member
Carin Guarisci	Trustee/Member
Jack Minogue	Trustee/Member
Arnold Obey	Trustee/Member
Peter Weinman	Trustee/Member
Linda Mulligan	Parent Representative

**Eugene Foley has served as the school leader since 2015.**

## INTRODUCTION

New World Preparatory Charter School (“NWP”) provides an exceptional education for students in grades 6-8 by employing research-proven strategies to raise middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We have built on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in middle school and high school and graduate from college.

Set in a neighborhood in close proximity to the Statue of Liberty, New World Preparatory Charter School is “a golden door”—a school community where diversity is not just accepted but celebrated. Our school’s design features – academic rigor and relevance, personalization, a focus on professional development, and engaging families and the larger community as critical partners– are specifically targeted toward providing middle school students with the academic, social and emotional foundations to succeed in middle school, high school, college and beyond.

NWP uses a curriculum that is research based and aligned to the Common Core and New York State Learning Standards. Students benefit from an extended school day with more time on task for mastery of academic subjects. We have a school-wide focus on critical thinking, reading and writing across all content areas to improve the overall academic performance of every student. Our students are challenged to develop the habits and dispositions that will enable them to succeed in middle school, be prepared for a college preparatory high school curriculum and be college ready. As opposed to focusing merely on information recall, our students are challenged in all content areas to cite evidence to support their viewpoints, make connections, consider alternatives, assess importance and understand the connection between what they are learning and its relevance to their life and future success. The curriculum and instructional framework support student’s preparation for post-secondary education.

We engage our students around topics that are relevant to their everyday lives. Our board has decided to use a social justice framework as a strategy for engaging students around a curriculum that is relevant to their interests. Some examples of topics that teachers develop lessons around include health care, environmental issues, civil rights, immigration, the economics of poverty, and the United States’ relationships in a changing world.

Student assessments at NWP are designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which are both formal and informal, include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff meets regularly to analyze data, review student work and use it to plan instruction. We incorporate interim assessments quarterly to support a structure for evaluating student progress and identifying students’ needs so that interventions can be integrated into the daily academic program. NWP will analyze classroom, interim assessment and standardized test data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff is trained to deploy instructional methods that are appropriate to the developmental needs of middle grades students.

NWP present a clear alternative to large, impersonal middle schools by serving less than 375 students

and having structured time scheduled to support the social and emotional needs of each child. Each grade level contains at most 5 classes of no more than 25 students in a class. By keeping the school population and class size small, we create a school community where each student is known and supported. Additionally, students in all grade levels participate in a structured advisory program that will function to further develop relationships that support learning. Each teacher has been assigned a group of approximately 18 students to whom they serve as an advisor over the course of the students' three years at the school. That teacher establishes a relationship not only with the students but their families as well.

Our school has been designed around a focus on continuous and targeted professional development of our staff. The value our board places on quality professional development is evidenced by our school's academic calendar, thoughtful scheduling decisions, and teacher/principal appraisal systems. On a yearly basis, faculty participates in a two-week pre-service. Weekly, school will be dismissed early to provide time for school-wide professional development. On a daily basis, teachers have common planning time and have an opportunity to plan curriculum and lessons together, engage in conversations about students in need of support, determine interventions and learn new strategies and approaches to support their own development as teachers. They receive coaching from staff developers and feedback from the school's instructional leader.

At NWP, professional development is results-oriented. Studies of successful school improvement efforts have repeatedly shown that good results depend on the building of a collaborative community of adult learners who accept joint responsibility for student achievement.

**School Enrollment by Grade Level and School Year**

School Year	6	7	8	Total
2011-12	89	107	N/A	196
2012-13	97	97	90	284
2013-14	129	104	89	322
2014-15	130	132	93	355

## 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

NWP uses a balanced comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the CCLS. At NWP there was a school-wide emphasis on reading and writing strategies embedded across all content areas so that students are reading, writing, listening and speaking across the curriculum.

A program ‘Literacy Leaders’ was established where students were provided small group instruction of up to 12 students with a focus on guided reading, vocabulary development and independent reading. In addition the school adopted the Hochman writing program that provided explicit instruction on specific writing strategies to support student improvement. One component of the language arts literature curriculum will be Expeditionary Learning, which is a NY state approved, inquiry based language arts program that combines interpretive discussion and activities with outstanding literature to help all students learn to read for meaning and think critically. Students learn to understand the text; move to analysis, interpretation, and evaluation; weigh several avenues of meaning, revise thinking, and then convey this thinking in an organized, cogent fashion.

### 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 6 through 8 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	
6	123	0	0	0	123
7	127	0	0	0	127
8	92	0	0	0	92

<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.

All	342	0	0	0	342
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## Results

In the 2014-15 school year, 23.4% of all of NWP’s students performed at a proficient level. This number improved 3.6 percentage points to 27% when focusing on students enrolled in at least their second year at the school. This analysis is limited to seventh and eighth grade students because NWP serves grades sixth through eighth. Thus, all students entering the school in the sixth grade cannot have been enrolled in the school for two consecutive years.

### 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
6	16.2%	123	N/A	N/A
7	25.2%	127	25.2%	115
8	30.4%	92	30.3%	89
All	23.4%	342	27.0%	204

## Evaluation

In the 2014-15 school year, NWP did not meet its goal of 75% proficiency. However, it should be noted that the formula for determining proficiency has been revised twice since NWP received its charter and achieving this goal has become more stringent through these amendments. With that in mind, the school’s absolute goal of achieving 75% student proficiency has not changed. Further, it should be noted that individual school’s, as well as the district, city, and state average for percentage of students performing at a proficient level has significantly decreased through change in formula to determine proficiency.

Overall, only 27% of students in at least their second year scored at or above the level of proficiency. Thus, the school fell short of its goal of 75% student proficiency by 48 percentage points.

Literacy Leaders has addressed reading standards and the Hochman writing program has addressed writing. Both programs have contributed to the increase in student performance from the previous school year. Although greater growth was anticipated, students need more time in the program to impact change. The entire instructional staff continues to be trained in guided reading to facilitate the Literacy Leaders program. Additionally, every teacher was sent to the Hochman training this year.

## Additional Evidence

When comparing NWP students enrolled in at least their second year at the school with Community School District 31 schools with a similar student demographic, NWP fares well. As shown in the chart below, NWP outperformed the only other Staten Island charter school that serves similar grades, as well as IS 49, a traditional public school that serves a similar percentage of impoverished students. Further, the seventh grade students enrolled at NWP for at least two years outperformed seventh grade students at IS 51, a school that serves a lower number of impoverished students.

**2013-14 English Language Arts Performance of  
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	NWP		IS 51 Edwin Markham		John W. Lavelle Preparatory Charter School		IS 49 Bertha A Dreyfus	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	25.2%	115	24.0%	429	16%	131	14.6%	261
8	30.3%	89	26.5%	385	24.8%	93	19.7%	249
All	27.0%	204	25.3%	814	20.2%	224	17.1%	518

**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
7	13.0%	30.8%	20.0%	32%	25.2%	115
8	15.1%	32.5%	16.2%	37%	30.3%	89
All	14.1%	29.4%	18.0%	35%	27.0%	204

**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**

NWP’s PLI was 90, falling short of the state’s AMO of 97 by 7 percentage points.

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

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



Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	33.3%	43.2%	21.9%	1.5%

$$\begin{array}{rcccccccl}
 \text{PI} & = & 43.2 & + & 21.9 & + & 1.5 & = & 66.6 \\
 & & & & 21.9 & + & 1.5 & = & \underline{23.4} \\
 & & & & & & \text{PLI} & = & 90
 \end{array}$$

## Evaluation

NWP did not achieve its AMO measure and fell short the state’s goal by 7 percentage points. The school’s seventh and eighth grade represented the highest number of students performing at a proficient level, while the incoming sixth grade students represented the lowest performing grade with only 16.2% of students performing at a proficient level on the state English language arts exam. The most likely explanation for the sixth grade’s low performance is that they have only been enrolled at NWP for one year.

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>3</sup>

## Results

27% of students in at least their second year of enrollment at NWP performed at a proficient level, compared to 40.4% of all seventh and eighth grade students in Community School District 31.

### 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
7	25.2%	115	37.8%	4228
8	30.3%	89	43.1%	4043
All	27.0%	204	<b>40.4%</b>	8271

## Evaluation

<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](#).

NWP did not meet its goal of students enrolled in at least their second year exceeding the district average. The total number of seventh and eighth grade students in at least their second year at the school was 13.4 percentage points below the district average for all seventh and eighth grade students in Community School District 31.

**Additional Evidence**

Community School District 31 is a diverse district that serves a vast student population. Although the percentage of NWP students enrolled in at least their second year performing at a proficient level is below the average across the district, NWP outperforms or performs comparable to schools serving a similar student population.

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	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	13.0%	30.8%	20.0%	32%	25.2%	37.8%
8	15.1%	32.5%	16.2%	37%	30.3%	43.1%
All	14.1%	29.4%	18.0%	35%	27.0%	<b>40.4%</b>

**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

NWP’s overall effect size for the 2013-14 English language arts exam was a negative 0.01, a result that was lower than expected. The seventh grade was closed to meeting its goal, while eighth grade students were furthest from meeting the stated 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		
6	3.8	128	12	13.1	-1.1	-0.10
7	88.5	101	20	15.3	4.7	0.42
8	83.1	87	16	20.8	-4.8	-0.35
All	89.2	316	15.7	15.9	-0.2	-0.01

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

## Evaluation

The school did not meet its goal as the effect size did not match or exceed a positive 0.3.

## Additional Evidence

NWP has improved its effect size significantly from the 2011-12 school year to the 2013-14 school year, the most recent data on record.

### 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	6-7	67%	186	33.9	39.9	-0.36
2012-13	6-8	82.4%	379	12.9	17.6	-0.41
2013-14	6-8	89.2%	316	15.7	15.9	-0.01

### **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.

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

## 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, NWP exceeded the statewide mean growth percentile.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
6	50	50.0
7	61.5	50.0
8	55	50.0
All	<b>55.5</b>	50.0

## Evaluation

The school exceeded the 50.0 statewide median in the mean growth percentile school wide, as well as at each individual grade level. Throughout the school's first charter term, students have consistently grown academically the longer they have been enrolled at the school.

## Additional Evidence

The school's mean growth percentile went up school wide, as well as at each individual grade level when comparing the 2013-14 school year to the 2012-13 school year.

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

Grade	Mean Growth Percentile			Statewide Median
	2011-12 <sup>6</sup>	2012-13	2013-14	
6		44.9	50	50.0
7		56.8	61.5	50.0
8		52.9	55	50.0

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

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

All		51.8	<b>55.5</b>	50.0
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### **Summary of the English Language Arts Goal**

NWP did not achieve its absolute or comparative English language arts goals, but the school did achieve its growth measure. For comparative measures, NWP is at a severe disadvantage because these measures do not control for the percentage of English language learners and special education students. The school’s charter commits to serving this student population and greatly exceeds the district average in both areas.

<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 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.	Did Not Achieve
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.	Achieved

### **Action Plan**

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

The school will take the following steps and implement the following programs to improve academic performance.

- A reading intervention for students, guided reading in Literacy Leaders program
- Hochman writing program
- Expeditionary Learning, state approved ELA curriculum
- Leveled Library to meet students individual needs
- I-Ready diagnostic computer program that provides individualized lessons to meet student needs
- Increase of Title I services, full time ELA Title I teacher, use of the Successmaker online program for progress monitoring.
- Strategic intervention plan incorporates 7 different target levels

## MATHEMATICS

### Goal 2: Mathematics

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

### Background

The math curriculum follows the scope and sequence for NY City and aligned to CCLS. Supported by research based performance tasks and intervention strategies. Teachers provided intensive professional development in developing lesson, tasks and given specific feedback from the math coach. Teachers have received professional development in the analysis of student data to impact instruction and student growth. An increased number of staff has been hired to incorporate second staff member in each class. Targeted intervention services have been implemented through tutorials and individual and small groups.

### 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 6 through 8 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	
6	123	0	0	0	123
7	127	0	0	0	127
8	92	0	0	0	92
All	342	0	0	0	342

### Results

In the 2014-15 school year, 36.6% of all students scored at a proficient level on the state mathematics exam, while 36.0% of student enrolled in at least their second year at the school tested at a proficient level.

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

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6	39.0%	123	N/A	N/A
7	38.6%	127	40.1%	117
8	30.5%	92	30.3%	89
All	36.6%	342	36.0%	206

**Evaluation**

In the 2014-15 school year, NWP did not meet the absolute measure for mathematics. Overall, 36.0% of students enrolled at least their second year tested at a proficient level. This is 39 percentage points below the absolute measure of 75%. The overall percentage of students performing at a proficient level grew over 4 percentage points from the 2013-14 to the 2014-15 school year. The percentage of students performing at a proficient level enrolled in at least their second year improved by 9.5 percentage points.

**Additional Evidence**

The percentage of NWP students performing at a proficient level on the state mathematics assessment exam grew both latitudinal and longitudinal when compared to the results from the 2013-14 school year.

The percentage of students performing at a proficient level as seventh graders in the 2013-14 school year grew by 16.5 percentage points when they took the exam as eighth graders. The percentage of seventh and eighth grade students testing at a proficient level on the mathematics assessment exam increased from the 2013-14 school year to 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.

**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
7	14%	77	23.8%	80	40.1%	117
8	19%	86	29.1%	86	30.3%	89
All	17%	163	26.5%	166	36.0%	206

**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

NWP achieved an aggregate PI score of 112.6 in mathematics in the 2014-2015 school year.

#### 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
	24.0	39.4	26.6	10.0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 39.4 & + & 26.6 & + & 10.0 & = & 76 \\
 & & & & 26.6 & + & 10.0 & = & \underline{36.6} \\
 & & & & & & \text{PLI} & = & 112.6
 \end{array}$$

### Evaluation

NWP exceeded the PLI AMO of 94 by 18.6 percentage 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>

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

<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](#).



## Results

36.0% of NWP students enrolled in at least their second year at the school performed at a proficient level on the state mathematics exam. This was 4 percentage points above the average for seventh and eighth grade students in Community School District 31.

### 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
7	40.1%	117	37.6%	4191
8	30.3%	89	25.0%	3320
All	36.0%	206	<b>32.0%</b>	7511

## Evaluation

In the 2014-15 school year, NWP had a higher percentage of students, enrolled in at least two years at the school, performing at a proficient level than Community School District 31 in similar grades served.

## Additional Evidence

NWP showed growth in the percentage of students, enrolled in at least their second year at the school, performing at a proficient level from the 2013-14 school year to the 2014-15 school year. Impressively, the percentage of seventh grade students, enrolled in at least their second year at the school, increased by over 16 percentage points from the 2013-14 school year to the 2014-15 school year.

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
7	14%	28%	23.8%	37%	40.1%	37.6%
8	19%	29%	29.1%	28%	30.3%	25.0%
All	17%	29%	26.5%	33%	36.0%	<b>32.0%</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

NWP’s overall effect size for the 2013-14 mathematics exam was a 0.81 translating to a comparative performance that was higher than expected to a large degree.

### 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		
6	93.8	129	40	19.7	20.3	1.19
7	88.5	101	24	16.9	7.1	0.43
8	83.1	87	29	15.3	13.7	0.67
All	89.2	317	31.9	17.6	14.3	0.81

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

## Evaluation

NWP met this goal, as the effect size exceeded a 0.3.

## Additional Evidence

NWP’s effect size went from a -0.80 to a positive 0.81 in just two years. During this time, the school vastly increased the percentage of economically disadvantaged students it served.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	6-7	67%	184	35.9	52.5	-0.80
2012-13	6-8	82.4%	279	16.8	16.7	0.01
2013-14	<b>6-8</b>	<b>89.2%</b>	<b>317</b>	<b>31.9</b>	<b>14.3</b>	<b>0.81</b>

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

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

#### Method

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

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

NWP’s 2012-13 mathematics mean growth percentile was 62.3, 12.5 points above the statewide average.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
6	65	50.0
7	59	50.0
8	64	50.0
All	<b><u>62.5</u></b>	50.0

#### Evaluation

<sup>10</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

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

NWP’s overall mean growth percentile is greater than the statewide median. Further, each individual grade that NWP serves had a higher growth percentile than the statewide median.

**Additional Evidence**

The school’s mean growth percentile went up school wide, as well as at each individual grade level, with the exception of the eighth grade when comparing the 2013-14 school year to the 2012-13 school year. However, it should be noted that although the school’s eighth grade’s mean growth percentile went down from the previous school year, it is still 14 points above the statewide median.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>12</sup>	2012-13	2013-14	Statewide Median
6		58.8	65	50.0
7		<b>58.8</b>	59	50.0
8		69.9	64	50.0
All		62.3	<b>62.5</b>	50.0

**Summary of the Mathematics Goal**

NWP achieved one of its absolute goals, both of its comparative goals, and its 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 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.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Achieved

**Action Plan**

**SCIENCE**

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

**Goal 3: Science**

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

**Background**

The science curriculum at New World Preparatory is aligned to the New York City Department of Education Scope and Sequence and is follows the core curriculum materials. In science, students learn concepts through the activities-based modules in grades 6-8. Our school will continue to use these curricula and explore the topics outlined in Tables 1-3 at the end of this section.

**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 8<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**

On the 2014-15 state science assessment exam, 67.4% of NWP students in at least their second year at the school performed at a proficient level.

**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
8	67.4%	89	N/A	N/A

**Evaluation**

NWP fell short of its goal of 75% of students enrolled in their at least their second year at the school performing at a proficient level by 7.6 percentage points.

**Additional Evidence**

The percentage of NWP students enrolled in at least their second year at the school performing at a proficient level on the state science exam increased by 15.7 percentage points from the 2013-14 school year to the 2014-15 school year.

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
8	56.5%	85	51.7%	87	67.4%	89
All	56.5%	85	51.7%	87	67.4%	89

### 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

The district results for the state science assessment exam have not been released at this time. Thus, there are no comparative measures to report.

### 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
8	67.4%	89	N/A	N/A

### Evaluation

The district results for the state science assessment exam have not been released at this time. Thus, there are no comparative measures to report.

### Additional Evidence

The district results for the state science assessment exam have not been released at this time. Thus, there are no comparative measures to report.

### 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
8	56.5%	N/A	52.3%	N/A	67.4%	N/A
All	56.5%	N/A	52.3%	N/A	67.4%	N/A

**Summary of the Science Goal**

NWP did not achieve its absolute measure for the science goal. At the time of this writing, the state science assessment scores for the district have not been released. Thus, the comparative goal cannot be assessed.

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.	Did Not Achieve
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**

The Eighth Grade Intermediate State Science test is comprised of two parts including Part I: Performance Test and Part II: Written Test. To ensure that students are familiar with the format of each test, students will continue to practice item questions when appropriate and teachers will support their understanding by identifying problem recognition strategies.

Specific to Part I: Performance Test: Students are required to effectively use different science equipment including the microscope, measurement tools and classification systems. Students in all grades are introduced to these materials at different points in the curriculum to practice and realize the importance of these tools to the science discipline. Our eighth grade science teachers will continue to ensure that these laboratory skills are reinforced throughout all four units of study so students are well prepared for this part of the examination.

Specific to Part II: Written Test: The combination of the diagnostic, formative and summative assessments administered throughout the academic year across all grade levels will continue to be reviewed to inform instruction. An item analysis of last year’s test is currently underway. The results will provide NWP teachers with more specific information about student performance. This analysis will allow the teachers to identify specific areas of the NY State Performance Standards (<http://www.p12.nysed.gov/ciai/mst/scirg.html>) that may need a greater instructional focus during the academic year.

**Table 1: 6th Grade Core Curriculum Material Aligned to NY State Scope and Sequence**

Grade 6	Unit 1: Simple and Complex Machines	Unit 2: Weather	Unit 3: Diversity of Life	Unit 4: Interdependence
Curriculum	FOSS – Levers and	FOSS – Weather	FOSS – Populations and Ecosystems	

Materials	Pulleys	and Water	
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**Table 1: 7th Grade Core Curriculum Material Aligned to NY State Scope and Sequence**

<b>Grade 7</b>	<b>Unit 1: Dynamic Equilibrium: The Human Animal</b>	<b>Unit 2: Dynamic Equilibrium: Other Organisms</b>	<b>Unit 3: Interactions between Matter and Energy</b>	<b>Unit 4: Geology</b>
Curriculum Materials	Lab Aids SALI — Body Works	FOSS – Diversity of Life	FOSS – Chemical Interactions	Lab Aids Setup – Issues and Earth Science: Unit B (Rocks and Minerals); Unit D (Plate Tectonics)

**Table 1: 8th Grade Core Curriculum Material Aligned to NY State Scope and Sequence**

<b>Grade 8</b>	<b>Unit 1: Forces and Motion on Earth</b>	<b>Unit 2: Reproduction, Heredity, and Evolution</b>	<b>Unit 3: Earth, Sun, and Moon System</b>	<b>Unit 4: Humans in Their Environment: Needs and Tradeoffs</b>
Curriculum Materials	Lab Aids: SETUP: Issues and Physical Science: Force and Motion	Lab Aids SALI: Unit D: Our Genes Ourselves; Unit F: Evolution	FOSS: Planetary Science	Kid Wind: Wind Turbine Design and Engineering

**NCLB**

**Goal 4: NCLB**  
The school will make Adequate Yearly Progress

**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**

NWP is in good standing this year.

**Evaluation**



NWP met this measure. The school is in good standing this year.

**Additional Evidence**

NWP continues to be in good standing under the NCLB system.

**NCLB Status by Year**

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