

**New Hope Academy  
Charter School**

**2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Tamika Stewart, Principal

475 E 57th Street  
Brooklyn, NY 11203  
(718) 337-8303

# INTRODUCTION

Tamika Stewart, Principal prepared this 2015-16 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
Everbell Bishop	Trustee/Member; Chair, Academic Committee
Terrence Brummell	Trustee/Member; Academic Committee
Nicia Fullwood	Trustee/Member; Academic Committee
Felicia Hefney	Trustee/Member; Secretary

**Tamika Stewart has served as the Principal since November 2015.**

## 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.

New Hope Academy Charter School utilized "in-house" grade level assessments to identify students' strengths and areas for improvement. The administrators and teachers collected and analyzed the data, reviewed current best practices, and identified the needs of the school, individual grade cohorts and classes, and individual students to develop action plans to address the areas of development and describe the appropriate methods of intervention. Outside consultants supported the school's instructional program and focused their work on coaching identified teachers. Teachers also received professional development during collaborative planning periods, grade team meetings, and Saturday Academy.

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
2011-12	73	73	49	46	N/A	N/A
2012-13	52	78	78	51	50	N/A
2013-14	50	55	81	79	51	47
2014-15	68	56	56	88	78	42
2015-16	69	76	58	47	73	57

## 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

The Core Knowledge Curriculum and philosophy and practices informed the connection between language, background knowledge, and reading comprehension by defining interactive units of study on a foundation of content-rich read-alouds in the earliest grades, increasing amounts of independent student reading over time, and related classroom discussions. Domain based unit plans with sufficient attention to cross-curricular connections foster student familiarity with the content, concepts, and vocabulary. Teachers at every grade level prepared lesson plans to implement learning experiences aligned with the Common Core State Standards. Based on their assessment of student readiness using grade level formative and summative assessments that identified students’ strengths and weaknesses; teachers utilized research based programs such as Scott Foresman’s Reading Street, Curriculum Associates’ Ready (online & print materials), WriteSteps and Fountas & Pinnell as resources in the balanced literacy learning approach to instruction.

#### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above 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 (“ELA”) assessment to students in third through fifth grade in April 2016. 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).

2015-16 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	Refused	
3	43	0	0	4	0	47
4	76	0	0	5	0	81
5	56	0	0	3	0	59

<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.

## ENGLISH LANGUAGE ARTS

All	175	0	0	12	0	187
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### RESULTS

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, 29.1% of all students tested, and 31.3% of students enrolled in at least their second year at the school, achieved a level of proficiency on the 2015-16 English language arts assessment examination.

Performance on 2015-16 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	27.9	43	28.1	32
4	26.3	76	27.4	62
5	33.9	56	38.0	50
All	29.1	175	31.3	144

### EVALUATION

For 2015-16, New Hope did not meet the absolute measure for English language arts proficiency. Overall, 29.1% of all New Hope students tested at a proficient level. 31.3% of students in at least their second year at the school performed at a proficient level. The school was 45.9 percentage points short of its stated goal of 75% proficiency on the English language arts examination on the 2015-16 English language arts assessment examination.

### ADDITIONAL EVIDENCE

For students enrolled in at least their second year, New Hope showed gains at the third, fourth and fifth grade levels. The gain at the fifth grade level was 15.8 percentage points. When viewed by cohort, consistent growth is seen for cohorts who entered the third grade in 2013 and 2014:

Entry to Third Grade	Percent Proficient for Students Enrolled in At Least Their Second Year		
	Third Grade	Fourth Grade	Fifth Grade
2013	23.6	27.0	31.3
2014	22.4	27.4	N/A

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2013-14	2014-15	2015-16

## ENGLISH LANGUAGE ARTS

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	23.6	72	22.4	67	28.1	32
4	20.0	40	27.0	63	27.4	62
5	17.5	40	22.2	36	38.0	50
All	21.1	152	24.1	166	31.3	144

### 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 PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. 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 101 on the English language arts examination in the 2015-16 school year.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	27	43	26	6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 43 & + & 23 & + & 6 & = & 72 \\
 & & & & 23 & + & 6 & = & \underline{29} \\
 & & & & & & \text{PLI} & = & 101
 \end{array}$$

### EVALUATION

New Hope fell short of the PLI goal by 3 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.

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

## 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

The chart below shows the results of the 2015-16 English language arts assessment examination 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 18. New Hope’s aggregate percentage of students enrolled in at least their second year at the school testing at proficiency was 31.3%, while the local district’s average was 32.9%.

2015-16 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 2nd Year		All District 18 Students	
	Percent	Number Tested	Percent	Number Tested
3	28.1	32	35.6	1263
4	27.4	62	35.1	1244
5	38.0	50	28.0	1286
All	31.3	144	32.9	3793

## EVALUATION

New Hope did not meet 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 examination was 1.6 percentage points below Community School District 18.

## ADDITIONAL EVIDENCE

Narrative provides a discussion of the charter school’s performance in comparison to the local district in previous years. In addition, the school can use a supplemental table for this section on a comparison of the charter school to selected local schools. The table shell appears on page 66 in the Appendix.

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 Scoring at or
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<sup>3</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](#).

## ENGLISH LANGUAGE ARTS

	Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	District 18	Charter School	District 18	Charter School	District 18
3	23.6	21.5	22.4	26.8	28.1	35.6
4	20.0	25.3	27.0	23.1	27.4	35.1
5	17.5	24.2	22.2	23.2	38.0	28.0
All	21.1	23.6	24.1	24.3	31.3	32.9

### 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 SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

Based upon 48.6% economically disadvantaged, the actual percentage of New Hope students performing at levels 3 and 4 on the 2014-15 state English language arts examination was 22.8, 11.6 points below the predicated goal. New Hope subsequently submitted updated Economically Disadvantaged data to the SUNY Charter School Institute showing that 63% of its students were economically disadvantaged.

#### 2014-15 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	45.5	81	23	35.4	-12.4	-0.93
4	50	74	24	65.4	-11.4	-0.81
5	52.4	40	20	30.4	-10.4	-0.75
All	48.6	195	22.8	34.4	-11.6	-0.85

**School's Overall Comparative Performance:**

*Lower than expected*

## EVALUATION

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

## ADDITIONAL EVIDENCE

This analysis was based on a lower than actual economically disadvantaged percentage. New Hope submitted updated data to the SUNY Charter School Institute showing 63% percent of its students were economically disadvantaged in 2014-15. Based upon BEDS data it's rate will be 70.1% for 2015-2016.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-4	93.1	101	28.7	16.8	1.02
2013-14	3-5	52.0	174	20.7	32.2	-0.87
2014-15	3-5	48.6	195	23.1	34.4	-0.85

### 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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

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

# ENGLISH LANGUAGE ARTS

## RESULTS

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

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48.8	50.0
5	49.9	50.0
All	<b>47.9</b>	50.0

## EVALUATION

Overall, the school did not exceed the statewide median growth percentile. However, New Hope's fifth grade was only .1 points below the statewide median.

## ADDITIONAL EVIDENCE

New Hope's Mean Growth Percentile increased at each grade level, and increased school wide by 3 points from the 2013-14 school year to the 2014-15 school year.

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

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	53.0	40.6	46.8	50.0
5	N/A	49.7	49.9	50.0
All	53.0	44.9	47.9	50.0

## SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

New Hope did not achieve its English Language Arts goals for 2015-16.

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	Did Not Achieve

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

	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.	
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

**ACTION PLAN**

NHACS will sustain Core Knowledge implementation as an ongoing, school-wide effort by taking steps to continually improve, motivate, and focus Core Knowledge staff. The school will revisit each of the curriculum planning documents on an annual basis to improve instruction and incorporate changes or revisions to the Core Knowledge Sequence. The school will routinely monitor administrative and staff transitions, so that newcomers receive immediate and in-depth training and support in Core Knowledge implementation.

Since effective curriculum is wholly dependent upon effective teaching. Best practices for teaching excellence will include: mastery of subject matter, holding high expectations for all students, intentional support of language development, use of assessment to inform instruction, scaffolding instruction to meet individual needs, including providing targeted feedback to students to further shape their learning, and teachers ability to construct lessons that provide opportunities for students to apply knowledge in higher order situations.

Teachers will utilize the Ready/iReady curriculum materials and resources to complement the balanced literacy approach as a supplement in conjunction with Scott Foresman Reading Street and Pearson’s ‘Writing to Sources’ and ‘Write Steps’. Teachers in grades K-5 will differentiate lessons to ensure all learners engage at their individual reading levels, accelerate reading gains and to boost mastery of state and Common Core Standards and performance on high-stakes tests. Teachers will provide students with more opportunities throughout the year to practice responding to writing prompts in a journal by writing across the content areas. In addition, to writing across the content areas, students will practice responding to writing prompts before the end-of-year assessment. The RTI team will use AIMSWEB to monitor intervention effectiveness to improve student outcomes.

## MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

New Hope Academy Charter School has used both enVisionMATH & Ready NY/iReady; two programs that have core tenets of mathematical instruction (i.e. computational, procedural, and conceptual) to support and enable authentic learning experiences for students. Key areas of instruction include: problem-based interactive learning, instruction on core skills, integrates intervention, enrichment, and test readiness to help all students master the standards and prepare for high-stake assessments.

Through the effective implementation of each program, multi-step constructed responses were also incorporated to further assess mastery of skills and concepts. Students also received additional supports in an early morning Math program using Khan Academy and through a Test prep program, Bright Kids, which provided Math and ELA supports for the testing grades. Supervised by the Principal for grades 3-5, NYC Mathematics Projects provided additional support to teachers through side-by-side coaching, demonstration lessons and professional development during Common Planning.

The Principal, consultants, and teachers analyzed the results of practice tests, identified and remediated deficiencies and provided enrichment opportunities for students.

### 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 third through fifth grade in April 2016. 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.

# MATHEMATICS

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	43	0	0	4	0	47
4	78	0	0	3	0	81
5	56	0	0	3	0	59
All	177	0	0	10	0	187

## 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 2015-16 mathematics assessment examination. Overall, 38.9% of students enrolled in at least their second year at the school achieved at a level of proficiency.

Performance on 2015-16 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	37.2	43	40.6	32
4	33.3	78	35.4	62
5	35.7	56	40.0	50
All	35.0	177	38.9	144

## EVALUATION

New Hope did not meet the absolute measure for math proficiency. Overall, 38.9% of students in at least their second year scored at or above level three on the state mathematics assessment examination. The school missed its goal of 75% proficiency by 36.1 percentage points.

## ADDITIONAL EVIDENCE

New Hope showed a significant increase in the percentage of students performing at a proficient level on the state mathematics assessment examination from the previous year. Additionally, students who were third graders in 2013-2014 showed increases in proficiency in each year.

<sup>6</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.

## Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	27.8	72	41.8	91	40.6	32
4	17.5	40	29.3	67	35.4	62
5	2.5	40	22.2	40	40.0	50
All	18.4	152	32.9	188	38.9	144

### 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 PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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>7</sup>

### RESULTS

New Hope achieved an aggregate score of 109 on the 2015-16 state mathematics assessment examination..

#### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
30	39	24	11	

$$\begin{array}{rclclclcl}
 \text{PI} & = & 39 & + & 24 & + & 11 & = & 74 \\
 & & & & 24 & + & 11 & = & \underline{35} \\
 & & & & & & \text{PLI} & = & 109
 \end{array}$$

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# MATHEMATICS

## EVALUATION

New Hope exceeded the state’s goal of a PLI of 101 by 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>8</sup>

## RESULTS

The chart below shows the percentage of students performing at or above level three on the 2015-16 state mathematics assessment examination 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 18.

2015-16 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 18 Students	
	Percent	Number Tested	Percent	Number Tested
3	40.6	32	31.2	1268
4	35.4	62	25.7	1247
5	40.0	50	22.5	1300
All	38.9	144	<b>26.4</b>	3815

## EVALUATION

New Hope exceeded this measure by 12.9 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.

## ADDITIONAL EVIDENCE

As shown in the chart below, New Hope made suitable gains in the percentage of students enrolled in at least their second year at the school performing at a proficient level when compared to

<sup>8</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](#).

# MATHEMATICS

Community School District 18. Overall, the number of New Hope students performing at a proficient level on the mathematics assessment examination increased 6 percentage points from the previous year, while the Community School District only decreased .4 percentage points over that 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					
	2013-14		2014-15		2015-16	
	Charter School	District 18	Charter School	District 18	Charter School	District 18
3	27.8	25.7	41.8	28.9	40.6	31.2
4	17.5	26.0	29.3	24.8	35.4	25.7
5	2.5	27.0	22.2	26.8	40.0	22.5
All	18.4	26.3	32.9	26.8	38.9	<b>26.4</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 Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school's 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

Based upon 48.6% economically disadvantaged, the actual percentage of New Hope students performing at levels 3 and 4 on the 2014-15 state English language arts examination was 31.9, 14.9 points below the predicated goal. New Hope subsequently submitted updated Economically

## MATHEMATICS

Disadvantaged data to the SUNY Charter School Institute showing that 63% of its students were economically disadvantaged.

### 2014-15 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	45.5	81	41	48.1	-7.1	-0.48
4	50.0	67	28	47.0	-19.0	-1.21
5	52.4	40	20	44.0	-24.0	-1.43
All	48.5	188	31.9	46.8	-14.9	-0.94

### School's Overall Comparative Performance:

Lower than expected

## EVALUATION

New Hope did not meet its measure of having an Effect Size that exceeded 0.3. New Hope's Effect Size was a -0.94 and the difference between the actual and predicted performance level was -14.9.

## ADDITIONAL EVIDENCE

This analysis was based on a lower than actual economically disadvantaged percentage. New Hope submitted updated data to the SUNY Charter School Institute showing 63% percent of its students were economically disadvantaged in 2014-15. Based upon BEDS data it's rate will be 70.1% for 2015-2016.

### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-4	93.1	101	11.9	21.4	-0.58
2013-14	3-5	52.0	174	17.8	42.7	-1.48
2014-15	3-5	48.5	188	31.9	46.8	-0.94

### Goal 2: Growth Measure<sup>9</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.

<sup>9</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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

Overall, the school exceeded the statewide median mean growth percentile growth on the 2014- 15 state mathematics assessment examination.

### 2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48.4	50.0
5	55.8	50.0
All	<b>51.2</b>	50.0

## EVALUATION

The school exceeded the state's mean growth percentile overall and in grade 5. It did not exceed the mean growth percentile for grade 4.

## ADDITIONAL EVIDENCE

The schools mean growth percentile increased from 2014-14 on all grade levels increasing by 21.9 points in grade 5.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	33.2	43.9	48.4	50.0
5	N/A	33.9	55.8	50.0
All	32.2	39.2	51.2	50.0

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

**SUMMARY OF THE MATHEMATICS GOAL**

New Hope achieved three of the five goals. It achieve one absolute goal, one comparative goal and its growth goal.

<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.	<b>Did Not Achieve</b>
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.	<b>Achieved</b>
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.	<b>Achieved</b>
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.)	<b>Did Not Achieve</b>
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.	<b>Achieved</b>
	Write in optional measure here	Choose an item.

**ACTION PLAN**

Teachers in grades K-5 will utilize the research-based Envision 2.0 curriculum supplemented by Ready/iReady lessons, materials and resources to provide authentic learning experiences for students while addressing the Common Core Standards shifts of focus, coherence, and rigor through mathematical practices. Through the enrichment of Envision 2.0, the curriculum will include linking prior knowledge and real world experiences to new concepts; problem solving by sharing ideas through student-to-student discussions; cooperative learning through partner and small group activities; developing concept readiness through the use of manipulatives and hand on activities and investigations; engaging in mathematical games via the use of a variety of technological programs. We will continue to emphasize development of two essential 1) fluency and accuracy in computational skills and 2) increasing student’s ability to effectively focus on problem solving involving real world application. We will continue to utilize Envisions short cycle and benchmark assessments to monitor and track the progress mastery towards grade level Common Core Learning Standards.

# SCIENCE

## Goal 3: Science

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

### BACKGROUND

New Hope Academy Charter School utilized Pearson’s Interactive Science Curriculum which uses an inquiry-based approach to learning. It also provides students with opportunities to build connections that link science to technology and societal impacts. The content provides the foundational skills and knowledge our students need to ultimately become scientifically literate citizens of the 21st century. Measuring Up Science was used to help prepare for the state examination as well as affording students the opportunity to conduct relevant experiments and explore scientific approaches in the science lab.

#### 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> 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 2015-16 school year, 85.9% of students at New Hope in at least their second year achieved a proficient score on the state science assessment examination.

#### Charter School Performance on 2015-16 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	85.9	64	N/A	N/A
All	85.9	64	N/A	N/A

### EVALUATION

New Hope met this measure and exceeded the threshold for achieving this goal by 10.1 percentage points..

## SCIENCE

### 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 examination 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					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	77.5	40	90.2	61	85.9	64
All	77.5	40	90.2	61	85.9	64

### 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 2015-16 state science assessment examination have not been released at this time, the comparative measure cannot yet be analyzed.

2015-16 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	85.9	64	N/A	N/A
All	85.9	64	N/A	N/A

### EVALUATION

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

## ADDITIONAL EVIDENCE

Because the district results for the 2014-15 state science assessment examination have not been released at this time, the comparative measure cannot yet 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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	77.5	N/A	90.2	N/A	85.9	N/A
All	77.5	N/A	90.2	N/A	85.9	N/A

## SUMMARY OF THE SCIENCE GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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
	Write in optional measure here	Choose an item.

## ACTION PLAN

Extensive technology training for the classroom teachers utilizing Smartboards, Nearpod, EducCanon will promote a seamless connection between science, technology and classroom instruction to enhance inquiry-based explorations and laboratory and digital experiments. In turn, students build skills needed to investigate and then explain the world that surrounds them and they learn to practice solving problems creatively, thinking critically, working cooperatively in teams, using technology effectively, and developing positive science attitudes.

## NCLB

### Goal 4: NCLB

#### 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 2015-16 school year.

#### EVALUATION

New Hope met its absolute measure of good standing for the 2015-16 school year.

#### ADDITIONAL EVIDENCE

New Hope has maintained a status of “Good Standing” for the past three years.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing



Choose an item.