



**New World Preparatory
Charter School**

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2016

By Eugene Foley

26 Sharpe Avenue
Staten Island, NY 10302

718-705-8990

INTRODUCTION

Eugene Foley, President prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Tobin	Chair, member of all committees
Angelo Aponte	Vice Chair, Finance, Academic, Human Resource, Strategic, and Security Committees
Terry Troia	Secretary, Finance and Academic Committees
Denis Kelleher	Treasurer, Finance and Strategic Committees
Carin Guarasci	Trustee, Academic Committee
Jack Minogue	Trustee, Academic and Human Resource Committees
Arnold Obey	Trustee, Academic Committee
Peter Weinman	Trustee, Legal Committee
Linda Mulligan	Parent Representative
Araceli Arizmendi	Trustee, Community Relations Committee

Eugene Foley has served as the President 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 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.

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 approximately 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 functions 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

INTRODUCTION

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 leadership 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
2015-16	127	127	120	374

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 Common Core Learning Standards. At NWP there is 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’ is established where students are 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 provides explicit instruction on specific writing strategies to support student improvement. One component of the language arts literature curriculum is 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 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 6th through 8th 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 ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
6	130			1		131

¹ 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

7	132				132
8	117				117
All	379		1		380

RESULTS

In the 2015-16 school year, 29.8% of all of NWP's students performed at a proficient level. This number improved 4.4 percentage points to 34.2% 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 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
6	23%	130	N/A	N/A
7	27%	132	27.5%	120
8	41%	117	41.0%	117
All	29.8%	379	34.2%	237

EVALUATION

In the 2015-16 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 schools, 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, 34.2% 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 40.8 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. Moreover, in the 2015-16 school year, the school implemented the Marzano framework for teacher evaluation and provides teachers with specific strategies for increasing student performance.

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

ENGLISH LANGUAGE ARTS

grades, as well as IS 49 and IS 51, traditional public schools that serve a similar percentage of impoverished students.

2015-16 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	27.5%	120	23%	376	20%	115	17%	237
8	41.0%	117	29%	428	29%	117	24%	262
All	34.2%	237	26.4%	804	24.6%	232	20.8%	499

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	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	20.0%	32%	25.2%	115	27.5%	120
8	16.2%	37%	30.3%	89	41.0%	117
All	18.0%	35%	27.0%	204	34.2%	237

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 200.²

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

ENGLISH LANGUAGE ARTS

RESULTS

NWP's PLI was 108, exceeding the state's AMO of 104 by 4 percentage points.

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
	22	48	23	7

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 48 & + & 23 & + & 7 & = & 78 \\
 & & & & 23 & + & 7 & = & 30 \\
 & & & & & & \text{PLI} & = & 108
 \end{array}$$

EVALUATION

NWP achieved its AMO measure and exceeding the state's goal by 4 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 23% of students performing at a proficient level on the state English language arts exam.

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.³

RESULTS

34.2% of students in at least their second year of enrollment at NWP performed at a proficient level, compared to 44.6% of all seventh and eighth grade students in Community School District 31.

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 Students	
	Percent	Number Tested	Percent	Number Tested
7	27.5%	120	42%	4207

³ 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

8	41.0%	117	47%	4084
All	34.2%	237	44.6%	8291

EVALUATION

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 10.4 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, as show in the chart above. Furthermore, over the course of the last three school years, NWP has closed the gap between the percentage of students performing at a proficient level on the State English language arts exam when compared to Community School District 31. Moreover, each cohort from the 2013-14 school year through the 2015-16 school year has shown growth when compared to the previous school year. For example, the percentage of students testing at a proficient level on the English language arts exam in the 2014-15 school year as seventh grade students improved nearly 16 percentage points when taking the exam as eighth grade students in the 2015-16 school year.

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 Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	20.0%	32%	25.2%	37.8%	27.5%	42%
8	16.2%	37%	30.3%	43.1%	41.0%	47%
All	18.0%	35%	27.0%	40.4%	34.2%	44.6%

Goal 1: Comparative Measure

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

METHOD

The 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

ENGLISH LANGUAGE ARTS

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

NWP's overall effect size for the 2014-15 English language arts exam was .78, a result that was higher than expected to a meaningful degree.

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		
6	91.5	123	16	14.9	1.1	.09
7	96.2	127	25	10.0	15.0	1.47
8	84.9	92	30	20.1	9.9	.76
All	91.5	342	23.1	14.5	8.6	.78

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

The school met its goal as the effect size exceeded 0.3.

ADDITIONAL EVIDENCE

NWP has improved its effect size significantly from the 2012-13 school year to the 2014-15 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
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
2014-15	6-8	91.5%	342	23.1	14.5	.78

Goal 1: Growth Measure⁴

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.⁵

RESULTS

School wide and at each individual grade level served, the school exceeded the statewide mean growth percentile.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
6	50.2	50.0
7	61.6	50.0
8	55.2	50.0
All	55.7	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 2014-15 school year to the two previous school years.

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

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
6	44.9	50	50.2	50.0
7	56.8	61.5	61.6	50.0
8	52.9	55	55.2	50.0
All	51.8	<u>55.5</u>	<u>55.7</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

NWP achieved one absolute goal, one comparative goal, and the only growth goal. 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.

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.	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 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.)	Achieved
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.

ENGLISH LANGUAGE ARTS

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

- A reading intervention approach for students, guided reading in Literacy Leaders program
- Hochman writing program will be utilized in all content areas
- Marzano's instructional strategy will be utilized for vocabulary development
- 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 AIS services through a new full time ELA Title I teacher
- Increase of Title I services, full time ELA Title I teacher, use of the online program for progress monitoring.
- Teacher evaluation is aligned with Marzano Teacher Framework which provides feedback to teachers so they may make use of appropriate instructional strategies.
- Student Intervention and Student Data Coordinator has been established to assist teachers with the analysis of data from students assessments in order to provide improved targeted instruction

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. In the 2015-16 school year, teachers began to utilize another math sequence.

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 6th through 8th grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

ENGLISH LANGUAGE ARTS

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.

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
6	130					130
7	132					132
8	117			1		118
All	379			1		380

RESULTS

In the 2015-16 school year, 37.7% of all students scored at a proficient level on the state mathematics exam, while 40.1% of student enrolled in at least their second year at the school tested at a proficient level.

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
6	34%	131	N/A	N/A
7	42%	132	43.0%	121
8	37%	116	37.1%	116
All	37.7%	379	40.1%	237

EVALUATION

In the 2015-16 school year, NWP did not meet the absolute measure for mathematics. Overall, 40.1% of students enrolled at least their second year tested at a proficient level. This is 34.9 percentage points below the absolute measure of 75%. The overall percentage of students performing at a proficient level grew over 1.1 percentage points from the 2014-15 to the 2015-16 school year. The percentage of students performing at a proficient level enrolled in at least their second year improved by 4.1 percentage points.

⁶ 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.

ADDITIONAL EVIDENCE

The percentage of NWP students performing at a proficient level on the state mathematics assessment exam increased in the 2015-16 school year when compared to the results from the 2014-15 school year.

The percentage of seventh and eighth grade students testing at a proficient level on the mathematics assessment exam have increased both latitudinal and longitudinal from the 2013-14 school year through the 2015-16 school year.

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
7	23.8%	80	40.1%	117	43.0%	121
8	29.1%	86	30.3%	89	37.1%	116
All	26.5%	166	36.0%	206	40.1%	237

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 200.⁷

RESULTS

NWP achieved an aggregate PI score of 122 in mathematics in the 2015-2016 school year, exceeding the AMO of 101 by 21 percentage points.

Mathematics 2015-16 Performance Level Index (PLI)

Number in	Percent of Students at Each Performance Level
-----------	---

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

ENGLISH LANGUAGE ARTS

Cohort	Level 1	Level 2	Level 3	Level 4
	16	46	28	10

$$\begin{array}{rclclclcl}
 \text{PI} & = & 46 & + & 28 & + & 10 & = & 84 \\
 & & & & 28 & + & 10 & = & 38 \\
 & & & & & & \text{PLI} & = & 122
 \end{array}$$

EVALUATION

NWP exceeded the PLI of 101 by 21 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.⁸

RESULTS

40.1% 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 7.4 percentage points above the average for seventh and eighth grade students in Community School District 31.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	43.0%	121	38%	4172
8	37.1%	116	26%	3266
All	40.1%	237	32.7	7438

EVALUATION

In the 2015-16 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.

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ADDITIONAL EVIDENCE

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 2014-15 school year to the 2015-16 school year. Impressively, the percentage of eighth grade students, enrolled in at least their second year at the school, increased by nearly 7 percentage points from the 2014-15 school year to the 2015-16 school year.

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	Local District	Charter School	Local District	Charter School	Local District
7	23.8%	37%	40.1%	37.6%	43.0%	38%
8	29.1%	28%	30.3%	25.0%	37.1%	26%
All	26.5%	33%	36.0%	32.0%	40.1%	32.7

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

NWP's overall effect size for the 2014-15 mathematics exam was a 1.39 translating to a comparative performance that was higher than expected to a large degree.

2014-15 Mathematics Comparative Performance by Grade Level

ENGLISH LANGUAGE ARTS

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
6	91.5	123	39	19.6	19.4	1.14
7	96.2	127	39	12.3	26.7	1.83
8	84.9	92	30	13.7	16.3	1.10
All	91.5	342	36.6	15.3	21.3	1.39

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

NWP met this goal, as the effect size exceeded a 0.3 by 1.09 points.

ADDITIONAL EVIDENCE

NWP's effect size increased by .58 points from the 2014-15 school year to the 2015-16 school year. 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
2012-13	6-8	82.4%	279	16.8	16.7	0.01
2013-14	6-8	89.2%	317	31.9	14.3	0.81
2014-15	6-8	91.5%	342	36.6	15.3	1.39

Goal 2: Growth Measure⁹

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade.

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

ENGLISH LANGUAGE ARTS

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.¹⁰

NWP's 2012-13 mathematics mean growth percentile was 62.6, 12.6 points above the statewide average.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
6	65.4	50.0
7	59.1	50.0
8	63.6	50.0
All	62.6	50.0

EVALUATION

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 2014-15 school year to the 2015-16 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 13.6 points above the statewide median.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
6	58.8	65	65.4	50.0
7	58.8	59	59.1	50.0
8	69.9	64	63.6	50.0
All	62.3	62.5	62.6	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

NWP achieved one of its absolute goals, both of its comparative goals, and its only 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

- Student Intervention and Data Coordinator has been established to assist teacher with the analysis of student assessments in order to develop more targeted instruction.
- A new Title I Teacher for Math will be added to work with students below proficiency.
- I Ready diagnostic computer program that provides individualized lessons to meet student needs.
- Strategic intervention plan incorporates 7 different target levels
- Teacher evaluation is aligned with Marzano teacher framework which provides feedback to teachers so they may make use of appropriate instructional strategies.

SCIENCE

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 8th grade in spring 2016. 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 2015-16 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 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	58.6%	111	N/A	N/A
All	58.6%	111	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 16.4 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 decreased by 8.8 percentage points from the 2014-15 school year to the 2015-16 school year.

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
8	51.7%	87	67.4%	89	58.6%	111
All	51.7%	87	67.4%	89	58.6%	111

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. However, the actual number of students performing at a proficient level on the 2015-16 science exam, 65, increased when compared to the 2014-15 school year, 60, when only 89 students took the exam.

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	58.6%	111	N/A	N/A
All	58.6%	111	N/A	N/A

SCIENCE

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	52.3%	N/A	67.4%	N/A	58.6%	N/A
All	52.3%	N/A	67.4%	N/A	58.6%	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.	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 Materials	FOSS – Levers and Pulleys	FOSS – Weather and Water	FOSS – Populations and Ecosystems	

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

Grade 7	Unit 1: Dynamic Equilibrium: The Human Animal	Unit 2: Dynamic Equilibrium: Other Organisms	Unit 3: Interactions between Matter and Energy	Unit 4: Geology
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

Grade 8	Unit 1: Forces and Motion on Earth	Unit 2: Reproduction, Heredity, and Evolution	Unit 3: Earth, Sun, and Moon System	Unit 4: Humans in Their Environment: Needs and Tradeoffs
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
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

Choose an item.

