

New World Preparatory Charter School



2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Eugene Foley, President, prepared this 2017-18 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
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Bernie A. Lopez	Trustee
Michael T. McVey	Trustee
Larry Miraldi	Trustee
Peter Weinman	Trustee, Legal Committee
Evelyn Wilson	Parent Representative

Eugene Foley has served as the President since 2015.

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

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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 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
2013-14	97	97	90	284
2014-15	129	104	89	322
2015-16	130	132	93	355
2016-17	127	127	120	374
2017-18	130	120	124	374

GOAL 1: 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 State ELA standards (Next Generation ELA Learning Standards pending.) NWP has 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. The school offers three periods of ELA each day.

The main component of the language arts literature curriculum consists of the units found in *Engage New York*. NYSED has provided the EngageNY curriculum as a framework for each grade level to “adopt/adapt” based on students’ needs. Units are aligned to New York State Learning Standards and provide educators with multiple resources and task modalities to enhance the instruction of each main class text. 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.

A second component of the English Language Arts program is the writing curriculum. The Writing Revolution provides an accessible and comprehensive approach to writing, thinking, and learning. The grade 6-8 curriculum includes strategies for building complex sentences in order to generate well-structured and developed summaries, paragraphs, and expository and research writing all within different text structures. The curriculum also includes enriching guidelines for every step of the writing process that provide students with a strong foundation for creating and assessing their own writing to make unified and coherent self-revisions. This writing approach provides students with the necessary strategies to increase not only their writing proficiency, but their analytical thinking abilities as well in order to become better readers, writers, speakers and thinkers who are well prepared to meet the needs of higher education and the workforce. The Writing Revolution strategies are used across all curriculums. The Writing Revolution Research supports high order and critical thinking skills. The Writing Revolution strategies are used across the curriculum.

The third component of the English Language Arts Program is the Literacy Leaders Program. Literacy Leaders allows NWP staff members and students to become leaders of literacy. The program’s goal is to improve students’ reading performance. Students receive skill-based instruction to develop their reading proficiency. The Literacy Leaders program follows a specific framework to support all aspects of reading. School-wide academic vocabulary words are taught to all students. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups of approximately 14 students according to their instructional reading levels. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and

individualized learning goals. Students are expected to practice and apply their reading skills in guided groups as well as individually. Teachers receive ongoing professional development throughout the year to develop and share their skills and to maximize the effectiveness of their instructional practices. Reading levels are determined by the ELA State Scores, iReady Diagnostics, and quarterly assessments.

After careful analysis, a new literacy curriculum was selected for piloting in 3 sections of the 6th Grade as part of NWP's ongoing improvement process. The 6th grade ELA curriculum was supported by *Journeys Common Core* (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group Instruction, five-day small group instruction, intervention and ELL support. NWP decided upon Journeys because evaluation of the curriculum found it to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted and guided reading books are incorporated that can be used for ELL support, differentiation, and small group instruction in addition to which they address a range of complexity levels.

Journeys curriculum provides a consistent structure that is supportive of our school's comprehensive balanced literacy program and guided reading approach. It includes more content and comprehensive strategies to teach reading writing, speaking and active listening providing a tighter alignment to Common Core and New York State Learning Standards. *Journeys* provide our teachers with better tools to differentiate instruction for struggling and accelerated learners, English language learners (ELLs) and students with disabilities. Guided reading books address a range of complexity levels. We believe that *Journeys* provides a clearer and more focused reading instructional strategy appropriate for teachers with varying degrees of experience and competencies.

The *Journeys* curriculum includes a full library of leveled readers, interactive whiteboard activities and a home component entitled, *ThinkCentral*. We believe the latter will improve our connection between home and school and increase the time students spend reading, because the web-based software enables parents to see what their children are learning and provides strategies they can use to support classroom instruction. This program can also support the tutorial support components of our Comprehensive Intervention Program. It can also be used to support our Literacy Leaders Program.

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 6 through 8 grades in April 2018. 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).

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2017-18 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	0	0	0	0	130
7	119	0	0	0	1	120
8	124	0	0	0	0	124
All	373	0	0	0	1	374

RESULTS AND EVALUATION

When we compare the 2018 results to the 2017 results for all students NWP's proficiency level increases from 27% in 2017 to 38.1% in 2018. NWP's overall student's performance demonstrated an 11.1% improvement in their proficiency level.

Performance on 2017-18 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	40.8	130	N/A	N/A
7	31.9	119	30.8	117
8	41.1	124	41.1	124
All	38.1	373	36.1	241

Overall, 36.3.% 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 38.7 percentage points.

We continue to use Literacy Leaders to address reading standards and the Writing Revolution program has addressed writing. Both programs have contributed to the increase in student performance from the previous school year. In addition we incorporated mid year System 44 and Read 180, which are blended learning intervention programs which build reading comprehension, academic vocabulary and writing skills for struggling students in grades 6th through 8th. Our lottery preference is for students who come from homes where English is not the first language spoken at home. NWP These intervention programs will help to assist in bridging the gaps that exist and build for proficiency.

Our new literacy curriculum was piloted in 2017-18 for 3 of the 5 sections of the 6th Grade as part of NWP's ongoing improvement process. Moving forward the entire 6th grade ELA curriculum will be supported by *Journeys Common Core* (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group Instruction, five-day small group instruction, intervention

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.

and ELL support. NWP decided upon Journeys because evaluation of the curriculum found it to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted and guided reading books are incorporated that can be used for ELL support, differentiation, and small group instruction in addition to which they address a range of complexity levels.

We are investigating for the 7th and 8th grades a research based reading program comparable to the Journeys curriculum for beginning implementation in the Spring of 2019. We will be adding in the fall of 2018 some of the effective reading strategies from the Journeys curriculum into our PD program for the 7th and 8th grade. We are looking to incorporate a more structured reading program.

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 Writing Revolution training this year. Moreover, in the 2016-17 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 who were enrolled for at least two years there was a 3.6% increase of students performing on the proficient level from 2016-17 to 2017-18.

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	43.0%	121	35.4%	127	30.8	117
8	37.1%	116	29.4%	126	41.1	124
All	40.1%	237	32.4%	253	36.1	241

When comparing NWP students enrolled in at least their second year at the school with Community School District 31 with similar student demographics, NWP outperforms the District schools. As shown in the chart below, NWP not only outperformed the only other Staten Island Charter School that serves similar grades, as well as IS 49, IS 51, and IS 49, traditional public school that serve a similar percentage of impoverished students.

Proficiency Rates - Grades 7 & 8 - NYS ELA				
NWP*	IS 49	IS 51	IS 61	LAVELLE
36.1%	27.2%	34.6%	34.0%	32.2%

* For New World Prep only - Students enrolled in at least their 2nd Year

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

NWP’s PLI was 121. The evaluation cannot be assessed because the MIP comparator was not released at the time of this report’s submission.

English Language Arts 2017-18 Performance Index									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	22.8	39.1	25.7	12.3					
	PI	=	39.1	+	25.7	+	12.3	=	77.1
					25.7	+	12.3	=	38
						+	(.5)*12.3	=	6.2
							PI	=	121.3

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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.²

RESULTS AND EVALUATION

36.3% of students in at least their second year of enrollment at NWP performed at proficient level, compared to 52.2% of all seventh and 8th grades students in Community School District 31. 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 15.9 percentage points below the district average for all the seventh and eighth grade student in community School District 31.

NWP overall improvement in the percentage of proficiency as compared to District was greater than District 31. NWP improvement in the percentage of proficiency was 2.0% while District 31 was only 1.3%.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	30.8	117	49	2,012
8	41.1	124	56	2,222
All	36.1	241	52	4,234

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. Over the course of the last two 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, the NWP cohort who took the exam as seventh grade students in the 2016-17 school year improved six percentage points when they took the exam as eighth grade students in the 2017-18 school year. This is the same growth as the district's cohort experienced. When looking at the growth of 8th grade students between the 2016-17 exam and the 2017-18 exam, NWP experienced nearly double the growth of the district 8.7 percentage points from NWP's 8th grade compared to 4.4 % from the district.

² 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 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 District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
7	27.5%	42%	35.4%	50.3%	30.8	49
8	41.0%	47%	32.8%	51.6%	41.1	56
All	34.2%	44.6%	34.1%	50.9%	36.1	52

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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The school did not meet its goal of an effect size of 3.0 NWP overall effect size for the 2016-17 English language arts was .16, a result that was slightly higher than expected.

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2016-17 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	95.4	127	13	15.8	-2.8	-0.24
7	93.7	127	35	24.8	10.2	0.61
8	92.1	127	33	30.9	2.1	0.12
All	93.7	382	27.0	23.8	3.2	0.16

School's Overall Comparative Performance:

Slightly higher than expected

ADDITIONAL EVIDENCE

NWP has exceeded its effect size goal in both the 2014-15 and 2015-16 school years.

When we became aware of the drop for the 2016-17 school year the school introduced the intervention programs for the 2017-18 school year. This gave the identified students one period a day devoted to these interventions.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	6-8	91.5%	342	23.1	14.5	0.78
2015-16	6-8	92.8%	379	29.9	20.5	0.62
2016-17	6-8	93.7	382	27.0	23.8	0.16

Goal 1: Growth Measure³

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 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

³ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁴

RESULTS AND EVALUATION

The school exceeded the 50.0 statewide mean growth percentile goal at the 7th grade level by over six percentage points. However, the school fell short of the overall mean growth percentile goal by 1.5 percentage points. The school's 6th grade missed the goal by 8.9 percentage points and the 8th grade missed the goal by 2.2 percentage points.

Given the mean growth percentage for the 2016-2017 we took action and implemented a new intervention program for the 2017-18 school year. In 2017-18 we exceeded the target by 3.3%.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
6	41.0	50.0
7	56.5	50.0
8	47.5	50.0
All	48.0	50.0

ADDITIONAL EVIDENCE

In addition, the three 6th grade classes involved in the first year of the piloted Journeys Curriculum met the growth target.

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

Grade	Mean Growth Percentile				Target
	2014-15	2015-16	2016-17	2017-18	
6	50.2	51.5	41.0	45.5	50.0
7	61.6	58.5	56.5	62.5	50.0
8	55.2	54.3	47.5	51.5	50.0
All	55.7	55.0	48.0	53.3	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

NWP did not achieve the absolute, or growth goals in the 2017-18 school year. However, as documented above, the school did significantly outperform schools within CSD 31 who serve a similar population.

⁴ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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 PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MIP Not Available
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 school district of comparison.	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 2016-17 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 target of 50. (Using 2016-17 results.)	Did Not Achieve for 2016-17 but Achieved for 2017-18

ACTION PLAN

In order to continue to assist our students reach ELA proficiency and beyond, New World Prep has reviewed its present ELA instructional practices. Several action steps took place for the 2017-18 school year that strengthened our present program. Also, additional programs were piloted in order to support our students' ELA growth. We will continue with these action steps and build upon these programs for the 2018-2019 school year.

Beginning with the 2018-2019 school year NWP will be serving students in the 5th grade student as well. We will utilize the Journeys curriculum for the 5th grade as well as the entire 6th grade. We are encouraged by the fact that the current three 6th grade classes that were part of the pilot of the journey's curriculum met the CSI growth target. The changes that we piloted during the 2017-2018 school year will now be implemented at an early age allowing for the gaps to be addressed earlier and allow for greater proficiency sooner.

Our Literacy Leaders class meets each day as a third component to our ELA program. For the 2018-19 school year the structure of the learning environment has shifted to a three-tier approach. For those students who are on or above proficiency they will be placed in a Literacy Leaders class that is designed as blended learning environment. This allows for more individualized learning both for the student themselves as well as for the student to receive more individualized teacher assistance with their learning. In order to provide a greater level of consistency with the Literacy Leaders class, a teacher has been assigned for each grade level. This allows for consistency for the students on each grade level in terms of their needed level of assistance and assessment.

The school implemented a research based on line intervention program, Read 180 and System 44, to support our most at risk literacy groups.

The Writing Revolution has been a part of our ELA for several years now. The program will be expanded to include the 5th grade and applied to all the content areas in grades 5 through 8, with the support of our The Writing Revolution Coordinator. We will make use of the school wide writing rubric based on state standards. In addition, the Writing Revolution Program has expanded to include a research component this year.

The school is going into its fourth year of utilizing the Marzano Instructional Framework, now called Learning Sciences International. Professional development will be offered to our new staff as well additional training for the returning staff. This year we will introduce the Ignite Series and the Standards Tracker form Learning Science International. These programs help teachers to clarify success criteria and to ensure students are at the heart of learning by giving the teacher the ability to set and track specific standard based learning targets and monitor student progress in real time.

The iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and weakness in reading and in mathematics. It has provided our students with the ability to have on line lessons that enable them to address their weakness and to move towards ELA and/or Math proficiency. Previously students would complete their iReady work in ELA once a week and in Literacy Leaders one a week. Often this led to two different teachers monitoring their I-ready progress. Now, in the 2018-2019 school year, they will have the same teacher assisting them and monitoring their complete iready lessons in Literacy Leaders.

In addition iReady has developed a new Dashboard, which improves the teacher's ability to get data that allows them to monitor student progress. We will also be implementing the *Online Teacher Tool Box* and *Tools for Instruction* components of iReady. These elements provide the teachers with additional resources to be used in small groups that address the student gaps in ELA.

Shifts with staffing responsibilities of those who work with students in an ELA capacity will occur. This will improve time spent with students, particularly the ability to provide students with more individualized instruction. A new full time Literacy Specialist has been hired to support the ELA staff in all components of English Language Arts. She will work closely with teachers with the planning and implementation of the ELA, ELL, and Literacy Leaders curriculum so as to be more targeted with our student's strengths and weaknesses. This will improve the level of differentiation in the instruction offered to the students. She will also conduct weekly walkthrough to support teacher in the implementation of their instruction. Bi-monthly "Scholar Achievement Meetings" with Literacy Specialist and teachers will occur to track class performance with grade level state standards and plan next steps based on student performance.

The Associate Director of Academic Support will continue to work closely with the Principal in monitoring our school wide assessments (I-Ready, Writing Diagnostics, etc.) and the school wide use of data to drive instruction.

Our two full time ELL teachers will continue to provide push-in support through our Social Studies classes. Additional pullout time will be provided with these same students through their Language

GOAL 2: MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

In an effort to create a challenging sixth, seventh, eighth grade and algebra curriculum with high expectations for all students, NWP uses a variety of resources including Big Ideas Math by Big Ideas Learning, Engage NY, Crosswalk Coach by Triumph Learning, and Ready NY by Curriculum Associates to develop and differentiate rigorous and engaging lessons. All resources are aligned to the Common Core and New York State Learning Standards (Next Generation Mathematics Learning Standards Pending). And include all of the domains our students must develop an understanding of including: ratios and proportions, the number system, expressions and equations, probability and statistics, geometry, functions (8th Grade). Students also have the opportunity to take an accelerated two-year Algebra Sequence, which culminates with students taking the New York State Algebra Regents. While developing unit plans and lesson plans, teachers work together to identify the critical content the standard is addressing and determine which resource is the best to use for that content. Teachers plan and use a variety of monitoring techniques throughout the lesson and the unit to check for student understanding and mastery of the critical content. The school provides two periods of math each day.

At each grade level, students learn how math relates to the real world. Students are engaged in using logic, problem solving skills, and algebraic reasoning to solve cognitively complex real-world application tasks while also mastering basic fundamental skills. At the end of each unit, students working in organized groups, complete a culminating multi-step task, which incorporates multiple standards covered throughout the unit and which applies to the real world. At the end of the school year, each student completes an extended Exhibition Project that they present during the Night of Excellence to their peers and families. Students graduate from New World Prep with a strong understanding of mathematics in preparation for high school and beyond.

Each year the school explores math curriculum and strategies to enhance the school's curriculum framework and curriculum for mathematics. An exploration of math curricula was conducted. After careful analysis, a new math curriculum was piloted for implementation in 3 sections in the 6th grade beginning in the school year 2017-2018. The *Go Math!* Curriculum is from Houghton Mifflin Harcourt. It is a new comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core and New York State Learning Standards for Mathematics (Next Generation Mathematics Learning Standards pending and the NCTM Curriculum Focal Points. The program emphasizes Big Ideas and depth of understanding through interactive lessons; research based instructional approaches, and best practices from around the world, and differentiated instructional resources to ensure success for all students.

Evaluation of this curriculum found a strong alignment to the common core standards. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted coherence and there are opportunities to support both fluency and deep understanding. The materials provided varied modes of curriculum-embedded assessments that are well sequenced. The materials provided strong support for teachers in planning and creating an effective learning experience. They were comprehensive and readily accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners. In addition, response to intervention is embedded in the program to support diverse learners.

Professional development on this curriculum will be provided to the faculty throughout the school year. Monthly half days will be identified to support the roll out of this new curriculum and the teachers' learning all of its multiple components. A consultant knowledgeable about the curriculum will be hired to support both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts.

In the evaluation of this curriculum a strong alignment to the common core standards was found. The materials and instructional pacing demonstrated focus. Overviews and lesson introductions promoted coherence and there were opportunities to support both fluency and deep understanding. The materials provided varied modes of curriculum-embedded assessments that are well sequenced. The materials provided strong support for teachers in

Similar to *Journeys*, Go Math also includes an online component entitled, *Think Central*. We believe this program will improve our connection between home and school and increase the time students spend on math, because the web-based software enables parents to see what their children are learning and provide strategies they can use to support classroom instruction. This program can also support our tutorial support components of our Comprehensive Intervention Program.

Professional development on this curriculum will be provided to the faculty throughout the school year. Monthly half days will be identified to support the roll out of this new curriculum and the teachers' learning all of its multiple components. A consultant knowledgeable about the curriculum will be hired to support both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts.

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 2018. 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

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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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
6	129	0	0	1	0	130
7	119	0	0	0	1	120
8	124	0	0	0	0	124
All	372	0	0	1	1	374

RESULTS AND EVALUATION

In the 2017-18 school year, 41.7% of all students scored at a proficient level on the state mathematics exam, while 43.1% of student enrolled in at least their second year at the school year tested at a proficient level.

NWP Students enrolled in their second year in 2017-18 improved in the percentage of proficiency 10.9% from the 2016-17 school year. Both 7th and 8th grade NWP students improved in their second year 2017-18 from 2016-17 with 7th grade increasing proficiency by 4.8% and 8th grade increasing proficiency by 16.6%.

Performance on 2017-18 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	38.0	129	N/A	N/A
7	41.2	119	40.2	117
8	46.0	124	46.0	124
All	41.7	372	43.3	241

ADDITIONAL EVIDENCE

When comparing students enrolled in at least their second year at the school with Community School District 31 schools with similar student demographics, NWP outperforms those schools. As shown in the chart below, NWP outperformed the only other Staten Island charter school that serves similar grades, as well as IS 49, IS, 51 and IS 61, traditional public schools that serve a similar percentage of impoverished students. These schools are the schools that our students would have attended if they had not elected to come to NWP. NWP displayed significant improvement, overall and at the measurable grade levels, when compared to previous years.

⁵ 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.

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Proficiency Rates - Grades 7 & 8 - NYS MATH					
NWP*	IS 27	IS 49	IS 51	IS 61	LAVELLE
43.3%	35.4%	16.3%	26.0%	19.5%	22.2%

* For New World Prep only - Students enrolled in at least their 2nd Year

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	43.0%	121	35.4%	127	40.2	117
8	37.1%	116	29.4%	126	46.0	124
All	40.1%	237	32.4%	253	43.3	241

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

NWP achieved an aggregate PI score of 123.5 in mathematics on the 2017-18 school year. The MIP comparative measure was not provided by SUNY at the time of this report.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26.1	32.3	26.6	15.5

$$\begin{aligned}
 & \text{PI} = 32.3 + 26.6 + 15.1 = 74 \\
 & \text{PI} = 32.3 + 26.6 + 15.1 + (.5) * 15.1 = 74.6 \\
 & \text{PI} = 74.6 + 1 = 75.6
 \end{aligned}$$

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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.⁶

RESULTS AND EVALUATION

43.1% of NWP students enrolled in at least their second year at the school performed at a proficient level on the state mathematical exam as compared to 41.9% of students enrolled in District 31 in at least their second year at the school. This was 1.2% percentage points above the average for seventh and eighth grade in Community School District 31.

In the 2017-18 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.

⁶ 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](#).

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2017-18 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	40.1	117	44	1,797
8	46.0	124	39	1,390
All	<u>43.2</u>	241	<u>42</u>	3187

ADDITIONAL EVIDENCE

NWP has shown an overall improvement in the percentage of student testing at proficient level on the state mathematics exam since the 2017-16 school year, outperforming the district in two of the last three years. It should be noted that NWP serves a higher percentage of students qualifying for free and reduced lunch, students who identify as English language learners, and students who receive special education services that the district as a whole. Nevertheless, in the last three years, when comparing measurable grades, NWP outperformed the district five out of six times, with the only exception being NWP's 7th grade in 2016-17 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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
7	43.0%	38%	35.4%	39.2%	40.1	44
8	37.1%	26%	29.4%	25.3%	46.0	39
All	40.1%	<u>32.7%</u>	32.4%	<u>32.9%</u>	<u>43.2</u>	<u>42</u>

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,

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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 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

NWP's overall effect size for the 2016-17 mathematics exam was .90 translating to a comparative performance that was higher than expected to a large degree.

NWP met this goal, as the effect size exceeded a 0.3 by 6 points.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
6	95.4	126	27	17.9	9.1	0.58
7	93.7	127	35	16.3	18.7	1.10
8	92.1	126	29	12.3	16.7	1.02
All	93.7	379	30.3	15.5	14.9	0.90

School's Overall Comparative Performance:

Higher than expected to large degree

ADDITIONAL EVIDENCE

NWP has exceeded its effect size goal in each of the last three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	6-8	91.5%	342	36.6	15.3	1.39
2015-16	6-8	92.8%	379	37.7	15.7	1.22
2016-17	6-8	93.7	379	30.3	15.5	0.90

Goal 2: Growth Measure⁷

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 target of 50.

⁷ 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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 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 meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

NWP's 2016-17 mathematics mean growth percentile was 57.7 percentage points above the statewide average.

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

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
6	54.0	50.0
7	61.5	50.0
8	54.5	50.0
All	57.0	50.0

ADDITIONAL EVIDENCE

In each of the previous three school years, NWP has exceeded the target mean growth percentile at the schoolwide level, as well as at each individual grade level the school serves.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				Target
	2014-15	2015-16	2016-17	2017-18	
6	65.4	65.7	54.0	60.5	50.0
7	59.1	65.6	61.5	70.0	50.0
8	63.6	65.5	54.5	70.0	50.0
All	62.6	65.6	57.0	67.0	50.0

⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOAL

Overall, the school achieved both comparative goals, as well as the growth goal. One absolute goal could not be measured and NWP, as well as the District as a whole, did not meet the goal of all students testing at 75% proficiency.

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 PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MIP Not Available
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 school district of comparison.	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 2016-17 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 target of 50. (Using the 2016-17 results.)	Achieved

ACTION PLAN

In order to continue to assist our students reach Math proficiency and beyond, New World Prep has reviewed its present Math instructional practices. Several action steps will take place for the 2018-19 school year that strengthens our present program as well as addition programs will be added in order to support our students Math growth.

Beginning in 2018- 19 NWP will serve grades 5 through 8. A review of curriculum in grades 5 through 8, and the Algebra Regents, will take place in order to make any necessary adjustments based on data from the New York State test results. With a high number of ELL students and students who come from homes where English is not spoken we will continue to utilize more strategies will be incorporated that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of real world applications and word problems.

During the 2017-18 school year, the school implemented mid year a pilot program utilizing the Houghlin Mifflin curriculum *Go Math!* to our targeted 6th grade Math students. Since the proficiency levels increased in our 6th grade during the 2017-18 school year from the 2016-17 school year we will use the Go Math curriculum for our fifth grade and 3 sections of our 6th Grade students.

GO Math! provides teachers with in depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the

depth of instruction required for student success. The data from the incoming 5th and 6th grade students will be reviewed to identify those students who score below a 2.5. A calendar will be created to implement this program as well as providing the teachers with the necessary professional development to utilize this program for student success.

We will continue to incorporate additional programs and strategies to support the Go Math curriculum that enhances the focus of our school intervention program. Again we piloted the Math 180 program. The focus of the Math 180 program is on the students having a deep understanding and mastery of the essential skills and concepts necessary for more complex math concepts. This program is researched based to enable students to progress swiftly and successfully toward grade level curriculum. Math 180 provides multiple opportunities to apply the math concepts and procedures to real world situations.

Our iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and weakness in reading in mathematics. It has provided our students with the ability to have on line lessons that enable them to address their weakness and to move towards ELA and/or Math proficiency. For the 2018-19 school year, students will continue to make use of our iReady program as part of their blended learning experience. This structural change will allow the math teacher to offer more individualized assistance while on iReady and as they move to small instructional groups.

In addition iReady has developed a new Dashboard, which improves the teacher's ability to get student data, and allows them to monitor student progress. We will also be implementing the *Online Teacher Toolbox* and *Tools for Instruction* components of iReady. These elements provide the teachers with additional resources to be used in small groups that address student gaps in problem solving and real world application.

Shifts with staffing responsibilities of those who work with students in a Math capacity will occur. This will improve time spent with students, particularly the ability to provide students with more individualized instruction. The Associate Director of Academic Support will provide additional support to the Math teachers, along with our present Math Coach, in utilizing the data from the various forms of student assessment in order to develop more targeted instruction. In addition more time for push in and pullout by our AIS Math Teacher will occur.

GOAL 3: SCIENCE

Goal 3: Science

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

Background

The science curriculum for grades 6-8 is guided by our implementation of the FOSS and Lab-AIDS/SEPUP curriculum modules across all grades aligned to a research-based scope and sequence. These modules are developed at the Lawrence Hall of Science, University of California at Berkeley and focuses on skills, practices, concepts and content recommended by the National Science

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Education Standards, Next Generation Science Standards (NGSS), New York State Intermediate Level Science Curriculum (Grades 5-8), and the AAAS Benchmarks for Scientific Literacy.

In addition, the curriculum uses the “5E” approach: engage, explore, explain, extend and evaluate to support science and literacy learning within a constructivist and cognitive approach (Bybee et.al. 2006). The program is based on the premise that the best way to learn science is by doing science. Through a spiraled scope and sequence, students investigate the science disciplines of biology, chemistry, earth science and physics. Within each module, students learn to observe, generate ideas, predict, make hypothesis, test their ideas logically and empirically, communicate findings and apply meaning to their daily lives. In keeping with NWP’s social justice focus, students explore relevant issues in our society related to health care, water equity, forensic science, risk management, human impact and bioethics. Throughout their 6th Grade experience, students connect their learning about populations and ecosystems to their field exploration at High Rock Park.

Goal 3: 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 science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in the 8th grade in spring 2018. 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 AND EVALUATION

On the 2017-18 state assessment exam, 56.2% of NWP students in at least their second year at the school performed at a proficient level.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	56.1	123	56.1	123
All	56.1	123	56.1	123

ADDITIONAL EVIDENCE

The percentage of NWP students enrolled in at least their second year at the school performing at a proficient level on the state science exam increased 12.5% in the level of proficiency from the 2016-17 school year to the 2017-18 school year.

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Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	58.6%	111	43.6%	117	56.1	123
All	58.6%	111	43.6%	117	56.1	123

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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

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

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 ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	56.1	123	N/A	N/A
All	56.1	123	N/A	N/A

ADDITIONAL EVIDENCE

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

Science Performance of Charter School and Local District

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
8	58.6%	N/A	43.6%	N/A	56.1	N/A
All	58.6%	N/A	43.6%	N/A	56.1	N/A

SUMMARY OF THE SCIENCE GOAL

NWP did not achieve its absolute goal and its comparative goal could not be measured, as the district 8th grade science score is not available.

Type	Measure	Outcome
Absolute	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 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 school district of comparison.	Data Not Available
	[Write in optional measure here]	

ACTION PLAN

In order to continue to assist our students reach Science proficiency and beyond New World Prep has reviewed its present Science instructional practices. Beginning with the 2018-19 school year NWP will be serving grades 5 through 8. Several action steps has taken place for the 2018-19 school year that strengthens our present program as well as addition programs will be added in order to support our students understanding of Science.

To ensure greater continuity in both instruction and management, our seventh grade special ed science teacher has looped with our students and now is responsible for the eighth grade science curriculum. As per the Association for Middle Level Education Research Summary on Looping of provides the advantages across three important areas including (1) time, (2) relationships, and (3) student support and engagement. “Relationships—teacher/team-to-student, student-to-student, teacher/team-to-parent—benefit from the stability afforded by looping. Finally, engagement among teachers, students, and parents increases and fosters the social development of students due to the multiyear investment. (See <https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/311/Looping.aspx>)

Across grades 5-8, the science coach and teachers will continue to re-align each science module in our scope and sequence with the newly adopted NGSS. This shift will allow for extended opportunities to engage in science and develop key skills including communication, inquiry, critical thinking and problem solving. Furthermore, our students will have greater opportunities to

investigate scientific phenomena, use real-time data to build sophisticated arguments around theories of the natural world and finally, to mirror the work of engineers as they build models and design systems to respond to complex problems in our real world.

We will continue to offer to students who have an aptitude in science the opportunity to complete the high school level course of *Living Environment*. Offering this course will further student interest and knowledge in science and our students will enter high school with one science credit completed towards the New York State graduation requirements. Furthermore, we believe that offering this high level course will raise all of our students' interest in building both their knowledge base and scientific skills as this is a prerequisite for being selected to enroll in this course.

Greater exposure to the format and content of the state exam will continue to be implemented. The science department is committed to fostering student awareness and confidence in test taking strategies aimed at the culminating middle school exam in eighth grade. To do this, all students this year will engage in review of past state test questions where appropriate in lessons across all science modules. We believe that as students approach the eighth grade exam they will be more prepared for the type and format of the written and performance exams.

Also our students will continue to participate in the College of Staten Island Step summer and Saturday programs. STEP is an enrichment program that services students from Staten Island in grades 7 through 12, who demonstrate an interest in and have a potential for a career in the fields of science, health, engineering, technology, and the licensed professions come to the College of Staten Island and engage in science, math, computers, communication arts, PSAT, SAT, and college prep with an interdisciplinary learning approach. The STEP Program focuses on helping students to build self-esteem and develop positive behaviors toward learning. We believe that students will begin to understand the processes of learning science and math by encouraging them to strive and aim for good grades throughout their secondary school years. Students will then have a broader range of choices when pursuing a career.

With the addition of our 5th grade students for the 2018-19 school year, we are now able to engage our students prior to entering middle school in investigating real-world science through learning experiences aligned to the Next Generation Science Standards (NGSS). These experiences through our curriculum adoption of Amplify Science [1] will strengthen student learning specific to the *science practices* [2] including developing and using models, planning and carrying out investigation, analyzing and interpreting data, engaging in the *disciplinary core ideas* [3], and identifying the *cross-cutting concepts* [4] found throughout all science disciplines such as patterns, cause and effect, and structure and function. Having our fifth graders engage in science across all three dimensions of learning through effective curriculum development and instruction will result in our fifth graders prepared to learn science in the middle school. This preparedness will result in the improvement of science readiness, thus improving our overall science program and resulting test scores.

[1] <https://www.amplify.com/curriculum/amplifyscience>

[2] <https://ngss.nsta.org/PracticesFull.aspx>

[3] <https://ngss.nsta.org/DisciplinaryCoreIdeasTop.aspx>

[4] <https://ngss.nsta.org/CrosscuttingConceptsFull.aspx>

GOAL 4: ESSA

Goal 4: ESSA

NWP will be in good standing pursuant to the state’s ESSA accountability system.

Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

The school met its goal of good standing in the 2017-18 school year.

ADDITIONAL EVIDENCE

NWP has been in good standing in each of the last three school years.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing