



**New World Preparatory
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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Jamie V. Esperon, Principal, prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
John P. Tobin	Board Chair; Facilities, Academic and Finance Committees
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Jamie V. Esperon is the founding Principal and has served since 2010.

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 and Emotional Intelligence, focused professional development, and meaningful engagement of families and the larger community. We have built on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in middle school and high school and graduate from college.

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

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

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

Student assessments at NWP are designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which are both formal and informal, include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff meets regularly to analyze data, review student work, and use it to plan instruction. We incorporate interim assessments quarterly to support a structure for evaluating student progress and identifying students’ needs so that interventions can be integrated into the daily academic program. NWP will analyze classroom, interim assessment and standardized test data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. We have developed an intervention and enrichment focus using our data to create six focus groups that provide us with the opportunity to look at these leveled groups to create and implement plans specific to where students are and

strategies that support both individual students and targeted group interventions. Our staff is trained to deploy instructional methods that are appropriate to the developmental needs of middle grade students.

NWP presents 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 to a class. By keeping the school population and class size small, we create a school community where each student is known and supported. Additionally, students in all grade levels participate in a structured advisory program that will function to further develop relationships that support learning. Each teacher has been assigned a group of approximately 18 students to whom they serve as an advisor over the course of the students’ three years at the school. That teacher establishes a relationship not only with the students but their families as well. In addition, each student has a grade level social worker/guidance counselor who provides support over the three years.

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 staff evaluation system. On a yearly basis, our faculty participates in a two-week pre-service. Students are dismissed early every Wednesday 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 staff development from coaches and feedback from the school’s Principal.

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 Year¹

School Year	6	7	8	Total
2010-11	109	N/A	N/A	109
2011-12	89	107	N/A	196
2012-13	97	97	90	284
2013-14	129	104	89	322

¹ The below data is based on BEDS day enrollment reports and may not be consistent with the number of students enrolled at the time of exams as listed in the subsequent tables.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

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

Students receive two class periods of instruction in English Language Arts. Teachers utilize Expeditionary Learning, a New York State approved and inquiry based language arts curriculum, which combines interpretive discussion and activities with the reading of complex text to promote critical reading for a deeper meaning. There is a school wide focus on the development of vocabulary and each teacher in every class provides instruction daily on vocabulary. Students learn to coherently express their analysis, interpretation, and evaluation of these complex texts through the use of the Hochman method, a series of structured, sequential, evidence-based instructional writing and thinking strategies.

In addition to their ELA classes, all students are enrolled in a 'Literacy Leaders' class. Literacy Leaders involves every teacher at New World Prep becoming a teacher of reading by working with a small group of similarly leveled (as per the Fountas and Pinnell Benchmark System) students daily. The class consists of time spent on guided reading, independent reading, and read aloud. There is also a daily emphasis on vocabulary development in Literacy Leaders, which is reinforced through the multiple exposures of vocabulary over time.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English language arts assessment to students in sixth through eighth grades in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
6	128	0	1	0	129
7	101	0	0	0	101
8	87	0	0	0	87
All	316	0	1	0	317

Results

In the 2013-14 school year, 15.5% of all of NWP’s students performed at a proficient level. This number improved 2.5 percentage points to 18% 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 eight. Thus, all students entering the school in the sixth grade have not have been enrolled in the school for two consecutive years.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
6	11.7%	128	No Students	
7	19.8%	101	20.0%	80
8	16.1%	87	16.2%	86
All	15.5%	316	18%	166

Evaluation

In the 2013-14 school year, NWP did not meet its goal of 75% proficiency. However, it should be noted that the formula for determining proficiency has been revised twice since NWP received its charter and achieving this goal has become more stringent through these amendments. With that in mind, the school’s absolute goal of achieving 75% student proficiency has not changed. Further, it should be noted that individual school’s, as well as the district, city, and state average for percentage of students performing at a proficient level has significantly decreased through change in formula to determine proficiency.

While greater growth was anticipated, there was an increase in student performance from the previous school year.

Overall, 18% of students in at least their second year scored at or above the level of proficiency, with the highest number of students at proficiency being in the seventh grade. Seventh grade students received an additional three months as the pilot group for the Hochman Method, which may explain their increased performance. All students need more time with instructional programs to demonstrate

² 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.

more significant growth, and close the achievement gap that exists prior to them entering New World Prep.

Additional Evidence

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

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

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	NWP		IS 51 Edwin Markham		John W. Lavelle Preparatory Charter School		IS 49 Bertha A Dreyfus	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	20.0%	80	19%	383	18%	105	13%	245
8	16.2%	86	25%	302	11%	81	15%	273
All	18%	166	22%	685	15%	106	14%	518

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	No Students in Second Year					
7	27.8%	90	13.0%	77	20.0%	80
8	No 8 th Grade Class		15.1%	86	16.2%	86
All	27.8	90	14.1%	163	18.0%	167

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's

learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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 200.³

Results

NWP's PLI was 78.8, falling short of the state's AMO of 89 by 10.2 percentage points.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	36.7%	47.8%	13.9%	1.6%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 47.8 & + & 13.9 & + & 1.6 & = & 63.3 \\
 & & & & 13.9 & + & 1.6 & = & 15.5 \\
 & & & & & & \text{PLI} & = & 78.8
 \end{array}$$

Evaluation

NWP did not achieve its AMO measure and fell short the state's goal by 10.2 percentage points. The school's seventh grade represented the highest number of students performing at a proficient level by grade at 19.8%, while the incoming sixth grade students represented the lowest performing grade with only 11.7% of students performing at a proficient level on the state English language arts exam. The most likely explanation for the sixth grade's low performance is that they have only been enrolled at NWP for one year. Further, our school serves a larger percentage of ELL and Special education students than our local school district. Special education students who entered NWP in 2013 on average scored .49 performance levels lower than their general education counterparts on their 5th grade assessment. ELL students on average scored .57 performance levels lower.

Seventh grade represented the highest number of students performing at a proficient level most likely due to the fact that they had some exposure to the Hochman method in the previous school year.

Goal 1: Comparative Measure

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

Method

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

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

Results

20% of students in at least their second year of enrollment at NWP performed at a proficient level, compared to 35% of all seventh and eighth grade students in Community School District 31.

2013-14 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6	N/A			
7	20.0%	80	32%	4090
8	16.2%	86	37%	4294
All	18.0%	166	35%	8384

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 17 percentage points below the district average for all seventh and eighth grade students in Community School District 31, which ranks 9th among all New York City community school districts in English language arts proficiency on the 2013-14 ELA exam. However, the gap between seventh grade students enrolled at NWP for at least two years performing at a proficient level and the district average of seventh grade students performing at a proficient level closed from 17.8 percentage points in the 2012-13 school year to 12 percentage points on this year's exam.

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 shown in the charts below, NWP experienced a greater growth in the percentage of students performing at a proficient level from the 2012-13 school year to the 2013-14 school year. Further, NWP outperformed John W. Lavelle Preparatory Charter School, the only other charter school in Community School District 31 that serves similar grades.

⁴ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**English Language Arts Performance of
School and Comparison Schools by School Year**

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		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
2012-13	7-8	14%	163	20%	605	15%	165	16%	569
2013-14	7-8	18%	166	22%	685	15%	295	14%	699

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	28%	52.6%	13.0%	30.8%	20.0%	32%
8	N/A	N/A	15.1%	32.5%	16.2%	37%
All	N/A	N/A	14.1%	29.4%	18.0%	35%

Although the percentage of NWP students performing at a proficient level did not exceed that of Community School District 31, the district in which the school is located and all of its students reside, NWP performed on a comparable level when compared with schools of similar demographics in the district. It should be noted that NWP serves a higher special education, English language learner, and impoverished student population than the district average and the majority of schools in Community School District 31. Further, the growth of NWP students performing at a proficient level on the state English language arts exam was greater than three of the five comparable Community School District 31 schools from the 2012-13 to 2013-14 exam.

The percentage of NWP students performing at a proficient level on the state English language arts exam was equal to that of John W. Lavelle Preparatory Charter School, the only other charter school in the district to serve similar grades. However, it should be noted that the percentage of free and reduced lunch students at NWP is 15 percentage points higher than that of John W. Lavelle Preparatory Charter School.

Further, NWP ranked 25th of the 50 schools with an 88% poverty population on the 2014 English language arts exam. This cohort includes not only schools located in New York City, but also schools throughout the state. Further, NWP had the 16th highest improvement of students performing at a proficient level from 2012-13 to 2013-14 in this cohort.

Moreover, the lowest performing group of NWP students was the school's sixth grade. This is attestable to the fact that these students are in their first year at the school. 39.2% of this year's entering class came from homes where the primary language was not English. Our entering English language learning and special education students scored, on average, a half performance level lower than other entering students on their 5th grade NYS ELA Test. In addition to this low testing level,

NWP educates a high number of special education and English language learning students. The average English language arts testing level of this cohort is nearly half-a-point lower than the overall sixth grade class. Finally, nearly one-third of NWP’s students come from a home where the language spoken is one other than English.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	No Students in Second Year					
7	27.8%	90	13.0%	77	20.0%	80
8	No 8 th Grade Class		15.1%	86	16.2%	86
All	27.8	90	14.1%	163	18.0	167

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

NWP’s overall effect size for the 2012-13 English language arts exam was a negative 0.41, a result that was lower than expected. The eighth grade was close to meeting its goal, while sixth grade students, all of whom were in their first year at NWP, were furthest from meeting the stated goal.

⁵ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

2012-13 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	12.7	17.8	-5.1	-0.50
7		96	11.4	17.2	-5.8	-0.47
8		88	14.8	17.7	-2.9	-0.24
All		279	12.9	17.6	-4.7	-0.41

School’s Overall Comparative Performance: The school performed lower than expected.

Evaluation

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

Additional Evidence

NWP has improved its effect size every year the school has been chartered. The difference between the actual and predicted percentage of students performing at a proficient level closed in the seventh grade and school wide from the 2011-2012 school year to the 2012-13 school year.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	6	72%	108	29.6	39.2	-0.62
2011-12	6-7	67%	186	33.9	39.9	-0.36
2012-13	6-8	82.4%	379	12.9	17.6	-0.41

NWP ranked 25th of the 50 schools with an 88% poverty population on the New York State 2014 English language arts exam. This cohort includes not only schools located in New York City, but also schools throughout the state. Further, NWP had the 16th highest improvement of students performing at a proficient level from 2012-13 to 2013-14 in this cohort.

Goal 1: Growth Measure⁶

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 2012-13 and also have

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁷

Results

School wide, NWP exceeded the statewide mean growth percentile.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
6	44.9	50.0
7	56.8	50.0
8	52.9	50.0
All	51.8	50.0

Evaluation

The school exceeded the 50.0 statewide median in the mean growth percentile school wide. Individually, the seventh and eighth grades exceeded this goal as well. The only grade to perform below the statewide median was the sixth grade. However, it should be noted that sixth grade students are in their first year at NWP. Throughout the first charter term, students have consistently showed academic growth the longer they were enrolled at the school.

Additional Evidence

2014 Growth Scores	
6	56
7	62
8	47
School	55

In 2014, NWP's overall mean growth percentile was 55. This was an improvement of 3.2 points over the previous school year.

⁷ 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			
	2010-11 ⁸	2011-12 ⁷	2012-13	Statewide Average
6			44.9	50.0
7			56.8	50.0
8			52.9	50.0
All			51.8	50.0

Summary of the English Language Arts Goal

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	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 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

In order to improve the academic performance of students in English Language Arts, New World Preparatory Charter School will take several actions.

First, the Literacy Leaders class will be enhanced to include additional strategies that are aligned to the information gained from item analysis and include an emphasis on research-based literacy practices. Teachers will utilize the DRTA/DLTA (Directed Reading Thinking Activity/Directed Listening Thinking Activity) practice during read aloud, reciprocal teaching during small group

⁸ Grade level results not available.

instruction, and QAR (Question Answer Relationship) during skills readiness. The Literacy Leaders curriculum will also expand to include more academic vocabulary instruction, through utilization of evidence-based strategies and multiple exposures to words over time. Additionally, New World Prep will enhance the school wide library and house in it a space where students can access books during Literacy Leaders, at lunchtime and after school. This library will enable students to more strategically select texts for independent reading with the guidance of their Literacy Leaders teacher.

In the English language arts class, teachers will continue to utilize and develop Expeditionary Learning curriculum and materials, which is a state approved ELA curriculum aligned to Common Core Standards. Teachers will also use data obtained from the I-Ready diagnostic computer program and state test data to facilitate small group instruction appropriately and provide students with individualized lessons to support their learning. Teachers will also continue to utilize and develop the Hochman Method, with an increased focused on the analysis of complex text and text structures through the incorporation of more informational text in the writing block of ELA. We will also provide more opportunity for students to read and write about non fiction text in content area classes.

In addition to English language arts and Literacy Leaders, every student at New World Prep will be placed into a target group (six total) based on their academic performance. Each target group will be aligned to a specific intervention service as outlined below. Students may move in and out of target groups as their academic progress is monitored. Each target group will also have specific teachers responsible for tracking their progress and movement. This data will be regularly reviewed and shared weekly during grade team meetings. A component of this target group movement is also the increase of Title I push in services in ELA classrooms.

Target Group	Type of Intervention	Point Person
Special Education	ICT Classroom	Special Education Teacher
English Language Learners	ELL Classroom	ELL Coordinator & Teacher
Target Group 1	After School Wednesday Program	Co-Teacher
Target Group 2	Title I Push In/Pull Out After School Wednesday Program	Title I Teacher
Target Group 3	After School Tutorial 1-2x/Week	Co-Teacher
Target Group 4	After School Tutorial as needed Saturday Enrichment Academy	Teacher

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 Common Core scope and sequence outlined in Engage New York. Supported by research based performance tasks and intervention strategies. Teachers are provided

with 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 a second staff member in each class. Targeted intervention services have been implemented through tutorials and individual and small groups.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in sixth through eighth grade in April 2014. 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.

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁹			Total Enrolled
		IEP	ELL	Absent	
6	129	0	0	0	129
7	101	0	0	0	101
8	87	0	0	0	87
All	317	0	0	0	317

Results

In the 2013-14 school year, 31.9% of all students scored at a proficient level on the state mathematics exam, while 26.5% of students enrolled in at least their second year at the school tested at a proficient level.

**Performance on 2013-14 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	Number Tested	Percent	Number Tested
6	40.3%	129	N/A	
7	23.8%	101	23.8%	80

⁹ 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.

8	28.7%	87	29.1%	86
All	31.9%	317	26.5%	166

Evaluation

In the 2013-14 school year, NWP did not meet the absolute measure for mathematics. Overall, 26.5% of students enrolled at least their second year tested at a proficient level. This is 48.5 percentage points below the absolute measure of 75%. However, the overall percentage of students performing at a proficient level grew 15 percentage points from the 2012-13 to the 2013-14 school year. The percentage of students performing at a proficient level enrolled in at least their second year improved by 9.9 percentage points during that same period.

Additional Evidence

The percentage of NWP students performing at a proficient level on the state mathematics assessment exam grew both across grade levels and from year to year (i.e., sixth grade students in the 2012-13 school year taking the exam as seventh grade students in the 2013-14 school year) when compared to the results from the 2012-13 school year.

The percentage of students performing at a proficient level as sixth graders in the 2012-13 school year grew by 4.8 percentage points when they took the exam as seventh graders in 2013-14. Similarly, the percentage of students performing at a proficient level as seventh graders in the 2012-13 school year grew by 15.2 percentage points when they took the exam as eighth graders.

When compared to IS 51 and IS 49 two traditional neighboring middle schools, students in at least their second year at NWP outperformed their colleagues. When data for the seventh and eighth grades are combined, students in at least their second year at NWP outperformed the only other charter school on Staten Island serving middle school grades.

2013-14 Mathematics 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							
	Charter School		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	23.8%	80	11%	386	28%	106	13%	249
8	29.1%	86	3%	244	4%	48	9%	247
All	26.5%	166	8%	630	21%	154	11%	496

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number	Percent	Number	Percent	Number

		Tested		Tested		Tested
6	N/A					
7	32%	90	14%	77	23.8%	80
8	N/A	N/A	19%	86	29.1%	86
All	32%	90	17%	163	26.5%	166

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.¹⁰

Results

NWP achieved an aggregate PI score of 102.6 in mathematics in the 2013-2014 school year.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	29.3%	38.8%	26.5%	5.4%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 38.8 & + & 26.5 & + & 5.4 & = & 70.7 \\
 & & & & 26.5 & + & 5.4 & = & 31.9 \\
 & & & & & & \text{PLI} & = & 102.6
 \end{array}$$

Evaluation

NWP exceeded the PLI AMO of 86 by 16.6 percentage points.

The mathematics program at NWP utilized an individualized approach that maintained the rigor and real-world performance tasks required by the Common Core and Engage NY and at the same time adjusted for the individual needs of students in real time.

Goal 2: Comparative Measure

¹⁰ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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 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.¹¹

Results

26.5% 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 6.1 percentage points below the average for seventh and eighth grade students in Community School District 31.

2013-14 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
6	N/A			
7	23.8%	80	37%	4107
8	29.1%	86	28%	3847
All	26.5%	166	32.6%	7954

Evaluation

NWP fell short of its goal of outperforming the aggregate percentage of Community School District 31 seventh and eighth grade students performing at a proficient level by 6.1 percentage points on the 2013-14 state mathematics exam.

Additional Evidence

In the 2013-14 school year, NWP closed the gap between the students enrolled in at least their second year at the school and the percentage of seventh and eighth grade students performing at a proficient level district wide. In the 2012-13 school year, the gap was 12.4 percentage points. In the 2013-14 school year, the gap closed to 6.1 percentage points, over a 50% improvement.

¹¹ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
7	32%	65%	14%	28%	23.8%	37%
8	N/A	N/A	19%	29%	29.1%	28%
All	32%	65%	17%	29%	26.5%	33%

The overall percentage of NWP students performing at a proficient level on the 2013-14 state mathematics exam exceeded the total percentage of sixth, seventh, and eighth grade students in all New York City schools and was comparable to the average of sixth, seventh, and eighth grade students in Community School District 31, as well as the total state average for comparable grades.

On an individual grade level, NWP's sixth and eighth grade outperformed the average for Community School District 31, as well as the sixth and eighth grade average of all New York City and State schools.

NWP experienced the greatest growth of students performing at a proficient level from the 2012-13 exam to the 2013-14 exam of comparable Community School District 31 schools. Additionally, the overall percentage of NWP students performing at a proficient level was higher than all other comparable schools in Community School District 31.

As reported by NY state in their data package related to the 2014 state test results,¹² NWP ranked 16th of the 50 schools with an 88% poverty population on the 2014 English language arts exam. This cohort includes not only schools located in New York City, but also schools throughout the state. Further, NWP had the 5th highest improvement of students performing at a proficient level on the mathematics exam from 2012-13 to 2013-14 in this cohort.

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹³

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The

¹² <http://www.nysed.gov/news/2014/state-education-department-releases-grades-3-8-assessment-results>

¹³ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

NWP's overall effect size for the 2012-13 mathematics exam was a 0.01 translating to a comparative performance that was lower than expected.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
6		95	18.9	20.1	- 1.2	-0.08
7		96	13.5	14.5	- 1.0	-0.07
8		88	18.2	15.2	3.0	0.17
All	82.4	279	16.8	16.7	0.2	0.01

School's Overall Comparative Performance:
Higher than predicted, but not at the performance level required by the state

Evaluation

NWP did not meet this goal, as the effect size did not exceed a 0.3. However, there was a positive effect size and the school vastly improved its effect size when compared to the 2011-12 data. Most notably, NWP's eighth grade students, those students enrolled in the school for the longest amount of time performed above the effect size by 0.17, the highest of any grade the school serves.

Additional Evidence

NWP improved at every grade level under the 2012-13 comparative performance analyses. The school's overall effect size improved by .81 when compared to the 2011-12 data. Further, each grade level experienced a horizontal and vertical improvement. On the 2012-13 exam, the sixth grade improved by 0.65 and the seventh grade improved by 0.78.

Students who took the exam as sixth graders in 2011-12 improved by 0.66 when they took the exam in 2012-13 as seventh graders. Similarly, students who took the exam as seventh graders in 2011-12 improved by 1.02 when they took the exam in 2012-13 as eighth graders.

NWP serves an exceedingly greater amount of special needs students than Community School District 31. NWP serves nearly four percentage points more students with disabilities, 1.5 percentage points more students with limited English proficiency, and over 30 percentage points more students who are economically disadvantaged than the average district school.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	6	72%	109	35.8	48.4	-0.60
2011-12	6-7	67%	184	35.9	52.5	-0.80
2012-13	6-8	82.4%	279	16.8	16.7	0.01

NWP ranked 16th of the 50 schools with an 88% poverty population on the 2014 Mathematics exam. This cohort includes not only schools located in New York City, but also schools throughout the state. Further, NWP had the 5th highest improvement of students performing at a proficient level from 2012-13 to 2013-14 in this cohort.

Goal 2: Growth Measure¹⁴

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹⁵

NWP's 2012-13 mathematics mean growth percentile was 62.3, 12.3 points above the statewide average.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
6	58.8	50.0
7	58.8	50.0
8	69.9	50.0
All	<u>62.3</u>	50.0

¹⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁵ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Evaluation

NWP’s overall mean growth percentile is greater than the state median of the 50th percentile. Further, each individual grade that NWP serves had a higher growth percentile than the state average.

Additional Evidence

In 2014, New World Prep improved its overall mean growth percentile by 4.7 points.

2014 Growth Scores	
6	70
7	64
8	66
School	67

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁶	2011-12 ¹⁴	2012-13	Statewide Average
6			58.8	50.0
7			58.8	50.0
8			69.9	50.0
All			62.3	50.0

Summary of the Mathematics Goal

NWP achieved one of its absolute goals and its growth goals. The school did not achieve either of the comparative goals or the second absolute goal. However, NWP outperformed or scored similar to Community School District 31 schools with similar demographics. Further, NWP is at a severe disadvantage under the comparative analysis because these measures do not take into account the percentage of special education students the school serves, a population far higher than the district average.

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.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the	Did Not Achieve

¹⁶ Grade level results not available.

	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 2012-13 school district results.)	
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

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

Our school will continue to implement the Common Core Curriculum as outlined in Engage NY. This year there will be an increased emphasis on the use of rigorous real world performance tasks. We will strategically use the results from the I-Ready Diagnostic tests to inform instruction and the progress students are making in skills and content development. We will continue to integrate our intervention group model into the program to provide the level and intensity of support to students necessary to meet their individual needs.

Every student at New World Prep will be placed into a target group (six total) based on their academic performance. Each target group will be aligned to a specific intervention service as outlined below. Students may move in and out of target groups as their academic progress is monitored. Each target group will also have specific teachers responsible for tracking their progress and movement. This data will be regularly reviewed and shared weekly during grade team meetings. A component of this target group movement is also the increase of AIS push in services in ELA classrooms.

Target Group	Type of Intervention	Point Person
Special Education	ICT Classroom	Special Education Teacher
English Language Learners	ELL Classroom	ELL Coordinator & Teacher
Target Group 1	After School Wednesday Program	Co-Teacher
Target Group 2	AIS Push In/Pull Out After School Wednesday Program	AIS Teacher
Target Group 3	After School Tutorial 1-2x/Week	Co-Teacher
Target Group 4	After School Tutorial as needed Saturday Enrichment Academy	Teacher

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 Prep is aligned to the New York City Department of Education Scope and Sequence and 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 eighth grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

On the 2013-14 state science assessment exam, 51.7% of NWP students in at least their second year at the school performed at a proficient level.

**Charter School Performance on 2013-14 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	Number Tested	Percent	Number Tested
8	51.7%	87	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 23.3 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 fell by 4.8 percentage points from the 2012-13 school year to the 2013-14 school year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency
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	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	N/A		56.5%	85	51.7%	87
All			56.5%	85	51.7%	87

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.

**2013-14 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	Number Tested	Percent	Number Tested
8	52.3%	86	N/A	N/A

Evaluation

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

Additional Evidence

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8			56.5%	89%	52.3%	N/A
All			56.5%	89%	52.3%	N/A

Summary of the Science Goal

NWP did not achieve its absolute measure for the science goal. At the time of this writing, the state science assessment scores for the district have not been released for the 2013-14 school year. Thus, the comparative goal cannot be assessed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

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

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

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

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

Grade 6	Unit 1: Simple and Complex Machines	Unit 2: Weather	Unit 3: Diversity of Life	Unit 4: Interdependence
Curriculum 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	Lab Aids SALI —	FOSS – Diversity	FOSS –	Lab Aids Setup –

Materials	Body Works	of Life	Chemical Interactions	Issues and Earth Science: Unit B (Rocks and Minerals); Unit D (Plate Tectonics)
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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 a local-assistance-plan school.

Method

Since *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
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2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing