



**New World Preparatory
Charter School**

**2016-17 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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By Eugene Foley

26 Sharpe Avenue
Staten Island, NY 10302

718-705-8990

Eugene Foley, President, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Tobin	Chair, member of all committees
Angelo Aponte	Vice Chair, Finance, Academic, Human Resource, Strategic, and Security Committees
Terry Troia	Secretary, Finance and Academic Committees
Denis Kelleher	Treasurer, Finance and Strategic Committees
Carin Guarasci	Trustee, Academic Committee
Jack Minogue	Trustee, Academic and Human Resource Committees
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Larry Miraldi	Trustee
Peter Weinman	Trustee, Legal Committee
Evelyn Wilson	Parent Representative
Father Mark Halinan	Ex-Officio

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 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
2012-13	97	97	90	284
2013-14	129	104	89	322
2014-15	130	132	93	355
2015-16	127	127	120	374
2016-17	131	126	127	386

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

BACKGROUND

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

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

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 6 through 8 grade in April 2017. 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).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Refused	

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.

6	128	0	0	0	3	131
7	127	0	0	0	0	127
8	128	0	0	0	0	128
All	382	0	0	0	3	386

RESULTS

In the 2016-17 school year, 27.0% of all of NWP's students performed at a proficient level. This number improved over 7 percentage points to 34.1% 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 cannot have been enrolled in the school for two consecutive years.

Performance on 2016-17 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	12.6%	127	N/A	N/A
7	35.4%	127	35.4%	127
8	32.8%	128	32.8%	128
All	27.0%	382	34.1%	382

EVALUATION

In the 2016-17 school year, NWP did not meet its goal of 75% proficiency. However, it should be noted that the formula for determining proficiency has been revised twice since NWP received its charter and achieving this goal has become more stringent through these amendments. With that in mind, the school's absolute goal of achieving 75% student proficiency has not changed. Further, it should be noted that individual schools, as well as the district, city, and state average for percentage of students performing at a proficient level has significantly decreased through change in formula to determine proficiency.

Overall, 34.1% of students in at least their second year scored at or above the level of proficiency. Thus, the school fell short of its goal of 75% student proficiency by 40.9 percentage points.

Literacy Leaders has addressed 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. 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 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 New World Preparatory Charter School 2015-16 Accountability Plan Progress Report Page 6 of 68

chart below, NWP outperformed the only other Staten Island charter school that serves similar grades, as well as IS 49 and IS 51, traditional public schools that serve a similar percentage of impoverished students.

**2016-17 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	35.4%	127	34.4%	401	31.9%	116	20.5%	244
8	32.8%	128	31.9%	361	42.1%	107	30.8%	234
All	34.1%	382	33.2%	762	36.8%	223	25.5%	478

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	25.2%	115	27.5%	120	35.4%	127
8	30.3%	89	41.0%	117	32.8%	128
All	27.0%	204	34.2%	237	34.1%	382

Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

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

RESULTS

NWP's PLI was 101, below the state's AMO of 111 by 10 percentage points.

English Language Arts 2016-17 Performance Level Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	26	47	21	6
	PI	=	47	+
			21	+
			[6]	=
			[6]	=
			PLI	=
				74
				27
				101

EVALUATION

NWP failed to achieve its AMO measure by 10 percentage points. The school's seventh and eighth grade represented the highest number of students performing at a proficient level, while the incoming sixth grade students represented the lowest performing grade with only 12.7% of students performing at a proficient level on the state English language arts exam.

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the 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.³

RESULTS

34.1% of students in at least their second year of enrollment at NWP performed at a proficient level, compared to 50.9% of all seventh and eighth grade students in Community School District 31.

2016-17 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency	
	Charter School Students	All District Students

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

	In At Least 2nd Year		Percent	Number Tested
	Percent	Number Tested		
7	35.4%	127	50.3%	4092
8	32.8%	128	51.6%	4047
All	34.1%	382	50.9%	8139

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 16.8 percentage points below the district average for all seventh and eighth grade students in Community School District 31.

ADDITIONAL EVIDENCE

Community School District 31 is a diverse district that serves a vast student population. Although the percentage of NWP students enrolled in at least their second year performing at a proficient level is below the average across the district, NWP outperforms or performs comparable to schools serving a similar student population, as show in the chart above. Furthermore, over the course of the last three school years, NWP has closed the gap between the percentage of students performing at a proficient level on the State English language arts exam when compared to Community School District 31. Moreover, each cohort from the 2014-15 school year through the 2016-17 school year has shown growth when compared to the previous school year. For example, the percentage of students testing at a proficient level on the English language arts exam in the 2014-15 school year as seventh grade students improved nearly 16 percentage points when taking the exam as eighth grade students in the 2015-16 school year. Similarly, the percentage of students testing at a proficient level on the English language arts exam in the 2015-16 school year as seventh grade students improved over five percentage points when taking the exam as eighth grade students in the 2016-17 school year.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
7	25.2%	37.8%	27.5%	42%	35.4%	50.3%
8	30.3%	43.1%	41.0%	47%	32.8%	51.6%
All	27.0%	40.4%	34.2%	44.6%	34.1%	50.9%

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

NWP’s overall effect size for the 2015-16 English language arts exam was .62, a result that was higher than expected to a meaningful degree.

2015-16 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	96.1	130	23	18.1	4.9	0.32
7	91.3	132	27	18.8	8.2	0.58
8	90.8	117	41	25.2	15.8	1.00
All	92.8	379	29.9	20.5	9.4	0.62

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

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

ADDITIONAL EVIDENCE

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

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size

2013-14	6-8	89.2%	316	15.7	15.9	-0.01
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

Goal 1: Growth Measure⁴

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

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

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
6	51.5	50.0
7	58.5	50.0
8	54.3	50.0
All	55.0	50.0

EVALUATION

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

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

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

ADDITIONAL EVIDENCE

The school's mean growth percentile slightly declined school wide in the 2015-16 school year, but went up over one percentage point in the 6th grade.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
6	50	50.2	51.5	50.0
7	61.5	61.6	58.5	50.0
8	55	55.2	54.3	50.0
All	<u>55.5</u>	<u>55.7</u>	<u>55.0</u>	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

NWP achieved one comparative goal, and the only growth goal. For comparative measures, NWP is at a severe disadvantage because these measures does 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
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 2015-16 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Achieved

ACTION PLAN

In order to continue to assist our students reach ELA proficiency and beyond, NWP has reviewed its present ELA instructional practices. Several action steps have taken place for the 2017-18 school

year in order to strengthen our present program. Also, additional programs will be added in order to support our students' ELA growth.

Our Literacy Leaders class meets each day as a third component to our ELA program. For the 2017-18 school year the structure of the learning environment has shifted to a 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. We will continue to have two teachers in the room assisting the students with guided reading, etc. 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 at each grade level in terms of their needed level of assistance and assessment. Wilson is being introduced to support readers who are significantly below grade level. Read180 and Review44 are both online intervention programs that will be included in the most at risk literacy groups.

The Writing Revolution has been a part of our ELA for several years now. The program will be expanded so that all content areas, with the support of our TWR 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 the third year of utilizing the Marzano Instructional Framework. Professional development will be offered to our new staff as well additional training for the returning staff. This year the use of the Marzano instructional strategies will utilize with a focus on vocabulary development.

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 2017-2018 school year, they will have the same teacher assisting them and monitoring their complete I-ready lessons in Literacy Leaders.

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 Coordinator of ELA, replaced our part time ELA Coach and is on campus 5 days a week to support 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 at 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 ELA Coordinator and teachers will occur to track class performance with grade level state standards and plan next steps based on student performance.

A new Associate Director of Academic Support has been hired. She will 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 and Literacy class. Our new certified ESL teacher, along with our Coordinator of ESL Services, will develop

an ELL curriculum map for each grade with a focus on speaking, writing, listening, reading skills acquisition that is more aligned to state standards in the Bilingual Common Core initiative.

Our double block for ELA reading and writing classes will continue to remain in place but a comprehensive review of the curriculum maps has taken place for each grade level. Modifications have been made to the pacing, order and novels to be used with the modules of Expeditionary Learning. The Journey’s Curriculum will be implemented supporting targeted 6th grade students.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

The math curriculum follows the scope and sequence for NY City and aligned to CCLS. Supported by research based performance tasks and intervention strategies. Teachers provided intensive professional development in developing lesson, tasks and given specific feedback from the math coach. Teachers have received professional development in the analysis of student data to impact instruction and student growth. An increased number of staff has been hired to incorporate second staff member in each class. Targeted intervention services have been implemented through tutorials and individual and small groups. In the 2015-16 school year, teachers began to utilize another math sequence.

Goal 2: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 6 through 8 grade in April 2017. 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.

2016-17 State Mathematics Exam Number of Students Tested and Not Tested						
Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

6	126	0	0	0	1	127
7	127	0	0	0	0	127
8	126	0	0	0	0	126
All	379	0	0	0	1	380

RESULTS

In the 2016-17 school year, 30.7% of all students scored at a proficient level on the state mathematics exam, while 32.4% of student enrolled in at least their second year at the school tested at a proficient level.

Performance on 2016-17 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	27.0%	126	N/A	N/A
7	35.4%	127	35.4%	127
8	29.4%	126	29.4%	126
All	30.6%	379	32.4%	253

EVALUATION

In the 2016-17 school year, NWP did not meet the absolute measure for mathematics. Overall, 32.4% of students enrolled at least their second year tested at a proficient level. This is 42.6 percentage points below the absolute measure of 75%. The percentage of students performing at a proficient level enrolled in at least their second year declined by 7.7 percentage points.

ADDITIONAL EVIDENCE

The percentage of NWP students performing at a proficient level on the state mathematics assessment exam decreased in the 2016-17 school year when compared to the results from the 2015-16 school year.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
7	40.1%	117	43.0%	121	35.4%	127
8	30.3%	89	37.1%	116	29.4%	126
All	36.0%	206	40.1%	237	32.4%	253

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁷

RESULTS

NWP achieved an aggregate PI score of 101 in mathematics on the 2016-2017 school year, falling short of the AMO of 109 by 8 percentage points.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	30	39	24	7
	PI	=	39	+
			24	+
			7	=
				70
			24	+
			7	=
				31
			PLI	=
				101

EVALUATION

NWP’s PLI was 8 percentage points below AMO goal.

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

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

for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS

32.4% 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 .5 percentage points below the average for seventh and eighth grade students in Community School District 31.

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
7	35.4%	127	39.2%	4070
8	29.4%	126	25.3%	3324
All	32.4%	253	32.9%	7394

EVALUATION

In the 2016-17 school year, NWP had a slightly percentage of students, enrolled in at least two years at the school, performing at a proficient level than Community School District 31 in similar grades served.

ADDITIONAL EVIDENCE

NWP showed a decline in the percentage of students, enrolled in at least their second year at the school, performing at a proficient level from the 2015-16 school year to the 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
7	40.1%	37.6%	43.0%	38%	35.4%	39.2%
8	30.3%	25.0%	37.1%	26%	29.4%	25.3%
All	36.0%	32.0%	40.1%	32.7%	32.4%	32.9%

Goal 2: Comparative Measure

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

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

NWP’s overall effect size for the 2014-15 mathematics exam was a 1.22 translating to a comparative performance that was higher than expected to a large degree.

2015-16 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	96.1	131	34	18.6	15.4	0.77
7	91.3	132	42	14.9	27.1	1.51
8	90.8	116	37	13.4	23.6	1.39
All	92.8	379	37.7	15.7	22.0	1.22

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

NWP met this goal, as the effect size exceeded a 0.3 by .92 points.

ADDITIONAL EVIDENCE

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

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	6-8	89.2%	317	31.9	14.3	0.81
2014-15	6-8	91.5%	342	36.6	15.3	1.39
2015-16	6-8	92.8%	379	37.7	15.7	1.22

Goal 2: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

NWP's 2012-13 mathematics mean growth percentile was 65.6, 15.6 points above the statewide average.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
6	65.7	50.0
7	65.6	50.0
8	65.5	50.0
All	65.6	50.0

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

¹⁰ 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 statewide median. Further, each individual grade that NWP serves had a higher growth percentile than the statewide median.

ADDITIONAL EVIDENCE

The school's mean growth percentile went up school wide, as well as at each individual grade level.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2015-16	2015-16	Statewide Median
6	65	65.4	65.7	50.0
7	59	59.1	65.6	50.0
8	64	63.6	65.5	50.0
All	<u>62.5</u>	<u>62.6</u>	<u>65.6</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

NWP achieved one of its comparative goals and one of its growth goals.

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
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.	Did Not Achieve
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 2015-16 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

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 has taken place for the 2017-18 school year that strengthens our present program as well as addition programs will be added in order to support our students Math growth.

A review of curriculum in grades 6 through 8, and the Algebra Regents, will take 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 the first language spoken, more strategies will be incorporated that are suggested in the EngageNY curriculum materials for ELL students. The school will implement the Houghtlin Mifflin curriculum *Go Math!* to our targeted 6th grade Math 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 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 also incorporate additional programs and strategies to support the Go Math curriculum that enhances the focus of our school intervention program. The focus of the Math 180 program is to have students obtain a deep understanding and mastery of the essential skills and concepts necessary for more complex math concepts. This program is researched based in order 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 2017-18 school year students we will continue to make use of our iReady program but to be structured 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 their small group instructional groups.

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 new position of 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.

Teachers and the Associate Director of Student Support will meet with teachers bi-monthly to track class performance with grade level state standards so they may plan next steps based on student performance. In addition more time for push in and pullout by our AIS Math Teacher will occur.

The attainment of the District Charter Collaborative grant allows for collaboration with a local feeder school to share best math practices as well as to receive additional professional development.

SCIENCE

Goal 3: Science

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

BACKGROUND

The science curriculum at New World Preparatory is aligned to the New York City Department of Education Scope and Sequence and is follows the core curriculum materials. In science, students learn concepts through the activities-based modules in grades 6-8. Our school will continue to use

these curricula and explore the topics outlined in Tables 1-3 at the end of this section.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

METHOD

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

On the 2016-17 state science assessment exam, 43.6% of NWP students in at least their second year at the school performed at a proficient level.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	43.6%	117	N/A	N/A
All	43.6%	117	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 31.4 percentage points.

ADDITIONAL EVIDENCE

The percentage of NWP students enrolled in at least their second year at the school performing at a proficient level on the state science exam decreased by 15 percentage points from the 2015-16 school year to the 2016-17 school year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	67.4%	89	58.6%	111	43.6%	117
All	67.4%	89	58.6%	111	43.6%	117

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.

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.

2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	43.6%	117	N/A	N/A
All	43.6%	117	N/A	N/A

EVALUATION

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

ADDITIONAL EVIDENCE

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

Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
8	67.4%	N/A	58.6%	N/A	43.6%	N/A
All	67.4%	N/A	58.6%	N/A	43.6%	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 proficiency on the New York State examination.	
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.	N/A

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. Several action steps has taken place for the 2017-18 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 science teachers have looped with our students and are now 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>)

We are aligning curricula with Next Generation Science Standards (NGSS): Across grades 6-8, the science coach and teachers will be re-aligning 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.

In addition we have added a new course for our 8th grade students. Students who have an aptitude in science are now given 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 be implementing. 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.

We have also expanded our summer programs: This past summer, we welcomed our largest group of NWP students to the DNA summer camp program. The goals of this program is to engage students in both content and practices within a genetics unit. Specifically, this year we added the World of Enzymes mini-course to introduce students to the processes and importance of DNA.

Also our students have begun to participate in the College of Staten Island Step summer and Saturday programs. STEP is a 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.

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

NWP is in good standing this year.

EVALUATION

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

ADDITIONAL EVIDENCE

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

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

