



Renewal Recommendation Report New World Preparatory Charter School

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INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

NEW WORLD PREPARATORY CHARTER SCHOOL

BACKGROUND

New World Preparatory Charter School (“New World”) opened in September of 2010 with a 6th grade cohort of 115 students and with Victory Schools, Inc. (“Victory”) serving as its education management organization. New World’s mission states:

The mission of New World Preparatory Charter School is to provide 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 will build 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 will graduate from New World 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.

Victory, a national educational services provider, supplies contracted services to the school. During the charter term, the education corporation’s relationship with Victory has migrated from a full service contract to an à la carte contract with reduced services. New World remains an independent, not-for-profit education corporation.

New World currently serves 355 students in grades 6-8 in a private facility at 26 Sharpe Avenue, Staten Island, in New York City Community School District (“CSD”) 31. It is SUNY’s only charter school located on Staten Island and one of three charters in CSD 31.

EXECUTIVE SUMMARY

New World has made progress toward meeting its academic Accountability Plan goals and is an effective, viable and fiscally sound organization. After struggling early in its initial charter term, the school evidenced sharp improvement in student achievement outcomes. The school has benefitted from the steady leadership of its education corporation board of trustees (the “board”), comprised of individuals with a wealth of skills and areas of expertise relevant to school governance. The board has taken decisive action to address shortcomings in the educational program and to accelerate student learning.

RENEWAL RECOMMENDATION

RECOMMENDATION: SHORT-TERM RENEWAL

The SUNY Charter Schools Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the New World Preparatory Charter School, and renew its charter for a period of three years with the authority to provide instruction to students in 6th through 8th grades in such configuration as set forth in its Application for Charter Renewal with a maximum projected enrollment of 375 students.

To earn an Initial Short-Term Renewal, a school must either:

- (a) have compiled a mixed or limited record of educational achievement in meeting its academic Accountability Plan goals, but have in place and in operation at the time of the renewal inspection visit (i) an academic program of sufficient strength and effectiveness, as assessed using the Qualitative Education Benchmarks,¹ which will likely result in the school's being able to meet or come close to meeting those goals with the additional time that renewal would permit, and (ii) a governing board and organizational structures both in the charter school and its education corporation that have demonstrated the capacity to meet the school's academic Accountability Plan goals and to operate the school in an educationally and fiscally sound fashion; or
- (b) have compiled an overall record of meeting its academic Accountability Plan goals but, at the time of the renewal inspection visit, has in place an educational program that, as assessed using the Qualitative Education Benchmarks, is inadequate in multiple and material respects.²

¹ The Qualitative Education Benchmarks are a subset of the *State University of New York Charter Renewal Benchmarks* (version 5.0, the "SUNY Renewal Benchmarks"), available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

² SUNY Renewal Policies at pp. 12-13.

RENEWAL RECOMMENDATION

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY⁴ and the Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets or proposed targets for each school in July 2013.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the plans to meet or exceed the targets, and the plans to educate students with disabilities, ELLs and FRPL students, satisfactory. The Institute also found the school to be making good faith efforts to attract and retain such students in accordance with the Act.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

³ See New York Education Law § 2852(2).

⁴ SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not for profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation's authority to operate the school, are its plans for the school reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

At the end of its initial charter term, New World is becoming an academic success given its progress toward meeting its key Accountability Plan goals in English language arts (“ELA”) and mathematics. Overall, the school has compiled a mixed record of educational achievement in meeting its goals. As assessed using the Qualitative Education Benchmarks, the academic program in place at the time of the renewal review is sufficiently strong and effective such that it is likely to improve student learning and result in the school being able to meet or come close to meeting Accountability Plan goals in the Short-Term Renewal charter term.

At the outset of the Accountability Period,⁵ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. The Institute examines results for five required Accountability Plan measures to determine ELA and math goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

- absolute performance, i.e., what percentage of students score at or above proficiency on state exams?;
- comparative performance, i.e., how did the school perform as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. New World did not propose or include any additional measures of success in the Accountability Plan it adopted.

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools’ Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure for each goal while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,⁸ comparison to local

⁵ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

⁶ Education Law § 2850(2)(f).

⁷ Education Law § 2854(1)(d).

⁸ While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13.

RENEWAL BENCHMARK CONCLUSIONS

district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of the report.

Academic Attainment

Throughout New World's first charter term, the school posted mixed performance relative to its Accountability Plan goals and measures. Although the school underperformed its Accountability Plan goals in ELA during the first three years of its charter, New World's ELA outcome data demonstrates a generally positive trend and in 2013-2014 the school came close to meeting its ELA goal. While the school performed lower than expected in ELA, it exhibited a generally positive trend (-0.62 in 2010-11, -0.36 in 2011-12, -0.41 in 2012-13, -0.01 in 2013-14) compared to demographically similar schools statewide according to the Institute's effect size analysis. The school's growth measure illustrates the school's consistent improvement in ELA. During 2010-11, the school's ELA growth percentile fell short of its benchmark (the state's median growth score of 50). During each subsequent year, the school's ELA growth exceeds the state's median and exhibits consistent improvement (50.6 during 2011-12, 51.8 during 2012-13, and 55 during 2013-14).

New World's mathematics performance is also mixed. Although the school fell short of meeting its mathematics goal early in the Accountability Period, its consistent performance improvement brought it close to meeting its mathematics goal during 2012-13 and 2013-14. Although it has not yet outperformed its local district in mathematics, the school continues to decrease the gap between its performance and the district's average performance. Though not a measure included in the school's Accountability Plan, the school is scoring in the middle of the group of schools in CSD 31 serving same grade students. During 2011-12 the mathematics performance gap between the school and the district was 33 percentage points; it closed the gap to 12 percentage points during 2012-13 and closed the gap even further to five percentage points during 2013-14. Concomitantly, the school's comparative effect size performance increased from -0.8 during 2011-12 to 0.81 during 2013-14. The school's comparative growth in mathematics also demonstrates significant improvement throughout the Accountability Period. During 2010-11 and 2011-12, the school posted mathematics growth scores below the state's median (30 and 35, respectively). During 2012-13, the school's mathematics growth percentile of 62.3 bested the state's median by 12 percentile points; in 2013-14 the school outperformed the state's median score by nearly 17 percentile points when it posted a growth score of 66.8

The school did not meet its science goal during the two years for which data are available. During 2012-13, 55 percent of the school's 8th grade students were proficient, falling short of the district's 70 percent proficiency rate. During 2013-14, the school's 8th grade science proficiency rate slipped to 52 percent. Comparative district science exam data is not yet available for 2013-14. The school met its NCLB goal throughout the Accountability Period.

RENEWAL BENCHMARK CONCLUSIONS

| DESCRIPTION | ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL | MATHEMATICS ACCOUNTABILITY PLAN GOAL | | | | | | | | | | | | | | | | | | | | |
|--|---|--|------------------------|------|-------|------|-------|------|-------|---|------|---|------|------------------------|------|-------|------|-------|------|------|------|------|
| <p>Comparative Measure: District Comparison. Each year, the percent of students enrolled at the school in at least their second year performing at or above proficiency in ELA and mathematics will be greater than that of students in the same tested grades in the local school district.</p> | <table border="1"> <caption>ELA District Comparison Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>53</td> </tr> <tr> <td>2013</td> <td>33</td> </tr> <tr> <td>2014</td> <td>35</td> </tr> </tbody> </table> | Year | Percentage | 2012 | 53 | 2013 | 33 | 2014 | 35 | <table border="1"> <caption>Mathematics District Comparison Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>65</td> </tr> <tr> <td>2013</td> <td>29</td> </tr> <tr> <td>2014</td> <td>33</td> </tr> </tbody> </table> | Year | Percentage | 2012 | 65 | 2013 | 29 | 2014 | 33 | | | | |
| Year | Percentage | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 53 | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 33 | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 35 | | | | | | | | | | | | | | | | | | | | | |
| Year | Percentage | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 65 | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 29 | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 33 | | | | | | | | | | | | | | | | | | | | | |
| <p>Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in ELA and mathematics according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.</p> | <table border="1"> <caption>ELA Effect Size Data</caption> <thead> <tr> <th>Year</th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>-0.62</td> </tr> <tr> <td>2012</td> <td>-0.36</td> </tr> <tr> <td>2013</td> <td>-0.41</td> </tr> <tr> <td>2014</td> <td>0.01</td> </tr> </tbody> </table> | Year | Effect Size | 2011 | -0.62 | 2012 | -0.36 | 2013 | -0.41 | 2014 | 0.01 | <table border="1"> <caption>Mathematics Effect Size Data</caption> <thead> <tr> <th>Year</th> <th>Effect Size</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>-0.60</td> </tr> <tr> <td>2012</td> <td>-0.80</td> </tr> <tr> <td>2013</td> <td>0.00</td> </tr> <tr> <td>2014</td> <td>0.81</td> </tr> </tbody> </table> | Year | Effect Size | 2011 | -0.60 | 2012 | -0.80 | 2013 | 0.00 | 2014 | 0.81 |
| Year | Effect Size | | | | | | | | | | | | | | | | | | | | | |
| 2011 | -0.62 | | | | | | | | | | | | | | | | | | | | | |
| 2012 | -0.36 | | | | | | | | | | | | | | | | | | | | | |
| 2013 | -0.41 | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 0.01 | | | | | | | | | | | | | | | | | | | | | |
| Year | Effect Size | | | | | | | | | | | | | | | | | | | | | |
| 2011 | -0.60 | | | | | | | | | | | | | | | | | | | | | |
| 2012 | -0.80 | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 0.00 | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 0.81 | | | | | | | | | | | | | | | | | | | | | |
| <p>Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in ELA and mathematics.</p> | <table border="1"> <caption>ELA Mean Growth Percentile Data</caption> <thead> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>42.0</td> </tr> <tr> <td>2012</td> <td>50.6</td> </tr> <tr> <td>2013</td> <td>51.8</td> </tr> <tr> <td>2014</td> <td>55.0</td> </tr> </tbody> </table> | Year | Mean Growth Percentile | 2011 | 42.0 | 2012 | 50.6 | 2013 | 51.8 | 2014 | 55.0 | <table border="1"> <caption>Mathematics Mean Growth Percentile Data</caption> <thead> <tr> <th>Year</th> <th>Mean Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>30.0</td> </tr> <tr> <td>2012</td> <td>35.0</td> </tr> <tr> <td>2013</td> <td>62.3</td> </tr> <tr> <td>2014</td> <td>66.8</td> </tr> </tbody> </table> | Year | Mean Growth Percentile | 2011 | 30.0 | 2012 | 35.0 | 2013 | 62.3 | 2014 | 66.8 |
| Year | Mean Growth Percentile | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 42.0 | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 50.6 | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 51.8 | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 55.0 | | | | | | | | | | | | | | | | | | | | | |
| Year | Mean Growth Percentile | | | | | | | | | | | | | | | | | | | | | |
| 2011 | 30.0 | | | | | | | | | | | | | | | | | | | | | |
| 2012 | 35.0 | | | | | | | | | | | | | | | | | | | | | |
| 2013 | 62.3 | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 66.8 | | | | | | | | | | | | | | | | | | | | | |

RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. Over the course of the charter term, New World has established increasingly robust instructional leadership. The school now builds teachers' pedagogical skills and competencies with a comprehensive professional development program and systematic coaching.

- New World now communicates clear expectations for student achievement and teacher performance. School leaders reinforce these expectations and support teachers in meeting them with targeted coaching and professional development activities. Signs throughout the school display achievement goals, which teachers and students reference frequently.
- Organizational restructuring has increased the instructional leadership's capacity to develop effective instructional practices across the school. Previously, New World's two part-time academic directors provided content area coaching in literacy and math while also serving as leadership coaches to the principal. The school now utilizes part-time content area coaches and consultants with the principal coordinating efforts. Designated teacher leaders provided peer coaching on a limited basis. The leadership structure is now adequate to support teacher development.
- The school has implemented a robust system for coaching and supervision of teachers. Instructional leaders provide ongoing feedback, and teachers understand their pedagogical strengths and weaknesses. The improved student achievement results evidenced in the most recent state testing are due, at least in part, to the leaders' improved coordination.
- New World teachers make effective use of common planning time to review available student data and plan instruction. On a monthly basis, grade teams focus specifically on supporting students with special needs and ELLs. Weekly, teachers review social-emotional wellness programs and data.
- In contrast to the early years of the charter, New World's professional development activities now interrelate closely with classroom practice and align to leaders' stated priorities. After weekly professional development sessions, teachers conduct peer observations with a specific focus on the application of covered topics. While teachers express high levels of satisfaction with the peer observation process, school leaders miss opportunities to direct teachers to classrooms where they could observe exemplary application of specific practices. Instructional leaders also conduct follow up observations and provide individual feedback as well as content team coaching on these same topics. Additionally, teachers continue to take advantage of external professional development opportunities, which they then turnkey to their peers.
- New World conducts a thoughtful teacher evaluation process that includes multiple formal observations including at least one videotaped lesson. As has been the case throughout the charter term, New World does not use absolute student achievement data in teacher evaluations though it does consider performance against growth targets. School leaders create improvement plans for teachers not meeting instructional expectations and report terminating teachers who fail to demonstrate acceptable improvement.

Curriculum and Assessment. New World's assessment system supports robust academic accountability, sets expectations for quality performance and provides a focus for data-driven instructional decisions. School leaders use assessment results to develop coaching strategies. The school's assessment system improves instructional effectiveness and student learning, and the curriculum supports teachers in their instructional planning.

RENEWAL BENCHMARK CONCLUSIONS

- After relying on teachers to create assessments early in the term, New World now uses common assessments to diagnose individual skill deficits and to monitor progress toward mastery of these skills. Math teachers across the school meet to develop vertically aligned performance tasks. The literacy coach and ELA consultant help ELA teachers develop weekly quizzes that align with state standards.
- New World continues to use commercial computer adaptive reading and mathematics tests that it adopted in its fourth year of operation as a central effort in accelerating student achievement. The school uses these results to gauge the effectiveness of its ELA and mathematics curricula.
- The school has improved the validity and reliability of its assessment processes as it has grown. The processes for scoring the computer adaptive commercial assessments are inherently reliable. This year, the school has improved its processes for teacher assessment of student writing. During the summer, the school trained teachers on using a school-wide writing rubric to enable consistent assessment of the quality of student writing. New World uses that rubric to assess quarterly writing assignments administered to all students. The literacy coach and ELA consultant examine a random sampling of the quarterly writing assignments to help ensure the rubric scores are consistent across classrooms.
- New World makes assessment data accessible to teachers, school leaders and board members. The school provides teachers a summary sheet identifying, for every student, the results of the most recent state assessment as well as the results on commercial assessments and diagnostic exams developed by the school. The school provides the education corporation board with a monthly dashboard that includes visual elements and summary information of performance on state ELA and math assessments, commercial assessments and Regents exams.
- Teachers use assessment data to make changes to the instructional program, especially regarding student grouping. Teachers report that they regularly utilize "do now" (short, pre-lesson tasks students are to start when they enter the classroom) activities, running records and exit slips (quick end of lesson assessments) to create small groups of students to target specific skills with which students need additional support.
- Every three to five weeks, all core subject area teachers meet with the principal to discuss how to better meet the needs of struggling students identified by class work and assessment results. Also, the school leadership team examines student performance for trends and discusses particular areas of concern and strategies for addressing those areas during teacher professional development or content area meetings.
- The school regularly communicates to parents/guardians about their students' progress and growth. The school uses progress reports and report cards issued every six weeks. The school also holds student-led conferences, with parents and teachers, in which students discuss their progress on commercial assessment performance, class work, unit tests, quarterly writing assignments and other measures.
- The school has a curriculum framework and unit plan structure. The school's curriculum framework is a combination of commercial curricula and New York state standards and resources. The school's unit plans contain essential questions, relevant state standards, learning targets, and performance tasks for ELA and math.
- The school relies on its teachers, with support from instructional leaders, to develop and review curriculum documents. Primarily during the summer, teachers work independently and

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in content groups to develop unit plans using a backward design process. Instructional coaches and consultants in some content areas collaborate with teachers in the creation of unit plans while other coaches in other content areas focus on ensuring unit plans meet state standards and helping create performance tasks. During the course of the year, teachers and instructional leaders sometimes modify unit plans; for example, in a recent ELA unit students mastered some of the standards more quickly than anticipated so the ELA team adjusted the rest of the unit to focus on the few standards that students had yet to master. Teachers, either independently or in small groups, create lesson plans, and submit those plans to school leaders on a weekly basis. This process, along with the school-wide lesson plan template, helps teachers plan purposeful lessons. Teachers know what to teach and when to teach it based on these documents.

Pedagogy. With a new consistency of application of its co-teaching model and leaders' focus on school-wide implementation of prioritized instructional practices, elements of high quality instruction have begun to emerge late in the charter term. As shown in the chart below, during the renewal visit, Institute team members conducted 16 classroom observations following a defined protocol used in all school renewal visits.

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

| | | GRADE | | | Total |
|-----------------|---------|-------|---|---|-------|
| | | 6 | 7 | 8 | |
| CONTENT AREA | ELA | 3 | 2 | | 5 |
| | Math | 2 | | 3 | 5 |
| | Writing | | | 1 | 1 |
| | Science | 1 | 2 | | 3 |
| | Soc Stu | 1 | 1 | | 2 |
| | Total | 7 | 5 | 4 | 16 |

- In a majority of classrooms (13 of 16 observed), teachers build on students' previous skill and knowledge while delivering purposeful lessons with clear objectives and learning targets designed to prepare students to meet statewide performance standards. In most core subject areas, New World implements an integrated co-teaching model with improved effectiveness than previous years when multiple adults in the classroom did not ensure effective lesson delivery. Co-teachers now have clear roles in supporting all students to meet lesson objectives.
- While most teachers regularly check individual, and small group, student understanding (11 of 16 classrooms observed), teachers do not yet consistently make adjustments to

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instruction based on these checks. Co-teachers continually circulate around classrooms to monitor students' oral responses and written work but do not confer with one another to determine how the lesson should continue. Some teachers report making changes to the next day's lesson based on in-class checks for understanding.

- Although some instruction encourages depth of understanding, few teachers require students to think critically or apply presented concepts to real life. In an ELA class, for example, students compared and contrasted thematic elements of a myth and a novel without opportunity to debate their positions, or deeply examine material. One assignment required students simply to identify the fifth pillar of Islam and convey this acquired knowledge to their classmates rather than apply that knowledge to a current event or issue. Most teachers do not include opportunities for students to develop higher-order thinking and problem-solving skills (11 of 16 classrooms observed).
- Throughout the school, teachers establish and maintain classroom environments focused on academic achievement (13 of 16 classrooms observed). Behavioral issues rarely detract from learning time and the majority of students remain on-task during independent work and small group activities. In contrast to previous years, teachers do not allow students to opt-out of lesson activities. Little instruction is teacher-centered.

At-Risk Students. New World has systems and procedures in place to identify and support students with disabilities, ELLs and students who are struggling academically. With all students assigned to one of seven target groups this year, the school has established a system to monitor students' progress continually.

- With more than 20 percent of students at New World having Individualized Education Programs ("IEPs") requiring academic services, the school serves students with special needs in Integrated Co-Teaching ("ICT") classrooms for core courses. Several students' IEPs originally recommended more restrictive settings, but the school reports that it monitors these students closely and the staff believes they are able to serve all students well. A special education coordinator manages the administrative responsibilities for the school's special education services.
- While the founders of New World believed it would serve a relatively high percentage of ELLs, the school has experienced an increase in its ELL population over the course of the charter term. Two certified English to Speakers of Other Languages teachers serve the 33 currently enrolled ELLs with small group pull-outs. The majority of the school's ELLs were identified during elementary grades. The school uses the home language survey and the New York State Identification Test for English Language Learners to identify newly enrolled ELLs.
- At the start of the school year, New World created seven target groups for academic intervention based on students' state assessment results from the previous school year, special education classification and level of English proficiency. Students performing at or above grade level proficiency are in a target group that focuses on enrichment activities rather than interventions. Teachers, interventionists and instructional leaders monitor benchmark assessment results, unit test performance and quarterly writing assignments for each group.

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According to the principal, these groupings facilitate more focused conversations about all students' needs than has been the case in past years.

- New World provides professional development opportunities and ongoing supports to assist teachers in meeting the needs of at-risk students. For example, the ELL coordinator facilitated a summer workshop on clarity of instructions as a key strategy for supporting ELLs.

| | | 2011-12 | 2012-13 | 2013-14 |
|--|--------------------------------|---------|---------|---------|
| Enrollment (N) Receiving Mandated Academic Services | | (52) | (80) | (75) |
| RESULTS | Tested on State Exams (N) | (47) | (78) | (75) |
| | Percent Proficient on ELA Exam | 10.6 | 2.6 | 0 |
| | Percent Proficient Statewide | 15.5 | 5.0 | 5.2 |

| | | 2011-12 | 2012-13 | 2013-14 |
|---------------------------|---|---------|---------|---------|
| ELL Enrollment (N) | | (11) | (16) | (25) |
| RESULTS | Tested on NYSESLAT ⁹ Exam (N) | (N/A) | (16) | (24) |
| | Percent 'Proficient' or Making Progress ¹⁰ on NYSESLAT | N/A | 18.8 | 33.3 |

⁹ New York State English as a Second Language Achievement Test, a standardized state exam.

¹⁰ Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning, Intermediate, Advanced and Proficient.

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

New World is an effective, viable organization that has monitored and strengthened its educational program throughout the charter term. The education corporation board has set priorities and taken decisive action to improve the organization's structure, capacity and support systems to achieve the school's mission and make progress toward meeting its academic Accountability Plan goals.

ORGANIZATIONAL STRUCTURE

Board Oversight. The New World board has addressed previously identified shortcomings in the school's program and structure. The board has defined its priorities, objectives and long-range goals.

- New World trustees possess a range of skills and areas of expertise relevant to school governance including considerable experience in secondary education. Recognizing the need for real estate experience and general business expertise, board members report looking for additional trustees.
- The board continues to use an expanded data dashboard introduced in the previous school year to track the school's progress across a variety of metrics. The updated dashboard is an example of the board's deliberate action in response to deficiencies in its previous oversight of the academic program.
- Board members are active members of the school community but have stepped away from the direct program support members of the board once provided to support missing elements and now properly focus on governance and strategic planning to enable the school to meet its academic Accountability Plan goals.
- This year, the board has created evaluations with clear performance criteria for both the principal and CEO. The board has also tied student outcomes to pay results as it did in the prior school year. At this time, compensation incentives relate to student growth and have yet to include achievement of absolute performance standards.

Organizational Capacity. New World has built the organizational capacity necessary for effective delivery of educational program.

- The school's organizational structure has established roles with distinct responsibilities. Recent changes such as creation of the chief executive officer position have enabled the principal to focus fully on teaching and learning while communicating clear instructional priorities.
- New World has established a safe and orderly environment conducive to a culture of learning. The school-wide token economy reinforces expectations for student behavior while a teacher leader serves as a peer mentor in developing teachers' behavior management skills. Additionally, the web-based data platform provides a means to monitor program implementation.

RENEWAL BENCHMARK CONCLUSIONS

- New World continues to experience a high level of teacher turnover as has been the case since its opening, at least partially attributable to the location of the school on Staten Island. School leaders and board members continue to explore potential incentives to entice high performing teachers to stay with the school.
- The school has procedures in place to monitor enrollment and retention of special education students, ELLs and students who qualify for FRPL, and adjusts its recruitment efforts accordingly.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial application and their Application for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the school. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the education corporation’s charter.

| Key Design Elements | Evident? |
|---|----------|
| Academic Rigor and Relevance hallmarked by project-based learning, data-driven and technology-based instruction, and use of the Socratic method and service learning. | + |
| Personalization of student learning that includes support for students’ social and emotional learning needs, small class sizes, and a structured advisory program. | + |
| Strong Professional Development for teachers twice each month. | + |
| Engaging families and the larger school community as critical partners | + |

Parent Satisfaction. The Institute compiled data from NYCDOE’s 2013-2014 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from the 2013-2014 survey indicate parents/guardians and students are satisfied with the school. The survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community. New World has met its goal of attaining at least 80% of its constituent groups expressing high levels of satisfaction with the school. In fact, since its first year of operation, New World has maintained or improved the percentage of parent satisfaction in every surveyed area.

| 2013-14 |
|------------------------------|
| Response Rate: 82% |
| Instructional Core: 92% |
| Systems for Improvement: 92% |
| School Culture: 87% |

RENEWAL BENCHMARK CONCLUSIONS

Persistence in Enrollment. Once enrolled, families choose to remain at New World. The school provided the following statistical information in its renewal application materials. The Institute cannot access comparable data for the New York City district or local CSD to provide comparison but provides the following information on students' whose families choose New World for their education and persist year to year with that choice.

| | 2012-13 | 2013-14 | 2014-15 |
|---|---------|---------|---------|
| Percent of Eligible Students Returning From Previous Year ¹¹ | N/A | 97.2 | 97.0 |

COMPLIANCE

Governance. In material respects, the board implements, maintains and abides by appropriate policies, procedures, systems and processes, which it has in some cases amended over time, to ensure the effective governance and fiscal oversight of the school. The board demonstrates a thorough understanding of its role in holding the school leadership accountable for fiscal soundness, but not necessarily for academic results.

- The board has materially complied with the terms of its by-laws and code of ethics.
- The board successfully sought and implemented a charter amendment to change its relationship with Victory from education management organization to an organization that only supplies human resources, finances, accounting and some technology. The board sought this revision in response to questions raised by the Institute as to the board's oversight of instructional support, and at the suggestion of Victory, which was in the process of changing its business model.
- The board successfully sought and implemented a charter amendment to change its admissions policy to provide an at-risk designation for ELLs.
- The board receives regular reports on parents, facilities, personnel, finance, security and academic performance keeping close tabs on the school's overall operations and school community.
- The board has two lawyers among its members who can identify legal issues and any need for outside counsel.

Legal Requirements. The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter.

- **Open Meetings Law.** Based on its board meeting minutes, the board appears to substantially comply with the New York Open Meetings Law when it goes into executive session.

¹¹ Source: Application for Charter Renewal.

RENEWAL BENCHMARK CONCLUSIONS

- **Violations.** The Institute did not issue any violation letters to the school during its charter term, nor did the Institute or the Charter Schools Committee place the school on corrective action or probation.
- **Minutes.** Early in the charter term, the education corporation's minutes did not always record individual or unanimous votes. The board remediated this issue later in the charter term as evidenced by its minutes.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, New World is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. The education corporation engages in effective budgeting practices and routinely conducts monitoring of revenues and expenses, making appropriate adjustments when necessary. The SUNY Fiscal Dashboard, a multi-year financial data analysis for SUNY authorized charter school appears below in the Appendix.

Victory supports New World in the area of human resources and fiscal operations under the terms of a recently revised service agreement dated April 29, 2014. The education corporation took over management of vital instructional support to be performed by personnel employed directly by the school.

Budgeting and Long-Range Planning. The education corporation has demonstrated capable budgeting and long range planning throughout the charter term. The finance committee of the board works closely with New World's head of school/principal, business manager and the Victory accounting staff in both developing the annual budget and monitoring the actual-to-budget on a monthly basis.

- The education corporation's development of annual budgets includes input and analysis from the school's leadership team, business manager, the Victory accounting staff and the board finance committee.
- The education corporation also develops and maintains a five year projected budget that is updated every year based on actual and forecasted enrollment, staffing, revenues and expenditures.
- Victory prepares monthly financial reports that include a current balance sheet, operating income or loss, a budget-versus-actual-expenditure report, and personnel expenditure projections. Victory reviews these reports with the head of school, business manager and chair of the finance committee on a monthly basis to ensure fiscal compliance and responsibility. The finance committee and school leaders subsequently review and analyze these reports prior to presentation to the full board for their consideration.
- The education corporation plans to stay in the current facility throughout the next charter term and expand it to meet enrollment needs. In 2014-15, three new classrooms will be added. Additional space within the same location will be available for rent as the enrollment grows to 375 for the next charter term.

Internal Controls. The education corporation has generally established and maintained appropriate fiscal policies, procedures and controls. Written policies address key issues including financial reporting, revenues, procurement, expenditures, payroll, banking, capital assets, and record retention. Victory has contractual responsibility for fiscal operations including recording and tracking of revenues and expenses, supervision and maintaining all files and records pertaining to business operations of the education corporation.

RENEWAL BENCHMARK CONCLUSIONS

- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies. The Institute found that a financial policy and procedures manual did not exist, but separate documents made up the policies and procedures. The Institute recommends that New World develop a formal Financial Policy and Procedures Manual to be maintained and updated by the board on a regular basis.
- The education corporation ensures that key staff members receive appropriate professional development in operations and financial management.
- The education corporation's most recent audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses.

Financial Reporting. The education corporation has complied with financial reporting requirements by providing the SUNY Trustees and the New York State Education Department ("NYSED") with required financial reports that are generally on time, complete and follow generally accepted accounting principles.

- The education corporation presents its annual financial statements in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, cash-flow statements, un-audited reports of revenues, expenses and enrollment, and grant expenditure reports.

Financial Condition. The education corporation maintains adequate financial resources to ensure stable operations, and has demonstrated consistently strong financial responsibility composite scores.

- The education corporation has posted fiscally strong composite-score ratings on the SUNY Fiscal Dashboard indicating a consistent level of fiscal stability over the charter contract term.¹²
- The education corporation has posted adequate cash on hand in excess of two months worth of funds to cover current liabilities whereas SUNY asks that one month be on hand.
- SUNY authorized charter agreements have changed to include a required \$75,000 Dissolution Reserve Fund for the purpose of covering legal and administrative costs associated with the closure/dissolution of a school. Seventy-five thousand dollars (\$75,000) per school for each of the first two (2) schools operated by the education corporation to be funded, at a minimum, by reserving twenty-five thousand dollars

¹² The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

RENEWAL BENCHMARK CONCLUSIONS

(\$25,000) per year during the first three (3) years of the charter term. The fund must be held separately and identifiable in financial statements and the notes to the financials as the Dissolution Reserve Fund.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that New World has demonstrated fiscal soundness over the course of its charter term.¹³

¹³ The U.S. Department of Education has established fiscal criteria for certain ratios or information with high-medium-low categories, represented in the table as green-gray-red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

RENEWAL BENCHMARK CONCLUSIONS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that New World has begun implementing an educational program that supports achieving its key academic goals, operates an effective and viable organization and is fiscally sound, its plans to continue to implement the educational program during a three-year charter term are reasonable, feasible and achievable.

Plans for the School's Structure. The school has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

MISSION FOR THE NEXT CHARTER TERM

The mission of New World Preparatory Charter School is to provide 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.

Plans for the Educational Program. New World plans to continue to implement the same core elements of the instructional program that have enabled the school to make progress toward meeting its Accountability Plan goals during the current charter term; these core elements are likely to enable the school to meet its goals in the future.

| | Current Charter Term | End of Next Charter Term |
|---------------------|----------------------|--------------------------|
| Enrollment | 300 | 375 |
| Grade Span | 6-8 | 6-8 |
| Teaching Staff | 21 | 21 |
| Days of Instruction | 182 | 182 |

Plans for Board Oversight and Governance. Board members express an interest in continuing to serve New World in the next charter term and may add additional members in the future.

RENEWAL BENCHMARK CONCLUSIONS

Fiscal & Facility Plans. The education corporation has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. New World plans to remain in its current private facility.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. Other key aspects of the renewal application, to include the proposed by-laws and code of ethics, have been or will be amended to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

APPENDIX: SCHOOL OVERVIEW

Mission Statement

The mission of New World Preparatory Charter School is to provide 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 will build 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 will graduate from New World 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.

Board of Trustees¹⁴

| Board Member Name | Position |
|----------------------|----------------|
| John Tobin | Chair |
| Angelo Aponte | Vice President |
| Denis Kelleher | Treasurer |
| Reverend Terry Troia | Secretary |
| Araceli Arizmendi | Trustee |
| Carin Guarasci | Trustee |
| Jack Minogue | Trustee |
| Emma Vidals | Trustee |
| Peter Weinman, Esq. | Trustee |

¹⁴ Source: The Institute's Board records at the time of the Renewal Review.

APPENDIX: SCHOOL OVERVIEW

School Characteristics

| School Year | Proposed Enrollment | Actual Enrollment ¹⁵ | Proposed Grades | Actual Grades |
|-------------|---------------------|---------------------------------|-----------------|---------------|
| 2010-11 | 125 | 115 | 6 | 6 |
| 2011-12 | 249 | 190 | 6-7 | 6-7 |
| 2012-13 | 374 | 282 | 6-8 | 6-8 |
| 2013-14 | 374 | 319 | 6-8 | 6-8 |
| 2014-15 | 300 | 355 | 6-8 | 6-8 |

Student Demographics

| | 2011-12 ¹⁶ | | 2012-13 | | 2013-14 ¹⁷ |
|---|------------------------|----------------------------|------------------------|----------------------------|------------------------|
| | % of School Enrollment | % of NYC CSD 31 Enrollment | % of School Enrollment | % of NYC CSD 31 Enrollment | % of School Enrollment |
| Race/Ethnicity | | | | | |
| American Indian or Alaska Native | 1 | 0 | 0 | 0 | 1 |
| Black or African American | 61 | 14 | 55 | 14 | 49 |
| Hispanic | 35 | 25 | 40 | 25 | 45 |
| Asian, Native Hawaiian, or Pacific Islander | 2 | 8 | 2 | 8 | 2 |
| White | 2 | 52 | 1 | 52 | 2 |
| Multiracial | 0 | 0 | 1 | 1 | 1 |
| Special Populations | | | | | |
| Students with Disabilities ¹⁸ | 27 | -- | 26 | 20 | 22 |
| English Language Learners | 6 | 6 | 6 | 6 | 8 |

¹⁵ Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

¹⁶ Source: 2011-12 and 2012-13 School Report Cards, NYSED.

¹⁷ The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

¹⁸ 2011-12 District Students with Disabilities data are not available from NYSED.

APPENDIX: SCHOOL OVERVIEW

Free/Reduced Lunch

| | | | | | |
|----------------------------------|----|----|----|----|----|
| Eligible for Free Lunch | 67 | 45 | 73 | 41 | 81 |
| Eligible for Reduced-Price Lunch | 4 | 9 | 10 | 8 | 8 |
| Economically Disadvantaged | | | 83 | 58 | 89 |

School Leaders

| | |
|--------------------|--------------------------|
| School Year(s) | Name(s) and Title(s) |
| 2010-11 to Present | Jamie Esperon, Principal |

School Visit History

| School Year | Visit Type | Evaluator (Institute/External) | Date |
|----------------|-----------------------|-----------------------------------|------------------|
| 2010-11 | First Year Visit | Institute | April 14, 2011 |
| 2011-12 | Evaluation Visit | Institute | April 4-5, 2012 |
| 2012-13 | Informal Visit | Institute | February 5, 2013 |
| 2012-13 | Evaluation Visit | Institute | May 2, 2013 |
| 2013-14 | Evaluation Visit | Institute | March 24, 2014 |
| 2014-15 | Initial Renewal Visit | Institute | November 3, 2014 |

Conduct of the Renewal Visit

| Date(s) of Visit | Evaluation Team Members | Title |
|-------------------------|-------------------------|------------------------------|
| November 3, 2014 | Natasha Howard, PhD | Managing Director of Program |
| | Adam Aberman | External Consultant |

APPENDIX: FISCAL DASHBOARD



Charter Schools Institute
The State University of New York

New World Preparatory Charter School

SCHOOL INFORMATION

FINANCIAL POSITION

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

| Opened 2010-11 | | | | | |
|--|---------|-----------|-----------|-----------|-----------|
| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
| Assets | | | | | |
| Current Assets | | | | | |
| Cash and Cash Equivalents - GRAPH 1 | - | 233,114 | 453,438 | 1,227,373 | 1,125,825 |
| Grants and Contracts Receivable | - | 10,399 | 212,125 | 12,938 | 53,099 |
| Accounts Receivable | - | - | - | 25,329 | - |
| Prepaid Expenses | - | 16,468 | 8,419 | 39,208 | 17,317 |
| Contributions and Other Receivables | - | - | - | - | - |
| Total Current Assets - GRAPH 1 | - | 259,981 | 673,982 | 1,304,848 | 1,196,241 |
| Property, Building and Equipment, net | - | 248,421 | 467,575 | 371,207 | 501,369 |
| Other Assets | - | - | - | - | - |
| Total Assets - GRAPH 1 | - | 508,402 | 1,141,557 | 1,676,055 | 1,697,610 |
| Liabilities and Net Assets | | | | | |
| Current Liabilities | | | | | |
| Accounts Payable and Accrued Expenses | - | 29,319 | 260,290 | 113,725 | 46,284 |
| Accrued Payroll and Benefits | - | 83,635 | - | 325,096 | 400,014 |
| Deferred Revenue | - | 3,382 | - | - | - |
| Current Maturities of Long-Term Debt | - | - | - | - | - |
| Short Term Debt - Bonds, Notes Payable | - | - | - | - | - |
| Other | - | 4,000 | 286 | 2,476 | 5,895 |
| Total Current Liabilities - GRAPH 1 | - | 120,336 | 260,576 | 441,297 | 452,193 |
| L-T Debt and Notes Payable, net current maturities | - | - | - | - | - |
| Total Liabilities - GRAPH 1 | - | 120,336 | 260,576 | 441,297 | 452,193 |
| Net Assets | | | | | |
| Unrestricted | - | 388,066 | 880,981 | 1,234,758 | 1,245,417 |
| Temporarily restricted | - | - | - | - | - |
| Total Net Assets | - | 388,066 | 880,981 | 1,234,758 | 1,245,417 |
| Total Liabilities and Net Assets | - | 508,402 | 1,141,557 | 1,676,055 | 1,697,610 |
| ACTIVITIES | | | | | |
| Operating Revenue | | | | | |
| Resident Student Enrollment | - | 1,551,209 | 2,559,105 | 3,808,392 | 4,314,058 |
| Students with Disabilities | - | 101,303 | 457,441 | 908,505 | 1,217,539 |
| Grants and Contracts | | | | | |
| State and local | - | 266,567 | 106,200 | 26,541 | 24,241 |
| Federal - Title and IDEA | - | 91,445 | 74,764 | 154,605 | 142,096 |
| Federal - Other | - | - | 342,409 | - | 24,811 |
| Other | - | - | - | - | - |
| Food Service/Child Nutrition Program | - | 38,537 | 52,159 | 92,340 | 91,014 |
| Total Operating Revenue | - | 2,049,061 | 3,592,078 | 4,990,383 | 5,813,759 |
| Expenses | | | | | |
| Regular Education | - | 1,121,113 | 1,962,452 | 3,209,364 | 4,206,183 |
| SPED | - | 349,446 | 579,008 | 1,198,653 | 1,305,000 |
| Regular Education & SPED (combined) | - | - | - | - | - |
| Other | - | - | - | - | - |
| Total Program Services | - | 1,470,559 | 2,541,460 | 4,408,017 | 5,511,183 |
| Management and General | - | 360,697 | 580,116 | 249,755 | 309,165 |
| Fundraising | - | - | - | - | 60,976 |
| Total Expenses - GRAPHS 2, 3 & 4 | - | 1,831,256 | 3,121,576 | 4,657,772 | 5,881,324 |
| Surplus / (Deficit) From School Operations | - | 217,805 | 470,502 | 332,611 | (67,565) |
| Support and Other Revenue | | | | | |
| Contributions | - | - | 21,900 | 20,582 | 60,689 |
| Fundraising | - | 170,104 | - | - | - |
| Miscellaneous Income | - | 158 | 512 | 584 | 17,535 |
| Net assets released from restriction | - | - | - | - | - |
| Total Support and Other Revenue | - | 170,262 | 22,412 | 21,166 | 78,224 |
| Total Unrestricted Revenue | - | 2,219,323 | 3,614,490 | 5,011,549 | 5,891,983 |
| Total Temporarily Restricted Revenue | - | - | - | - | - |
| Total Revenue - GRAPHS 2 & 3 | - | 2,219,323 | 3,614,490 | 5,011,549 | 5,891,983 |
| Change in Net Assets | - | 388,067 | 492,914 | 353,777 | 10,659 |
| Net Assets - Beginning of Year - GRAPH 2 | - | - | 388,067 | 880,981 | 1,234,758 |
| Prior Year Adjustment(s) | - | - | - | - | - |
| Net Assets - End of Year - GRAPH 2 | - | 388,067 | 880,981 | 1,234,758 | 1,245,417 |

APPENDIX: FISCAL DASHBOARD



New World Preparatory Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|------------------|------------------|------------------|------------------|
| Personnel Service | | | | | |
| Administrative Staff Personnel | - | 241,270 | 380,593 | 418,982 | 481,739 |
| Instructional Personnel | - | 469,958 | 968,057 | 1,882,492 | 2,526,089 |
| Non-Instructional Personnel | - | 58,633 | 107,619 | 93,466 | 130,286 |
| Personnel Services (Combined) | - | - | - | - | - |
| Total Salaries and Staff | - | 769,861 | 1,456,269 | 2,394,940 | 3,138,114 |
| Fringe Benefits & Payroll Taxes | - | 150,737 | 268,831 | 381,094 | 528,260 |
| Retirement | - | 3,901 | 22,849 | 20,995 | 53,742 |
| Management Company Fees | - | 229,350 | 378,370 | 400,000 | 410,000 |
| Building and Land Rent / Lease | - | 77,917 | 91,875 | 84,792 | 115,301 |
| Staff Development | - | 83,489 | 131,697 | 325,761 | 328,873 |
| Professional Fees, Consultant & Purchased Services | - | 50,010 | 67,096 | 97,956 | 149,405 |
| Marketing / Recruitment | - | 19,385 | 10,261 | 12,711 | 12,671 |
| Student Supplies, Materials & Services | - | 100,747 | 213,523 | 303,373 | 283,628 |
| Depreciation | - | 148,800 | 133,502 | 205,731 | 245,517 |
| Other | - | 197,060 | 347,303 | 430,419 | 615,813 |
| Total Expenses | - | 1,831,257 | 3,121,576 | 4,657,772 | 5,881,324 |

SCHOOL ANALYSIS

ENROLLMENT

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|-------------------------|----------|---------|---------|---------|---------|
| Chartered Enroll | - | 125 | 249 | 374 | 374 |
| Revised Enroll | - | - | - | - | - |
| Actual Enroll - GRAPH 4 | - | 115 | 190 | 282 | 319 |
| Chartered Grades | Planning | 6 | 6 & 7 | 6-8 | 6-8 |
| Revised Grades | - | - | - | - | - |

Primary School District: New York City

| Per Pupil Funding (Weighted Avg of All Districts) | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---------|---------|---------|---------|---------|
| | - | 13,527 | 13,527 | 13,527 | 13,527 |
| Increase over prior year | 0.0% | 8.7% | 0.0% | 0.0% | 0.0% |

PER STUDENT BREAKDOWN

Revenue

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---------------------------|---------|---------------|---------------|---------------|---------------|
| Operating | - | 17,818 | 18,895 | 17,706 | 18,218 |
| Other Revenue and Support | - | 1,481 | 118 | 75 | 245 |
| TOTAL - GRAPH 3 | - | 19,298 | 19,013 | 17,781 | 18,463 |

Expenses

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---------|---------------|---------------|---------------|---------------|
| Program Services | - | 12,787 | 13,369 | 15,640 | 17,270 |
| Management and General, Fundraising | - | 3,136 | 3,052 | 886 | 1,160 |
| TOTAL - GRAPH 3 | - | 15,924 | 16,420 | 16,526 | 18,429 |
| % of Program Services | 0.0% | 80.3% | 81.4% | 94.6% | 93.7% |
| % of Management and Other | 0.0% | 19.7% | 18.6% | 5.4% | 6.3% |
| % of Revenue Exceeding Expenses - GRAPH 5 | 0.0% | 21.2% | 15.8% | 7.6% | 0.2% |

Average -
5 Yrs.
OR Charter
Term

Student to Faculty Ratio

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|---------|---------|
| | - | 8.8 | 7.6 | 7.2 | 6.4 |

Faculty to Admin Ratio

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|---------|---------|
| | - | 3.3 | 3.6 | 5.6 | 7.1 |

Financial Responsibility Composite Scores - GRAPH 6

| Score | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|---|---------|-----------------|-----------------|-----------------|-----------------|
| | 0.0 | 2.1 | 2.3 | 2.5 | 1.9 |
| Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0 | N/A | Fiscally Strong | Fiscally Strong | Fiscally Strong | Fiscally Strong |

Working Capital - GRAPH 7

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|-----------|---------|
| Net Working Capital | 0 | 139,645 | 413,406 | 863,551 | 744,048 |
| As % of Unrestricted Revenue | 0.0% | 6.3% | 11.4% | 17.2% | 12.6% |
| Working Capital (Current) Ratio Score | 0.0 | 2.2 | 2.6 | 3.0 | 2.6 |
| Risk (Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4) | N/A | MEDIUM | MEDIUM | LOW | MEDIUM |
| Rating (Excellent > 3.0 / Good 1.4 - 2.9 / Poor < 1.4) | N/A | Good | Good | Excellent | Good |

Quick (Acid Test) Ratio

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|-----------|-----------|-----------|
| Score | 0.0 | 2.0 | 2.6 | 2.9 | 2.6 |
| Risk (Low > 2.5 / Medium 1.0 - 2.4 / High < 1.0) | N/A | MEDIUM | LOW | LOW | LOW |
| Rating (Excellent > 2.5 / Good 1.0 - 2.4 / Poor < 1.0) | N/A | Good | Excellent | Excellent | Excellent |

Debt to Asset Ratio - GRAPH 7

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|-----------|-----------|-----------|-----------|
| Score | 0.0 | 0.2 | 0.2 | 0.3 | 0.3 |
| Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0) | N/A | LOW | LOW | LOW | LOW |
| Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0) | N/A | Excellent | Excellent | Excellent | Excellent |

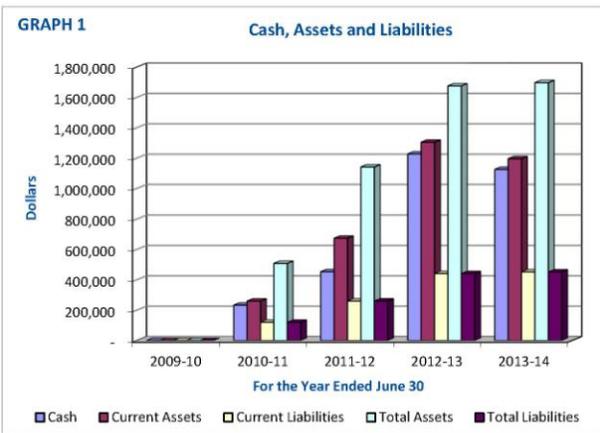
Months of Cash - GRAPH 8

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 |
|--|---------|---------|---------|-----------|---------|
| Score | 0.0 | 1.5 | 1.7 | 3.2 | 2.3 |
| Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.) | N/A | MEDIUM | MEDIUM | LOW | MEDIUM |
| Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.) | N/A | Good | Good | Excellent | Good |

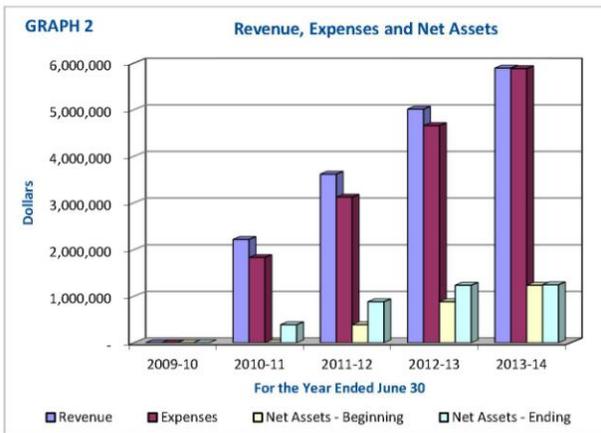
APPENDIX: FISCAL DASHBOARD



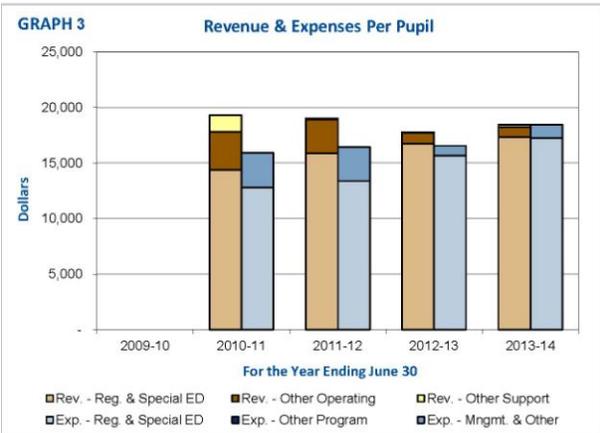
New World Preparatory Charter School



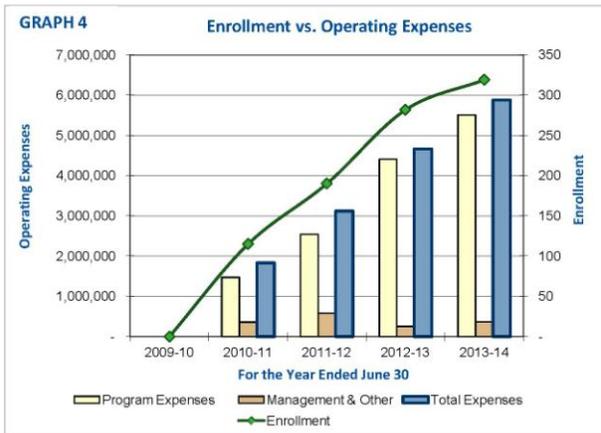
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

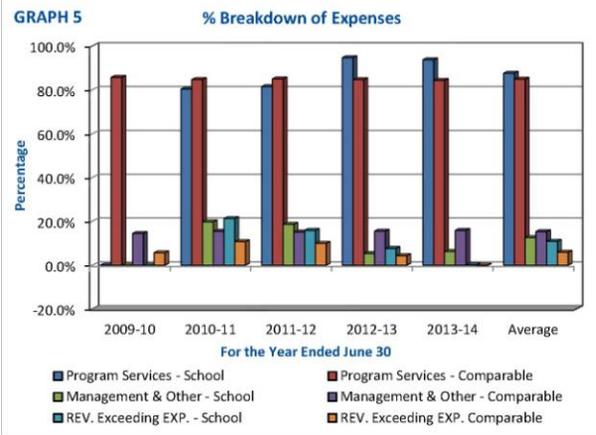
APPENDIX: FISCAL DASHBOARD



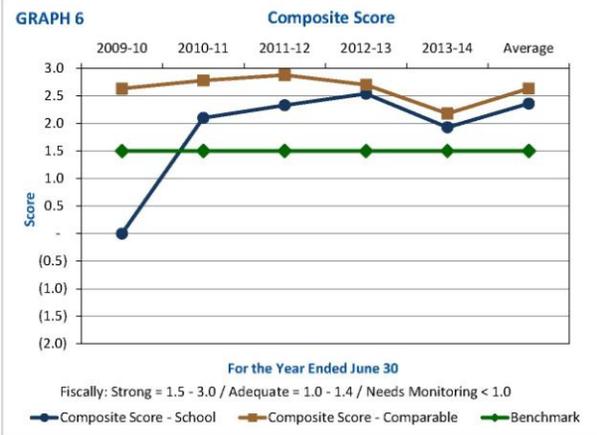
New World Preparatory Charter School

Comparable School, Region or Network: New York City & Long Island Schools

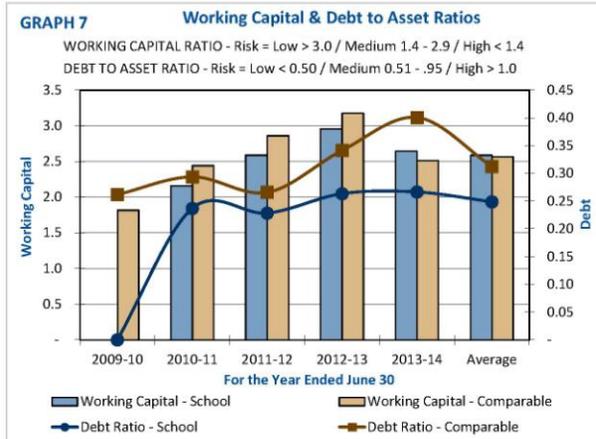
* Average = Average - 5 Yrs. OR Charter Term



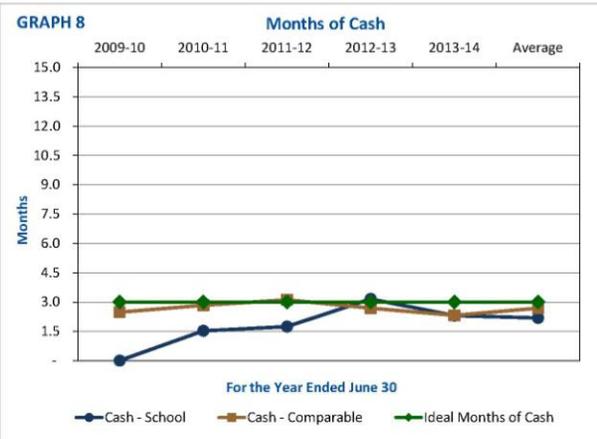
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.



This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.



This chart illustrates Working Capital and Debt to Asset Ratios. W/C indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. Debt to Asset indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts New World Prep Charter School



| | 2011-12 Grades Served: 6-7 | | | MET | 2012-13 Grades Served: 6-8 | | | MET | 2013-14 Grades Served: 6-8 | | | MET | | | |
|--|---------------------------------------|-----------------------|----------------------------|-------------|---------------------------------------|-----------------------|----------------------------|-----------|---------------------------------------|-----------------------|----------------------------|--------|-----------|-------------|----|
| | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | | | |
| | | | | | | | | | | | | | | | |
| ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam. | 3 | (0) | (0) | NO | 3 | (0) | (0) | NA | 3 | (0) | (0) | NA | | | |
| | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | | | |
| | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | | | |
| | 6 | 43.7 (87) | (0) | | 6 | 12.6 (95) | (0) | | 6 | 11.8 (129) | 0.0 (1) | | | | |
| | 7 | 25.3 (99) | 26.9 (93) | | 7 | 11.5 (96) | 13.0 (77) | | 7 | 19.8 (101) | 20.0 (80) | | | | |
| | 8 | (0) | (0) | | 8 | 14.8 (88) | 15.1 (86) | | 8 | 16.1 (87) | 16.3 (86) | | | | |
| | All | 33.9 (188) | 26.9 (93) | | All | 12.9 (279) | 14.1 (163) | | All | 15.5 (317) | 18.0 (187) | | | | |
| 2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. | Grades | PI | AMO | NO | Grades | PLI | AMO | NA | Grades | PI | AMO | NA | | | |
| | 6-7 | 121 | 135 | | 6-8 | 71 | 6-8 | | 79 | 89 | | | | | |
| COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district. | Comparison: Staten Island District 31 | | | NO | Comparison: Staten Island District 31 | | | NO | Comparison: Staten Island District 31 | | | NO | | | |
| | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | |
| | 7 | 26.9 | 52.6 | | 7-8 | 14.1 | 32.5 | | 7-8 | 18.0 | 34.6 | | | | |
| 4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students. | % ED | Actual | Predicted | Effect Size | NO | % ED | Actual | Predicted | Effect Size | NO | % ED | Actual | Predicted | Effect Size | NO |
| | 66.8 | 33.9 | 39.9 | -0.36 | | 82.4 | 12.9 | 17.6 | -0.41 | | 89.2 | 15.5 | 15.9 | -0.01 | |
| GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile. | Grades | School | State | YES | Grades | School | State | YES | Grades | School | State | YES | | | |
| | 4 | | | | 4 | 0.0 | | | 4 | 0.0 | | | | | |
| | 5 | | | | 5 | 0.0 | | | 5 | 0.0 | | | | | |
| | 6 | | | | 6 | 44.9 | | | 6 | 55.7 | | | | | |
| | 7 | | | | 7 | 56.8 | | | 7 | 61.5 | | | | | |
| | 8 | | | | 8 | 52.9 | | | 8 | 46.7 | | | | | |
| | All | 50.6 | 50.0 | | All | 51.8 | 50.0 | | All | 55.0 | 50.0 | | | | |

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

New World Prep Charter School



| | 2011-12 Grades Served: 6-7 | | | MET | 2012-13 Grades Served: 6-8 | | | MET | 2013-14 Grades Served: 6-8 | | | MET | | | |
|--|---------------------------------------|--------------------|-------------------------|-------------|---------------------------------------|--------------------|-------------------------|-----------|---------------------------------------|--------------------|-------------------------|--------|-----------|-------------|-----|
| | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | Grades | All Students % (N) | 2+ Years Students % (N) | | | | |
| ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam. | 3 | (0) | (0) | NO | 3 | (0) | (0) | NA | 3 | (0) | (0) | NA | | | |
| | 4 | (0) | (0) | | 4 | (0) | (0) | | 4 | (0) | (0) | | | | |
| | 5 | (0) | (0) | | 5 | (0) | (0) | | 5 | (0) | (0) | | | | |
| | 6 | 37.9 (87) | (0) | | 6 | 18.9 (95) | (0) | | 6 | 40.3 (129) | 0.0 (1) | | | | |
| | 7 | 33.3 (99) | 31.2 (93) | | 7 | 13.5 (96) | 14.3 (77) | | 7 | 23.8 (101) | 23.8 (90) | | | | |
| | 8 | (0) | (0) | | 8 | 18.2 (88) | 18.6 (86) | | 8 | 28.7 (87) | 29.1 (86) | | | | |
| | All | 35.5 (186) | 31.2 (93) | | All | 16.8 (279) | 16.6 (163) | | All | 31.9 (317) | 26.3 (167) | | | | |
| 2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system. | Grades | PI | AMO | NO | Grades | PLI | AMO | NA | Grades | PI | AMO | NA | | | |
| | 6-7 | 124 | 148 | | 6-8 | 76 | 6-8 | | 103 | 88 | | | | | |
| COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district. | Comparison: Staten Island District 31 | | | NO | Comparison: Staten Island District 31 | | | NO | Comparison: Staten Island District 31 | | | NO | | | |
| | Grades | School | District | | Grades | School | District | | Grades | School | District | | | | |
| | 7 | 31.2 | 65.2 | | 7-8 | 16.6 | 29.0 | | 7-8 | 26.3 | 32.6 | | | | |
| 4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students. | % ED | Actual | Predicted | Effect Size | NO | % ED | Actual | Predicted | Effect Size | NO | % ED | Actual | Predicted | Effect Size | YES |
| | 66.8 | 35.5 | 52.5 | -0.79 | | 82.4 | 16.8 | 16.7 | 0.00 | | 89.2 | 31.9 | 17.6 | 0.81 | |
| GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile. | Grades | School | State | NO | Grades | School | State | YES | Grades | School | State | YES | | | |
| | 4 | | | | 4 | 0.0 | | | 4 | 0.0 | | | | | |
| | 5 | | | | 5 | 0.0 | | | 5 | 0.0 | | | | | |
| | 6 | | | | 6 | 58.8 | | | 6 | 69.5 | | | | | |
| | 7 | | | | 7 | 58.8 | | | 7 | 64.1 | | | | | |
| | 8 | | | | 8 | 69.9 | | | 8 | 66.3 | | | | | |
| | All | 35.0 | 50.0 | | All | 62.3 | 50.0 | | All | 66.8 | 50.0 | | | | |