



THE SUNY CHARTER SCHOOLS
INSTITUTE

*RENEWAL RECOMMENDATION REPORT
NEW WORLD PREPARATORY
CHARTER SCHOOL*

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CONTENTS

2

Introduction & Report Format

4

Renewal Recommendation

6

School Background and Executive Summary

10

Academic Performance

25

Organizational Performance

31

Fiscal Performance

34

Future Plans

Appendices

A: School Overview

B: School Performance Summaries

C: District Comments

D: School Fiscal Dashboard

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INTRODUCTION & REPORT FORMAT

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”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



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.

1. Revised September 4,
2013 and available at: www.newyorkcharters.org/SUNY-Renewal-Policies/.

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REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² 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.



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: www.newyorkcharters.org/renewal/.

RENEWAL QUESTIONS

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?

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal The Institute recommends the SUNY Trustees approve a full five year charter renewal for New World Preparatory Charter School to a limited extent and renew its charter for a period of five years with authority to provide instruction to students in 5th – 8th grade only with a projected total enrollment of 386 students.



To earn a **Subsequent Full-Term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

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:

- 1:** the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules and regulations;
- 2:** the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3:** 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.⁴

Enrollment and retention targets apply to all charter schools approved pursuant to any of the Institute’s Request for Proposal (“RFP”) processes (August 2010-present) and charter schools that applied for renewal after January 1, 2011. New World Preparatory Charter School (“New World”) received a short-term renewal from the SUNY Trustees in 2015 and was given targets at that time. Per the amendments to the Act in 2010, charter schools are required to make good faith efforts to meet 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.

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL eligible students. SUNY

3. SUNY Renewal Policies
 (p. 14).

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

and the New York State Board of Regents (the “Board of Regents”) finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

New World makes good faith efforts to meet its enrollment and retention targets. Laudably, the school meets all of its enrollment targets and provides students with a program that families are excited to share with other families in the community. New World uses the following outreach efforts to meet those targets:

- presenting information about the school’s programs for servicing students with disabilities and ELLs through flyers;
- providing information about the school in multiple languages;
- recruiting in specific neighborhoods to target Staten Island’s most economically disadvantaged students;
- utilizing a preference in the school’s lottery for ELL students; and,
- enabling the school’s coordinator of parent academy and student recruitment to recruit within the neighborhood and supporting local immigrant families with the application process.

For additional information on the school’s enrollment and retention target progress, see Appendix A.

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. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has received no district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

NEW WORLD PREPARATORY CHARTER SCHOOL

BACKGROUND

The SUNY Trustees approved the original charter for New World on September 15, 2009. The school opened its doors in the fall of 2010 initially serving 125 students in 6th grade. It is authorized to serve 375 students in 6th – 8th grade during the 2017-18 school year. The school seeks to eventually enroll students in Kindergarten – 8th grade and anticipates returning in the course of the next charter term to provide the curriculum and instructional design necessary to gain approval from the SUNY Trustees for this expansion. The Institute recommends a full, five year subsequent renewal for the school limiting New World’s expansion to include 5th – 8th grade with a projected enrollment of 386 students. New World’s current charter term ends on July 31, 2018. A full five year renewal would allow the school to operate through July 31, 2023. New World leases private space at 26 Sharpe Avenue, Staten Island, NY in New York City Community School District (“CSD”) 31.

The mission of New World is:



New World Preparatory Charter School provides an exceptional education for students by employing research-based strategies to raise academic achievement through academic rigor and relevance, personalization, focused professional development, and meaningful family engagement and collaboration with the larger community. We 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 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.

Community members that work closely with at-risk youth founded New World as a response to a need for parent choice in the North Shore community of Staten Island. Unlike other boroughs, Staten Island is one Community School District, CSD 31. CSD 31’s district-wide economically disadvantaged average is 55.4%. New World’s economically disadvantaged student population is 93.8% as the school draws its students primarily from the North Shore of Staten Island thus attracting some of the borough’s most challenged students. Comparisons to CSD 31’s averages must be viewed in the context of this additional demographic data.

EXECUTIVE SUMMARY

New World is an academic success, as the school is meeting or coming close to meeting its Accountability Plan goals for its subsequent charter term. The school demonstrates success in the following ways:

- Fulfilling a priority in the Charter Schools Act to serve New York students that are most at risk for academic failure, New World's student population is starkly different than the population of Staten Island CSD 31. New World enrolls a larger percentage of students in special populations than the district, including ELLs (14.2% compared to 4.5%), students with disabilities (26.9% compared to 25.8%), economically disadvantaged students (93.8% compared to 55.6%), and students of color (95% compared to 48%). New World's enrollment numbers for at-risk populations reflects a diligent effort by the school to increase enrollment over the past three years. Additionally, 210 of the 384 students enrolled in 2016-17 came from homes in which English was not the home language.
- In 2016-17, the school's Black or African-American students outperformed their district peers in English language arts ("ELA") and mathematics by 23 and 28 percentage points, respectively.
- New World tracks its performance against specific schools within CSD 31. In comparison to four district middle schools⁵ with similar demographics to New World the school demonstrated strong comparative performance in 2016-17. New World's students in at least their second year posted a 33% proficiency rate in mathematics, outperforming the weighted average performance of the comparison school students by 17 percentage points. Additionally, at-risk student populations demonstrate strong performance exceeding this comparison group. For example, New World's economically disadvantaged students outperformed their peers in the comparison schools in ELA by three percentage points and in mathematics by 21 percentage points during the 2016-17 school year.
- While the school's ELA growth score fell below the target in 2016-17, the school moved students up in performance levels at a commendable rate: 53% of students who scored at level 1, the lowest possible level, on the ELA exam in 2015-16 moved to a level 2 in 2016-17; and, in mathematics, 19% who scored a level 1 in 2015-16 grew to a level 2 in 2016-17.
- During the 2012-13 school year, the school's students enrolled for at least two years posted proficiency rates of 14% in ELA and 17% in mathematics. By 2016-17, the school had increased the ELA proficiency rate by 21 percentage points to 35% scoring at or above proficient. By the same year, New World increased its mathematics proficiency rate by 16 percentage points to 33% proficient.

5. The comparison schools include district schools with no selective admission criteria: IS 27 Anning S. Prall; IS 49 Berta A. Dreyfus; IS 51 Edwin Markham; and, IS 61 William A. Morris.

- New World posted the highest performance of all CSD 31 middle schools adjusting for demographic factors and incoming student achievement according to the New York City Department of Education (“NYCDOE”) analysis.⁶ Incoming 6th graders to the school have a lower average 5th grade proficiency rate in ELA and mathematics than other 6th graders across the district.
- While the school experienced a nominal decline in overall mathematics proficiency in 2016-17, students with disabilities, ELLs, and economically disadvantaged students posted mean growth percentiles at or above the target of the state median of 50, as they have throughout the charter term.
- According to New World’s internal, nationally normed, computer-based assessment, at-risk student populations demonstrate at least one years’ worth of growth in 2014-15 and 2015-16 in both ELA and mathematics, with ELLs notably demonstrating at least one and half years’ worth of growth in both subjects.
- In 2016-17, New World’s first class of 8th graders, who left the school after the 2012-13 school year, posted an 80% four-year high school graduation rate, exceeding the 2015-16 (the most recently available) CSD 31 and NYCDOE high school graduation rates. Notably, CSD 31 only graduated 74% of its economically disadvantaged students that year.

New World’s new leadership team and structure, which has been in place since the school’s previous renewal, establishes a clear delineation of duties between academics and operations, to allow instructional leaders to primarily focus on academics. Additionally, leaders are responsive to students’ needs: the school is thoughtful about addressing students’ needs through an extensive social-emotional program as the school’s population has many families who are recent immigrants or face trauma in their home lives.

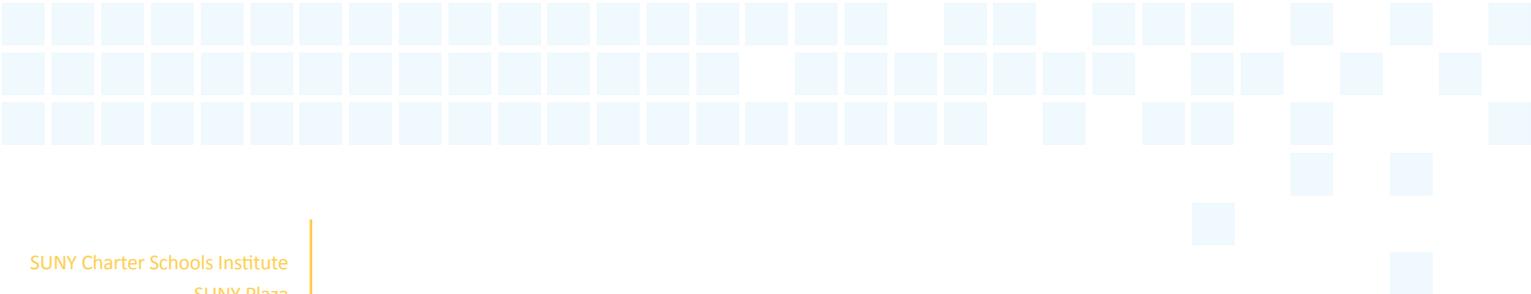
New World’s board is thoughtful and strategic in its oversight of the school’s educational program. Members allocate sufficient resources to the school’s program and set rigorous goals with school leaders that closely align to the school’s Accountability Plan goals. Leaders have systematic processes in place to review and reflect upon the school’s academic program and make necessary changes with decisions rooted in detailed data analysis practices.

Based on the Institute’s review of the school’s performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and, a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends that the SUNY Trustees grant New World a Subsequent Full-Term Renewal and limit any expansion to the addition of 5th grade.

6. The NYCDOE calculates an impact score for schools that measures school performance against a comparison group.

More information can be found on the NYCDOE’s 2017 School Performance Dashboard at: tools.nycenet.edu/.



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NOTEWORTHY

New World participates in the NYCDOE's District-Charter Collaborative with PS 21. Teachers from both schools share teaching practices and strategies for implementing an innovative mathematics teaching model. As a result of the initiative, New World is implementing a blended learning model in all classrooms as part of the school's one to one laptop initiative and to allow teachers to individualize instruction.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met or come close to meeting all key academic Accountability Plan goals in its subsequent charter term, New World is an academic success. The school's leaders have clear priorities to develop and improve the school's academic program. The school strategically utilizes data dashboards to monitor progress and provide interventions for students.

At the beginning of the Accountability Period,⁷ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁸ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the Board of Regents”⁹ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools’:

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE SCHOOL DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE SCHOOL GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

7. 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 a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

8. Education Law § 2850(2)(f).

9. Education Law § 2854(1)(d).

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.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the initial charter term.

The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment, comparison to local district, comparison to demographically similar schools, and student growth in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of New World relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of New World's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of New World's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time, the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

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1A****HAS THE SCHOOL MET OR COME CLOSE TO MEETING
ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?**

New World came close to meeting its key academic Accountability Plan goal in ELA and met its mathematics Accountability Plan goal during each year of the charter term. In its current, second charter term, New World performed higher than expected compared to schools across the state with similar proportions of economically disadvantaged students. The Institute notes that 94% of the school's students are economically disadvantaged, 39% more than the surrounding district. While results meet or come close to meeting the school's Accountability Plan goals, some targets are trending downward. New World's leaders recognize this issue and have developed systems, discussed further in the report, to address the negative trends. The school did not meet its science goal. New World met its No Child Left Behind ("NCLB") goal.

New World came close to meeting its ELA Accountability Plan goal during its charter term. In 2014-15, the school underperformed CSD 31 in absolute proficiency but posted a mean growth percentile 6 percentile points above the target of the state median of 50. Further, New World also posted high performance on its comparative effect size measure. The school performed higher than expected to a large degree compared to schools across the state enrolling similar rates of economically disadvantaged students. In 2015-16, the school continued to exceed its targets for comparative and growth performance. Although the school performed lower than the district, it posted a mean growth percentile five points above its target. In comparison to schools across the state enrolling similar proportions of economically disadvantaged students, the school performed higher than expected to a meaningful degree. In 2016-17, the school came close to meeting its ELA goal when it performed higher than expected to a small degree and posted a mean growth score just below the target of 50. The school continued to underperform the district in ELA proficiency. However, the school has commendably improved its absolute proficiency from 14% of students scoring at or above proficiency in 2012-13 to 35% in the most recent year of data, a 21 percentage point increase.

New World met the mathematics goal in its Accountability Plan, exceeding the targets for all of its comparative and growth measures during each year of its charter term. In 2014-15, 2015-16, and 2016-17, the school's students enrolled in at least their second year outperformed the district's students enrolled in similar grades. In comparison to schools across New York State enrolling similar percentages of students who are economically disadvantaged, New

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World performed higher than expected to a large degree each year of the charter term. The school also posted strong growth in the mathematics learning of its students, surpassing the target of the state median of 50 each year. In 2016-17, the school posted a mean growth percentile in mathematics seven points higher than the target.

During the 2014-15 school year, New World came close to meeting its science goal. That year, 68% of the school's 8th graders scored at or above proficiency on the state's science exam, falling short of the absolute target but exceeding the performance of the district's 8th graders by three percentage points. Over the following two years, the school did not meet its science goal when it posted proficiency rates below the 75% target and below the district's proficiency rate. Recognizing the decrease in performance, leaders are addressing the school's approach to science instruction by making adjustments to the school's curriculum to allow for lessons to better meet the demand of the state standards. Additionally, the school is looping the 7th grade science teacher to 8th grade to allow for more continuity in students' experience for science classes.

New World met its NCLB goal and has consistently been in good standing under the state's accountability system.

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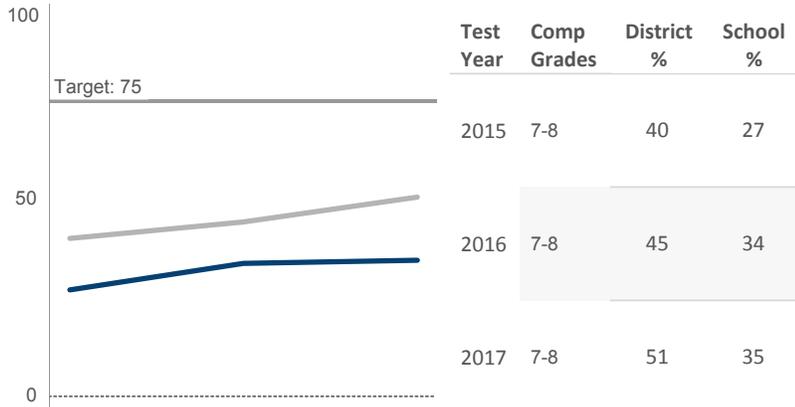
ACADEMIC PERFORMANCE

NEW WORLD PREPARATORY CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

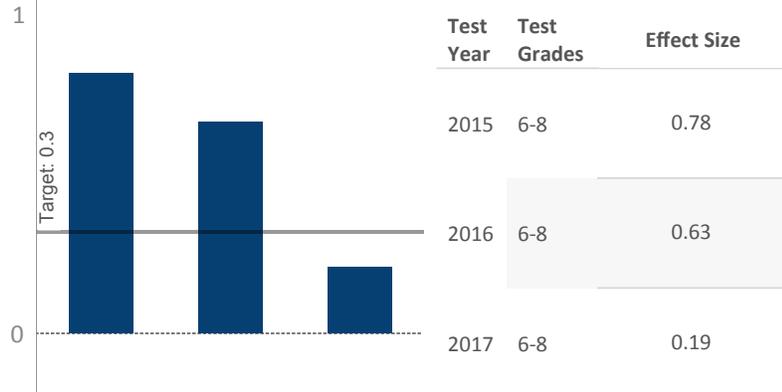
Comparative Measure:

District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



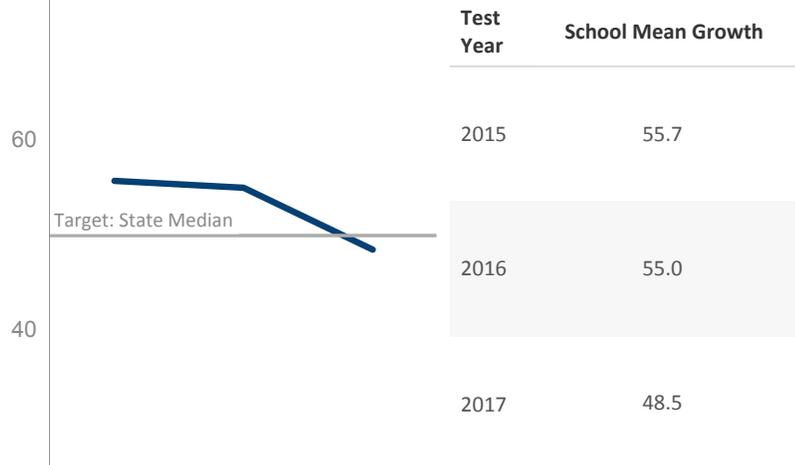
Comparative Measure:

Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth

Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA**.



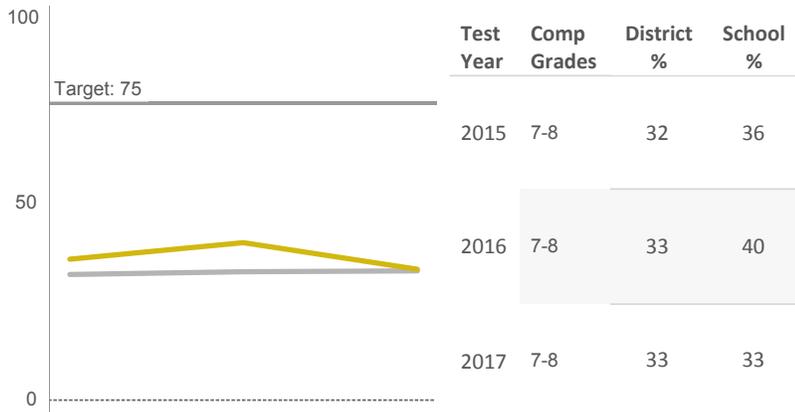
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ACADEMIC PERFORMANCE

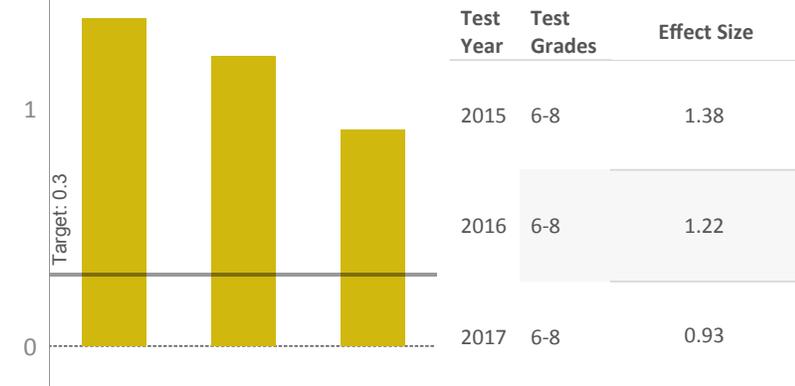
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MATHEMATICS ACCOUNTABILITY PLAN GOAL

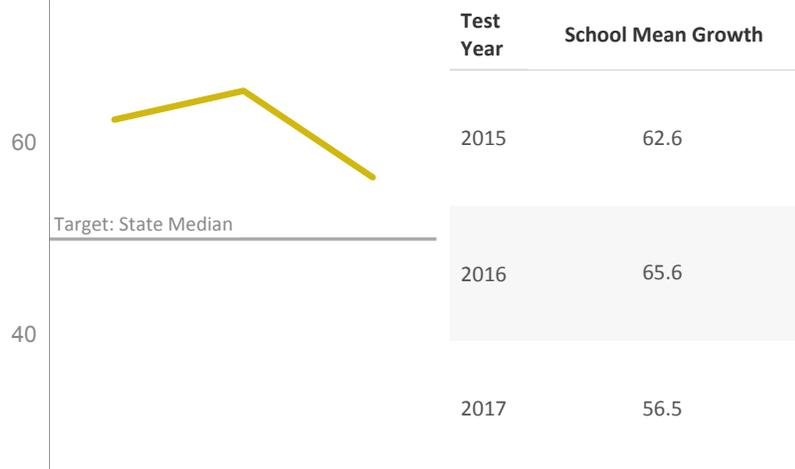
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in mathematics will be greater than that of students in the same tested grades in **the district**.



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 **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above the state's unadjusted median growth percentile in **mathematics**.

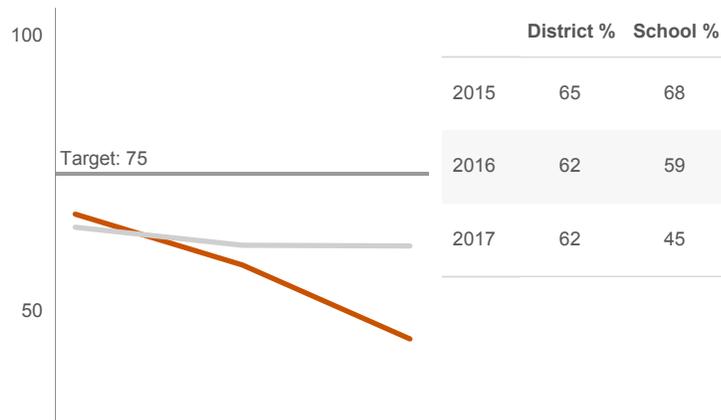


ACADEMIC PERFORMANCE

NEW WORLD PREPARATORY CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the district.



SPECIAL POPULATIONS PERFORMANCE

	2015	2016	2017
Enrollment Receiving Mandated Academic Services	77	83	104
Tested on State Exam	68	82	100
School Percent Proficient on ELA Exam	1.5	8.5	5.0
District Percent Proficient	8.4	9.4	11.4

	2015	2016	2017
ELL Enrollment	32	42	55
Tested on NYSESLAT Exam	29	38	35
School Percent 'Commanding' or Making Progress on NYSESLAT	17.2	28.9	5.7

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

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1B**

DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

In response to last year's state test data, New World is adjusting its assessment system to improve instructional effectiveness and student learning. Leaders create comprehensive data dashboards for teachers to monitor progress and identify students for targeted intervention based on the valid and reliable assessments administered by the school.

- New World regularly administers valid and reliable assessments aligned to state standards. The school administers iReady assessments for ELA and mathematics four times a year as diagnostic and progress monitoring assessments. Based on their analysis of assessment results, leaders use the data as a predictor of state assessment performance and regularly correlate students' state exam results with iReady data. The school also administers two mock state exam interim assessments in both mathematics and ELA based on released state assessment questions to analyze standards and determine specific needs to improve student performance.
- The school has a valid and reliable process for scoring and analyzing assessments. During pre-service training and regularly scheduled professional development and common planning times, teachers norm scoring using modified state assessment rubrics and discuss any grading discrepancies that arise. Teachers consistently discuss student results to ensure normed grading practices in both ELA and mathematics.
- New World makes assessment data accessible to teachers, school leaders, and board members. Leaders produce comprehensive data dashboards for teachers to see all collected student achievement data including iReady data, previous years' state exam data, and other data collected through the school's intervention program. Leaders establish data walls in workrooms as a visual representation of students' performance. For the board, leaders present easily accessible dashboards with high level student achievement data.
- Teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students, and identifying students for special intervention. Although the school has not yet administered the diagnostic assessment for this year, teachers utilize end of year iReady data and the most recent state test results to determine initial student groupings for the beginning of the school year. The school uses the previous year's state exam data to determine intervention program placement for additional support in both ELA and mathematics.

- New World leaders use assessment results to develop professional development plans. Based on the previous year's results, leaders established an initiative for mathematics classes to utilize a blended learning model in each grade and provide teachers with development opportunities for implementing blended learning, which allows some students to utilize computer-based learning activities while other students receive direct instruction from teachers based on specific and targeted learning needs. The school's board sets other schoolwide priorities that inform other professional development areas.
- New World regularly communicates to parents and guardians about students' progress and growth by sending home four progress reports and four report cards throughout the year. The school uses student-led conferences to allow students to take more ownership over their learning. Parents have sufficient access to the school's online grading system to see updates to students' grades and scores, and the school accommodates families that do not have internet access at home.

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

New World's curriculum supports teachers in their instructional planning. The school uses progress monitoring data in a systematic process for reviewing and updating curricular materials each spring.

- New World has a curriculum framework that provides a fixed, underlying structure and aligns to state standards and across grades. The school utilizes EngageNY as the foundation for ELA and mathematics curricula. For science and social studies, the school plans the curriculum framework based on state standards with supplemental resources from FOSS for science and Holt McDougal for social studies. In recognizing a need to improve the school's state science performance, the school is working with science consultants to review and improve the current science curriculum to include Next Generation Science Standards ("NGSS"). The science consultants work closely with teachers to ensure that lessons meet the rigor of the state science standards. Content teachers collaborate across grades to ensure vertical alignment of curricular materials across the school.
- New World provides teachers with curricular resources to support with lesson planning. Teachers create content area curriculum maps in the spring of each year. Leaders review those maps and analyze their strength in meeting the rigor of state learning standards. Teachers utilize the finalized maps to create unit plans, which provide a bridge between the curricular framework and lesson plans.

SUNY RENEWAL BENCHMARK 1C

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- The school has a process for selecting, developing, and reviewing its curricular documents. Each spring, leaders provide teachers with time to reflect upon and review the curriculum maps for each content area to make necessary revisions and propose changes to leaders. Teachers are thoughtful in revising novel study units to include texts that feature characters and topics that reflect the school's student population. Leaders then review the changes and ensure alignment to the state standards. Due to leaders' dissatisfaction with recent years' state test results, leaders are in the process of transitioning to a new curricular program for 6th grade. Leaders researched multiple programs and discussed options with teachers over the summer, and decided on new curricular programs in August 2017. The school plans to implement Journeys¹⁰ for ELA and GoMath!¹¹ for mathematics after an implementation training in November. The school conducted research of multiple programs and determined that these two programs would help to improve students' achievement results based on the following factors: success in other similar schools and the program research to corroborate claims; the wide range of materials available to support students struggling academically and ELLs; and, since the programs offer Kindergarten – 6th grade materials, they could easily transition to lower grades if the school expands to Kindergarten – 4th grade in the future.
- Teachers plan purposeful lessons with activities tightly aligned to the learning objectives. The school has a lesson plan template that teachers consistently use. The template includes space for a lesson objective, essential questions, co-teaching models, a standards-based rubric, and lesson activities. Leaders recognize a need to incorporate areas in the lesson plan template for teachers to plan for differentiation strategies, student misconceptions, and for questions that develop students' higher order thinking skills. Leaders and coaches consistently review lesson plans and provide feedback that teachers integrate into lesson plans.

10. For additional information and research, please visit www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys/.

11. For additional information and research, please visit www.hmhco.com/shop/education-curriculum/math/elementary-mathematics/go-math-k-8/.

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IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

Solid instruction is evident in New World classrooms. Teachers deliver purposeful lessons with clearly planned co-teaching models, and teachers maintain consistent behavioral expectations for student learning across all grade levels. As shown in the chart that follows, during the renewal visit, Institute team members conducted 24 classroom observations following a defined protocol used in all renewal visits.

NUMBER OF CLASSROOM OBSERVATIONS

		GRADE			
		6	7	8	Total
CONTENT AREA	ELA	3	3	6	12
	Math	3	3	3	9
	Science	1	1		2
	Soc Stu	1			1
	Total	8	7	9	24

- Teachers deliver purposeful lessons with clear objectives aligned to the school's curriculum (22 of 24 lessons observed). Teachers consistently share learning targets in student-friendly language at the beginning of each lesson, post them at the front of the room, and have students record the objective in notebooks. In reaction to last year's state assessment results, leaders made a concerted effort through summer training and beginning of the year observations to improve the quality of lessons. The Institute team observed teachers creating clear learning objectives that isolate specific skills and strategies to improve student learning. Additionally, leaders have worked with teachers to consistently utilize a variety of co-teaching models in order to better react to student misconceptions. Teachers utilize effective co-teaching models: multiple group work stations to target specific needs and split group, co-instruction models. These models effectively allow teachers to lower the student to teacher ratio and target specific learning needs for smaller groups of students during lessons.
- About half of the teachers regularly and effectively use techniques to check for understanding (11 of 24 lessons observed). Teachers consistently circulate around classrooms and collect data on each student's performance against the lesson objective. And, at the beginning of the school year, some teachers are beginning to use this

strategy effectively to identify student misconceptions and provide meaningful feedback that allows students to make immediate corrections during lessons. Teachers' questions are targeted and relate closely to the lesson objective; however, teachers do not have systematic ways to gauge understanding for every student to ensure they understand the target. The school is beginning to roll out blended learning through Google Classroom, and leaders have professional development planned that will train teachers to collect student achievement data systematically and to utilize the data to gauge every students' level of understanding during lessons.

- While only few teachers include tasks or questions that develop students' depth of understanding and higher order thinking skills (6 of 24 lessons observed), leaders recognize this as an area of improvement. In most classrooms, teachers ask basic, factual recall questions and do not provide students with opportunities to discuss material using such strategies as group or peer discussions. Through lesson plan and observation feedback, leaders target improving the quality of questions that teachers craft and ask during lessons. In the classrooms that demonstrate higher order thinking opportunities, teachers strategically facilitate discussions and opportunities for students to discuss and defend their answers with peers.
- Teachers have effective classroom management techniques and routines that create a consistent focus on academic achievement (22 of 24 lessons observed). Teachers establish calm learning environments with students focusing on lesson activities. Teachers utilize strong pacing strategies, such as a timer for independent work time, and centers, which allow teachers to target small group instruction as student rotate through a variety of workstations during a class lesson.

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

New World has a robust instructional leadership structure, provides regular teacher observations, and delivers a comprehensive professional development program. The school continues to develop the capacity of instructional leaders, observation cycles, and quality of feedback to teachers in order to improve instructional effectiveness.

- School leadership establishes consistent expectations for teacher performance and student achievement. The principal and president set quantitative goals for the school's iReady and interim assessments, based on the previous year's internal and state assessment scores. At the beginning of the year, teachers set individual development goals. Although teachers' goals do not include targets for quantitative student achievement, leaders review the goals to ensure they align with Dr. Marzano's Focused

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 BENCHMARK
 1E**

12. For additional information and research, please visit www.marzanoresearch.com/.

13. For additional information and research, please visit ei.yale.edu/ruler/.

Teacher Evaluation and Leadership Evaluation Models (“Marzano framework”).¹² The evaluation tool is a research based evaluation tool that highlights specific pedagogical practices that demonstrate positive student achievement growth.

- In addition to setting clear expectations for academic learning, New World implements the RULER program¹³ to set high expectations for students’ social-emotional development. The RULER program is developed by the Yale Center for Emotional Intelligence and focuses on building students’ self awareness of emotions and how to handle emotional situations. Leaders recognize the importance of this with the school’s population as many families are recent immigrants or face trauma in their home lives.
- The instructional leadership structure successfully supports the development of teaching staff. The principal is the primary instructional leader. An associate director of academic support and a full time ELA coach support the principal with instructional leadership tasks. The school provides teachers with leadership opportunities with roles like literacy leaders coordinator and vertical team leader positions. Additionally, the school contracts with specialized coaches for special education, mathematics, and science to provide support to teachers once a week. New World provides weekly two-hour professional development sessions, and teachers have access to external professional development.
- New World provides teachers with sustained coaching. Leaders and coaches observe teachers at least once every other week and provide feedback utilizing an online action form shared with each teacher. Teachers meet with an instructional coach or principal to review the action form and determine action steps for improvement. Additionally, leaders conduct frequent observations and provide teachers with feedback via email, reports, or in-person conversation. The principal provides all teachers with two informal observations, while also providing returning teachers with two formal evaluations and new teachers with three formal evaluations. The school uses the Marzano Focused Teacher Evaluation Model for every observation and evaluation and lists the teachers’ strengths based on the framework.
- Instructional leaders provide regular opportunities and guidance for teachers to plan curriculum within and across grade levels. Grade team leaders, content team leaders, and coaches support teachers during daily common planning times or during staff professional development sessions to plan lessons and analyze formative and summative assessment data, allowing teachers to align strategies across grades and content areas.
- Instructional leaders implement a comprehensive professional development program that tightly aligns with school priorities. The principal and president established two priorities for 2017-18 professional development: strengthening higher order thinking questions; and, implementing blended learning. Professional development sessions are focused on

using Google Classroom to differentiate instruction to meet the needs of all students, developing instructional strategies using the Marzano framework, or supporting students' social emotional development through the RULER program.

- New World leaders regularly conduct teacher evaluations with clear criteria based on the Marzano framework. Teachers have a clear understanding of the Marzano framework, and leaders ensure that all teachers receive evaluations.

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

SUNY RENEWAL BENCHMARK 1F

The school supports the learning needs of students at risk of academic failure and ELLs through consistently monitoring student achievement and differentiating student groups to meet learning needs. However, New World is out of compliance with a few students' services for special education and is working on this situation with the Institute and the community school district Committee on Special Education ("CSE"). Overall, students with disabilities and ELLs posted mean growth percentiles at or above the state median of 50 in 2016-17, indicating that these subgroups of students are making greater progress relative to their peers statewide.

- The school uses clear procedures for identifying students with disabilities, ELLs, and students struggling academically. New World has a four-tiered Response to Intervention ("RTI") process to identify students in need of academic or social emotional intervention using iReady and state assessment data. If students do not show progress, the school uses a process to refer students to the community school district CSE for evaluation of a learning disability. The school uses the home language identification survey and data from the students' previous schools to identify the need for English language acquisition services and administers the New York State Identification Test for English Language Learners ("NYSITELL") when necessary.
- New World has effective supports in place for at-risk students. The school's director of student support services and associate director for academic support oversee the intervention programming. The school provides tutorial services during lunch, on weekends, after school, mid-winter and spring recesses, and summer break, using teacher created materials and the Measuring Up curricular materials, and these supports demonstrate strong support for ELLs and students struggling academically. New World has two ELL teachers for the school's 51 ELLs. While the school is in the process of updating its ELL curricula, the ELL teachers provide daily push-in support in social studies and pull-out support that aligns with the social studies and ELA curricula. Over 25%

of the students at New World are students with disabilities, and the school provides integrated co-teaching (“ICT”) classrooms, and the majority of teachers effectively utilize co-teaching models to meet students’ needs. Leaders and teachers meet with and keep families well-informed about the supports provided to students with Individualized Education Programs (“IEPs”).

- The school effectively monitors the progress and success of at-risk students. The school sets goals for each class, and the associate director of academic support disaggregates iReady, interim, and state assessment data for ELLs and students with disabilities, and uses the data to create instructional groups. New World uses the New York State English as a Second Language Achievement Test (“NYSESLAT”) to monitor ELLs’ English language proficiency. Each week, teachers and guidance counselors discuss students of academic or behavioral concern during common planning time. Teachers use assessment data, classwork, and behavioral data recorded in Kickboard to draft action steps to support the students. The student support team, which includes the guidance counselors, principal, president, and director of student support services, further reviews the data and finalizes an action plan for the student. Teachers and guidance counselors provide phone calls home, progress reports, and report cards to parents and families to make them aware of progress. The special education coordinator makes all teachers aware of students’ progress toward meeting IEP goals, and the ELL coordinator oversees English language proficiency goals.
- The school provides opportunities for coordination between classroom teachers and at-risk program staff. Co-teachers meet informally throughout the day to plan lessons and formally meet with leaders during student achievement meetings. ELL teachers meet two to three times per week with the social studies teachers during common planning blocks to discuss instructional strategies and how to differentiate lessons.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

New World is an effective and viable organization. The school’s administrative structure effectively supports the implementation of the school’s educational program. The board is active and works closely with school leaders to set rigorous academic goals for student performance.

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

New World is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. New World has a strong family support program and support services for families. The school also develops curricular units based on social justice themes to keep students well-informed of current issues in the world. Leaders have strong data dashboards to support teachers’ use of data to inform instruction.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from the NYCDOE’s 2016-17 NYC School Survey. The NYCDOE distributes the survey every year to compile data about school culture, instruction and systems for improvement. Approximately 88% of families who received the survey responded. The majority of survey respondents (95%) indicated strong satisfaction with the school’s program, and the response rate is sufficient to be useful in framing the results as representative of the school community.

SUNY RENEWAL BENCHMARK 2A

SUNY RENEWAL BENCHMARK 2B

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Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 11 parents in attendance at the focus group indicated strong satisfaction with New World’s academic program, communication, and general support for all students at the school. Parents described the school’s counselors as a vital resource to support not only student learning and development, but also as an essential resource to support families when they are struggling. Parents identified multiple and effective ways that the school keeps in touch about student achievement including online resources, report cards, and verbal communication.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2016-17, 96% of New World students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

New World has the organizational capacity to deliver an effective educational program. During the current charter term, the school restructured to have a president and principal model to allow the principal to focus on academics.

- The school has established an administrative structure with staff, operational systems, policies, and procedures that allow the school to carry out its academic program. The school has sufficient staff to support the educational program including the president, principal, director of school organization, business office staff, and two external board consultants. The school also outsources services for human resources, technology, finance, and public relations.

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2C

- The organizational structure has clearly defined responsibilities; however, certain responsibilities do not align with the roles. Although the director of school organization is nominally responsible for school operations, some instructional staff still perform operational and administrative tasks. The director of student support services, while responsible for guidance and social work, also monitors student records for immunizations and supervises the student data system. The associate director of academic support services is primarily responsible for data, curriculum, and assessment, yet also provides technical support for the student achievement data system, creates computer cart schedules, teaches a class, provides instructional coaching, and oversees academic intervention services.
- New World consistently applies a clear student discipline system, providing a safe and orderly environment. The dean of students monitors student behavior data in Kickboard, and the director of student support services oversees the RULER program. New World provides all staff ongoing professional development for the RULER program implementation. During the daily advisory period, students learn how to express their emotions and reflect upon their behavior. The school has three guidance counselors who are responsible for the same students throughout their time in middle school, enabling them to establish strong relationships with students and families. Since program implementation, the total number of suspensions has decreased, and attendance has increased.
- The school retains quality staff. After struggling with staff retention in previous years, New World now offers bonuses for time of service at the school, differentiated pre-service training, and meetings twice a month for new teachers with the principal. The staff retention rate increased by over 30% from 2016-17 to 2017-18.
- New World allocates sufficient resources to support its goals. Every classroom has a SMART board that all teachers utilize daily, and almost every classroom has a set of laptops including the pilot of a one-to-one laptop program for 6th grade students. The school plans to make the laptop program available for all students in the middle school grades in the next two years. Teachers receive funds at the beginning of the year to use on classroom supplies and can easily request more supplies if needed.
- The school maintains adequate enrollment. New World consistently met its enrollment targets during the charter term and currently has a waitlist of over 250 students. The school accepts new students in all grades. The school monitors its enrollment and retention of students with disabilities, ELLs, and students who qualify for FRPL. The parent coordinator and director of school organization monitor the data. The school gives recruitment presentations at schools in the neighborhood, in which the majority of students qualify for FRPL. The school also has a preference in their lottery for ELLs.

**SUNY
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2D**

- New World regularly monitors and evaluates the school's program. The consultant for research and continued school improvement works with the principal and the associate director of academic support to review the school's curricula based on school-year and state assessment data, and determine necessary curricular changes. For example, during the spring of 2016, school leaders recognized the need to change the 6th grade curriculum to better meet the need of incoming students, as well as have a curriculum that the school can utilize for 5th grade.

DOES THE SCHOOL BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

New World's board works effectively to achieve the school's Accountability Plan goals. Members work closely with school leaders to review student achievement data to set rigorous performance goals.

- Members of New World's board possess adequate skills and have put in place structures and procedures with which to govern the school and oversee management of day-to-day operations. Board members' areas of expertise include K-12 education, higher education, law, communications, and business. All members are part of the Staten Island community. Some members are active in the North Shore community, working through a not-for-profit organization, Project Hospitality, which provides low-income families with services such as providing educational support, finding affordable healthcare options, and hosting a local soup kitchen. The board seeks to add additional members in the areas of finance and real estate, and is aware of succession planning as some members plan to resign once new members join the board.
- New World's board requests and receives sufficient information to provide rigorous oversight of the school's program and finances. The board effectively utilizes a committee system to review school information, such as achievement data and finance reports. Leaders present information about finances and academics to the finance and education committees, respectively, and then information is shared with the full board.
- Board members establish clear priorities, objectives, and long-range goals. The board utilizes the school's Accountability Plan to support the creation of achievement goals with school leaders, which include improving the school's achievement scores. Additionally, the board has set goals to acquire the current space and expand or possibly replicate the school's program to elementary grades in the next charter term. For this school year's priorities, the board worked with school leaders to establish goals that focus on

implementing the Marzano framework for teaching and learning, blended learning, and social emotional learning through the RULER program and partnership with Yale’s Center for Emotional Intelligence.

- New World’s board directly manages and successfully retains the school’s president. The board is responsive to requests from school leaders and provides sufficient resources to allow the school to function effectively. The board also works intently with leaders to establish strategies to increase retention of teachers including awarding bonuses to teachers and increasing benefits.
- Board members are in constant communication and informally hold one another accountable for attendance and participation, but members recognize a need to formalize the process. The board has a formal process for regularly evaluating the school president’s performance utilizing the Marzano school district leader evaluation.
- Members effectively communicate with the school community. Board members regularly hold open meetings and plan frequent visits to observe and participate in school events. One member lives near the school and participates in greeting students each morning.

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

SUNY RENEWAL BENCHMARK 2E

The board implements, maintains, and abides by appropriate policies, systems, and processes. In material respects, the school board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The school board demonstrates a thorough understanding of its role in holding the school leadership accountable for academic results and fiscal soundness.

- The board uses a successful committee structure that includes academic, finance, personnel, facilities, and security committees. Each committee meets regularly before scheduled full board meetings.
- The board is extremely dedicated and devotes much of their time to the school. This is evident through their regular attendance at board meetings, committee meetings, and school events. Board members regularly go to the school and observe classes. One board member meets the buses many days to greet students. The board is thoughtful as to succession planning.
- The board is very involved in the community and leverages those relationships. It considers the school a part of that community and sees it as a tool not just for the students but their families, the schools the students matriculate to beyond the school, and community as a whole.

- Financial reports and information to the board are thorough, which allows the finance, personnel, and facilities committees to use the reports for planning.
- Prudent fiscal monitoring has allowed the school to save money to purchase and build new facilities.
- Thoughtful in their approach to teacher retention, which has been an issue, the board and its personnel committee cite location and payscale as hindrances. This year, therefore, the board increased benefits and provided bonuses to teachers.
- The principal and president regularly provides members with specific and extensive reports on the fiscal and academic performance of the school.
- The board materially complies with the terms of its by-laws.
- Working diligently towards the goal of acquiring its current physical property to construct a new school facility, the board has harnessed expertise and relationships to accomplish this goal.

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BENCHMARK
2F

HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter with certain, minor exceptions.

- **Complaints.** There was one complaint as to two outside providers using inappropriate measures to manage student behavior. The school appropriately investigated the matter and discontinued use of the outside providers.

FISCAL PERFORMANCE



IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on a review of the fiscal evidence collected through the renewal process, New World is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.¹⁴

New World operates under a service agreement with Victory Schools, Inc., a Delaware corporation doing business as Victory Education Partners, that has separated into three service providers: Little Bird, a human resources support provider; BoostEd, a financial services provider; and, edIT, a technology support provider. These entities do not provide support or manage any aspect of the school's academic program. Victory Schools, Inc., entities only provide back office, assessment, and human resources support. The fee structure for the three service components combined is \$375,000 for the base year ended June 2016 and increases 3% per year. The 2016-17 annual contract fee was \$386,250, which equates to approximately 5.5% of annual revenues.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

New World maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses, and by making appropriate adjustments when necessary.

- New World's president and senior staff develop the budget framework in collaboration with the BoostEd financial consultants. The school administration routinely analyzes budget variances, discusses material variances with the president and board, and revises the budget as necessary.
- The renewal application included budget projections that reflect expansion growth in grades and enrollment. The Institute will work with the school to revise the budgets to reflect the continuance of the current program with the addition of a 5th grade and a modest enrollment increase prior to the final submission of the school's Application for Renewal.
- The one unknown is the facility costs projections. The school has budgeted for the purchase of their existing site and construction of a new school campus, and contingency financial planning is built into the budget projections. The plans will have to be aligned with the modest increase in the middle school enrollment permitted by renewal.

14. 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.

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DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation has generally established and maintained appropriate fiscal policies, procedures, and internal controls.

- Written policies address key issues including financial reporting, cash disbursements and receipts, payroll, bank reconciliations, fixed assets, grants/contributions, capitalization and accounting, procurement, and investments.
- The education corporation has accurately recorded and appropriately documented transactions in accordance with established policies.
- The president, school leadership, and the board help to ensure that the school follows established policies and procedures.
- The education corporation's most recent audit report of internal control over financial reporting, compliance, and other matters disclosed no material weaknesses, or instances of non-compliance that were required to be reported.

SUNY RENEWAL BENCHMARK 3C

DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation has complied with reporting requirements.

- The education corporation's annual financial statements are presented in accordance with generally accepted accounting principles and the independent audits of those statements have received unqualified opinions.
- The education corporation's independent auditor meets with the board to discuss the annual financial statements and answer any questions about the process and results.
- The Institute received the June 30, 2017 audit report by the November 1, 2017 due date. The audit report reflects continued fiscal strength.

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DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources to ensure stable operations.

- New World posts a fiscally strong composite score rating on the Institute's financial dashboard indicating a consistent level of fiscal stability over the charter term.
- New World has relied primarily on recurring operating revenues and accumulated surpluses, and is not dependent upon variable income for its financial needs. Program needs are met without budgetary restraints.
- New World prepares and monitors cash flow projections, maintains sufficient cash on hand to pay current bills and those that are due shortly, and retains a healthy 5.5 months of cash on hand. New World maintains a healthy balance sheet with net assets in excess of \$2.8 million.
- As a new requirement of charter agreements, New World has established the separate bank account for the dissolution fund reserve of \$75,000.

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FUTURE PLANS



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

New World is an academic success and is establishing an effective and viable organization. The education corporation is fiscally sound, and the board provides sufficient oversight to support the school's success. The plans for a future charter term, with exception of the Kindergarten – 4th grade expansion, are therefore reasonable, feasible, and achievable.

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

Plans for the Educational Program. New World plans to implement the same core elements of its educational program that enabled the school to meet or come close to meetings its Accountability Plan goals in the subsequent charter term for its middle school grades. Eventually, the school looks to expand to serve students in Kindergarten – 8th grade. Currently the Institute supports its request to serve students in 5th – 8th grade in order to align its entry point with the surrounding school district's grade level structure.

The school indicates it intends to develop a full Kindergarten – 8th grade design and, at some point in the next charter term, submit it to the Institute with a request for an amendment to expand to begin serving Kindergarten – 4th grade in addition to 5th – 8th grade. Should that occur, and should the Institute find the proposed expansion meets the requirements of the Act, the Institute will bring the requested amendment to the SUNY Trustees for approval.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	375	386
Grade Span	6-8	5-8
Teaching Staff	43	50
Days of Instruction	178	178

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Plans for Board Oversight & Governance. Board members express interest in continuing to serve New World in an additional charter term. A few members have decided to resign from the board in the near future; however, the members will remain on the board until additional members are added. The board is thoughtful in discussing and creating a succession plan for members.

Fiscal & Facility Plans. Based on evidence collected through the renewal review including a review of the five-year financial plan, New World presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable.

The school intends to purchase and renovate its current leased property. The school will not likely need to rent an additional site.

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, and the restriction on expansion, should be sufficient to allow the school to meet its proposed Accountability Plan goals.

New World

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APPENDICES

PAGES Ax 1-12

^A
SO

SCHOOL
OVERVIEW

PAGE Ax 1

^B
PS

PERFORMANCE
SUMMARIES

PAGE Ax 6

^C
DC

DISTRICT
COMMENTS

PAGE Ax 8

^D
FD

FISCAL DASHBOARD

PAGE Ax 9

APPENDIX A: School Overview

NEW WORLD PREPARATORY CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

John Tobin

VICE CHAIR

Angelo J. Aponte

TREASURER

Denis Kelleher

SECRETARY

Reverend Terry Troia

PARENT REP

Evlyn Williams

TRUSTEES

Bernard Lopez

Jack Minogue

Lawrence Miraldi

Michael McVey

Arnold Obey

Carin Marie Guarasci

Peter Weinman, Esq.

SCHOOL LEADERS

CEO/PRESIDENT

Eugene Foley, President (2015-16 to present)

Beverly Garcia Anderson, CEO (2014-15)

PRINCIPAL

Amanda Ainley (2015-16 to present)

Jamie Esperon (2010-11 to 2014-15)

SCHOOL CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2013-14	374	319	85%	6-8	6-8
2014-15	300	347	116%	6-8	6-8
2015-16	375	382	102%	6-8	6-8
2016-17	375	384	102%	6-8	6-8
2017-18	375	381	102%	6-8	6-8

APPENDIX A: School Overview

New World Preparatory Charter School

Staten Island CSD 31

Student Demographics: Special Populations

Category	Year	District	School
English Language Learners	2014-15	4.0	9.0
	2015-16	3.9	11.2
	2016-17	4.5	14.2
Students with Disabilities	2014-15	24.0	21.7
	2015-16	25.8	22.2
	2016-17	25.8	26.9

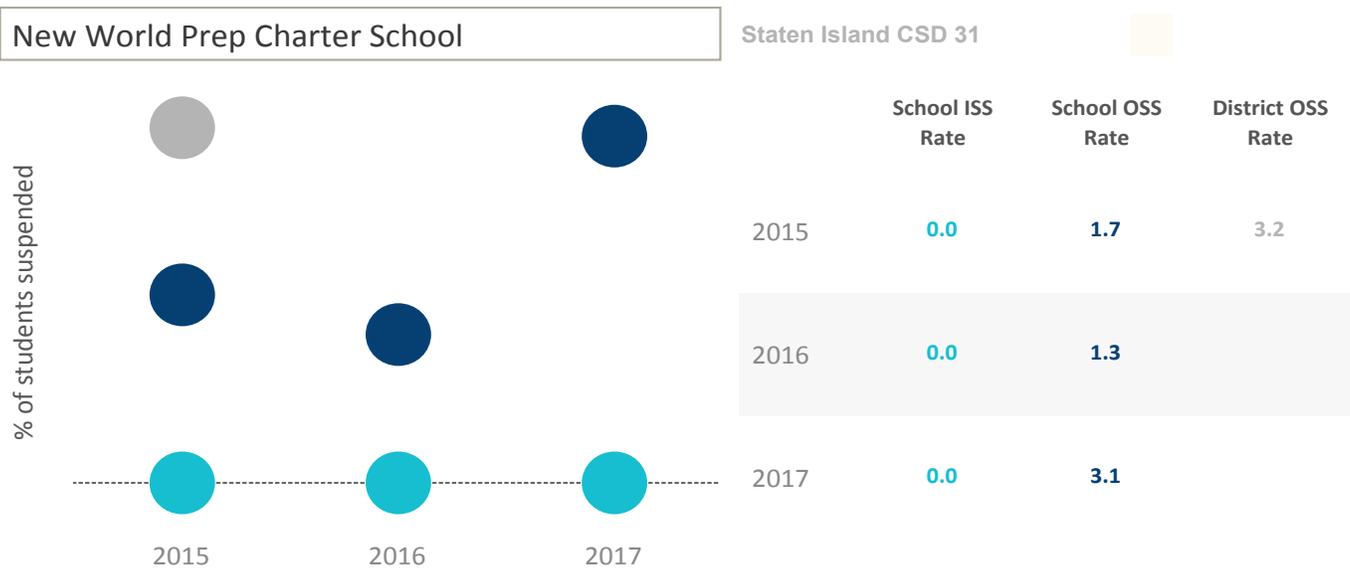
Student Demographics: Free/Reduced Lunch

Category	Year	District	School
Economically Disadvantaged	2014-15	55.4	91.5
	2015-16	54.8	92.8
	2016-17	55.6	93.8
Eligible for Reduced Price Lunch	2014-15	7.5	8.7
	2015-16	7.3	8.0
	2016-17	7.1	5.7
Eligible for Free Lunch	2014-15	48.6	82.8
	2015-16	47.9	86.4
	2016-17	48.7	87.8

Student Demographics: Race/Ethnicity

Year	Race/Ethnicity	District	School
2014-15	Asian, Native Hawaiian, or Pacific Islander	8	1
	Black or African American	12	42
	Hispanic	25	54
	White	54	2
2015-16	Asian, Native Hawaiian, or Pacific Islander	8	2
	Black or African American	12	35
	Hispanic	25	60
	White	54	3
2016-17	Asian, Native Hawaiian, or Pacific Islander	9	1
	Black or African American	12	26
	Hispanic	25	68
	White	52	5

APPENDIX A: School Overview



Although Community School District ("CSD") and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible for three primary reasons. Available CSD data includes Kindergarten through high school grades and school data includes only the grades served by the school. CSD data are not available that show multiple instances of suspension of a single student, the overall number of suspensions, the duration of suspensions, or the time of year when the school administered the suspension. CSD data showing the difference between in-school and out-of-school suspensions are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year.

Year	2015	2016	2017
Expulsions	0	0	0

New World Prep Charter School's Enrollment and Retention Status: 2016-17

		District Target	School
Enrollment	Economically disadvantaged	57.9	93.8
	English language learners	4.0	14.2
	Students with disabilities	21.2	26.9
Retention	Economically disadvantaged	96.8	95.4
	English language learners	96.2	94.3
	Students with disabilities	96.6	92.2

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS



TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2010-11	First Year	April 14, 2011
2011-12	Evaluation	April 4-5, 2012
2012-13	Informal	February 5, 2013
2012-13	Evaluation	May 2, 2013
2013-14	Evaluation	March 24, 2014
2014-15	Initial Renewal	November 3, 2014
2017-18	Subsequent Renewal	September 18-19, 2017

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
September 18-19, 2017	Andrew Kile	Senior Analyst
	Kerri Rizzolo	School Evaluation Analyst
	Carrie Gee	Associate Counsel

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
Academic rigor and relevance;	+
Data-driven instruction;	+
Comprehensive instructional intervention program;	+
Personalization: social and emotional learning;	+
Parent engagement and outreach; and,	+
Professional development.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Mathematics

New World Prep Charter School

	2014-15 Grades Served: 6-8				2015-16 Grades Served: 6-8				2016-17 Grades Served: 6-8				
	Grades	All Students % (N)	2+ Years Students % (N)	AMO	Grades	All Students % (N)	2+ Years Students % (N)	AMO	Grades	All Students % (N)	2+ Years Students % (N)	AMO	
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)		3	(0)	(0)		3	(0)	(0)		
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)		
	5	(0)	(0)		5	(0)	(0)		5	(0)	(0)		
	6	39.0 (123)	(0)		6	34.4 (131)	(0)		6	27.0 (126)	(0)		
	7	38.6 (127)	40.3 (119)		7	41.7 (132)	43.0 (121)		7	35.4 (127)	37.2 (121)		
	8	30.4 (92)	30.0 (90)		8	37.1 (116)	37.1 (116)		8	29.4 (126)	29.5 (122)		
	All	36.5 (342)	35.9 (209)		All	37.7 (379)	40.1 (237)		All	30.6 (379)	33.3 (243)		
	Grades	PLI	AMO		Grades	PLI	AMO		Grades	PLI	AMO		
	6-8	113	94	YES	6-8	122	101	YES	6-8	101	109	NO	
	Comparison: Staten Island District 3 rd												
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.	Grades	School	District		Grades	School	District		Grades	School	District		
	7-8	35.9	32.0	YES	7-8	40.1	32.7	YES	7-8	33.3	32.9	YES	
	% ED Actual Predicted Effect Size												
	91.5	36.5	15.3	1.39	92.8	37.7	15.7	1.22	93.7	30.6	15.2	0.93	
	Comparison: Staten Island District 3 rd												
	% ED Actual Predicted Effect Size												
	91.5	36.5	15.3	1.39	92.8	37.7	15.7	1.22	93.7	30.6	15.2	0.93	
	Comparison: Staten Island District 3 rd												
	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		Grades	School	State		Grades	School	State	
		4	0.0	0.0	YES	4	0.0	0.0	YES	4	0.0	0.0	YES
5		0.0	0.0	YES	5	0.0	0.0	YES	5	0.0	0.0	YES	
6		65.4	65.7	YES	6	65.7	65.7	YES	6	54.0	54.0	YES	
7		59.1	65.6	YES	7	65.6	65.6	YES	7	61.5	61.5	YES	
8		63.6	65.5	YES	8	65.5	65.5	YES	8	54.1	54.1	YES	
All		62.6	50.0	YES	All	65.6	50.0	YES	All	56.5	50.0	YES	

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required renewal hearing about New World Preparatory Charter School on October 2, 2017. Six members of the community attended the hearing with several individuals speaking in strong support of the school.

Speakers commented that the school offered many options for extra programming and is an asset in the community. Another member of the community stated the school was an incredible addition and option for neighborhood children especially as to the services the school offers that are not offered in other school programs. One commenter's own organization has held health and wellness as well as community fairs with the school to allow the school community to access information. A member of Person Centered Core Services stated that the organization appreciates the school's collaboration to provide information on supports and services for people with disabilities. The Center Director for the Police Athletic League stationed at the school stated the school has had a positive impact on the community. The Center Director has witnessed students' increased academic achievements as well as enhanced social and behavioral skills as fostered by the school.

APPENDIX D: Fiscal Dashboard

NEW WORLD PREPARATORY CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2010-11

Assets

Current Assets

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Cash and Cash Equivalents - GRAPH 1	453,438	1,227,373	1,125,825	1,677,403	2,777,133
Grants and Contracts Receivable	212,125	12,938	53,099	66,811	155,925
Accounts Receivable	-	25,329	-	-	-
Prepaid Expenses	8,419	39,208	17,317	9,608	9,608
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	673,982	1,304,848	1,196,241	1,753,822	2,942,666
Property, Building and Equipment, net	467,575	371,207	501,369	438,752	536,155
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	1,141,557	1,676,055	1,697,610	2,192,574	3,478,821

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

Accounts Payable and Accrued Expenses	260,290	113,725	46,284	648,756	131,556
Accrued Payroll and Benefits	-	325,096	400,014	-	473,750
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	286	2,476	5,895	4,669	-
Total Current Liabilities - GRAPH 1	260,576	441,297	452,193	653,425	605,306
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	260,576	441,297	452,193	653,425	605,306

Net Assets

Unrestricted
 Temporarily restricted

Unrestricted	880,981	1,234,758	1,245,417	-	2,873,515
Temporarily restricted	-	-	-	1,539,149	-
Total Net Assets	880,981	1,234,758	1,245,417	1,539,149	2,873,515

Total Liabilities and Net Assets

Total Liabilities and Net Assets	1,141,557	1,676,055	1,697,610	2,192,574	3,478,821
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ACTIVITIES

Operating Revenue

Resident Student Enrollment
 Students with Disabilities

Resident Student Enrollment	2,559,105	3,808,392	4,314,058	6,011,221	6,688,234
Students with Disabilities	457,441	908,505	1,217,539	-	-

Grants and Contracts

State and local
 Federal - Title and IDEA
 Federal - Other
 Other

State and local	106,200	26,541	24,241	36,230	112,930
Federal - Title and IDEA	74,764	154,605	142,096	159,409	223,283
Federal - Other	342,409	-	24,811	13,256	-
Other	-	-	-	-	-

Food Service/Child Nutrition Program

Food Service/Child Nutrition Program	52,159	92,340	91,014	97,656	110,208
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Total Operating Revenue

Total Operating Revenue	3,592,078	4,990,383	5,813,759	6,317,772	7,134,655
--------------------------------	------------------	------------------	------------------	------------------	------------------

Expenses

Regular Education
 SPED
 Regular Education & SPED (combined)
 Other

Regular Education	1,962,452	3,209,364	4,206,183	4,422,690	4,440,568
SPED	579,008	1,198,653	1,305,000	1,096,744	990,104
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-

Total Program Services

Total Program Services	2,541,460	4,408,017	5,511,183	5,519,434	5,430,672
-------------------------------	------------------	------------------	------------------	------------------	------------------

Management and General
 Fundraising

Management and General	580,116	249,755	309,165	440,680	598,840
Fundraising	-	-	60,976	91,204	-

Total Expenses - GRAPHS 2, 3 & 4

Total Expenses - GRAPHS 2, 3 & 4	3,121,576	4,657,772	5,881,324	6,051,318	6,029,512
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Surplus / (Deficit) From School Operations

Surplus / (Deficit) From School Operations	470,502	332,611	(67,565)	266,454	1,105,143
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Support and Other Revenue

Contributions
 Fundraising
 Miscellaneous Income
 Net assets released from restriction

Contributions	21,900	20,582	60,689	6,327	27,522
Fundraising	-	-	-	-	192,743
Miscellaneous Income	512	584	17,535	20,951	8,958
Net assets released from restriction	-	-	-	-	-

Total Support and Other Revenue

Total Support and Other Revenue	22,412	21,166	78,224	27,278	229,223
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Total Unrestricted Revenue

Total Unrestricted Revenue	3,614,490	5,011,549	5,891,983	6,345,050	7,363,878
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Total Temporarily Restricted Revenue

Total Temporarily Restricted Revenue	-	-	-	-	-
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Total Revenue - GRAPHS 2 & 3

Total Revenue - GRAPHS 2 & 3	3,614,490	5,011,549	5,891,983	6,345,050	7,363,878
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Change in Net Assets

Change in Net Assets	492,914	353,777	10,659	293,732	1,334,366
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Net Assets - Beginning of Year - GRAPH 2

Net Assets - Beginning of Year - GRAPH 2	388,067	880,981	1,234,758	1,245,417	1,539,149
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Prior Year Adjustment(s)

Prior Year Adjustment(s)	-	-	-	-	-
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Net Assets - End of Year - GRAPH 2

Net Assets - End of Year - GRAPH 2	880,981	1,234,758	1,245,417	1,539,149	2,873,515
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APPENDIX D: Fiscal Dashboard

NEW WORLD PREPARATORY CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2011-12	2012-13	2013-14	2014-15	2015-16
Personnel Service					
Administrative Staff Personnel	380,593	418,982	481,739	804,129	694,653
Instructional Personnel	968,057	1,882,492	2,526,089	2,160,939	2,429,051
Non-Instructional Personnel	107,619	93,466	130,286	179,898	236,354
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	1,456,269	2,394,940	3,138,114	3,144,966	3,360,058
Fringe Benefits & Payroll Taxes	268,831	381,094	528,260	602,848	684,054
Retirement	22,849	20,995	53,742	64,479	92,278
Management Company Fees	378,370	400,000	410,000	420,250	375,000
Building and Land Rent / Lease	91,875	84,792	115,301	109,519	115,300
Staff Development	131,697	325,761	328,873	301,023	261,876
Professional Fees, Consultant & Purchased Services	67,096	97,956	149,405	354,944	108,939
Marketing / Recruitment	10,261	12,711	12,671	9,293	17,040
Student Supplies, Materials & Services	213,523	303,373	283,628	289,523	213,723
Depreciation	133,502	205,731	245,517	238,242	210,057
Other	347,303	430,419	615,813	516,231	591,187
Total Expenses	3,121,576	4,657,772	5,881,324	6,051,318	6,029,512

SCHOOL ANALYSIS

ENROLLMENT

	2011-12	2012-13	2013-14	2014-15	2015-16
Chartered Enroll	249	374	374	300	375
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	190	282	319	347	382
Chartered Grades	6-7	6-8	6-8	6-8	6-8
Revised Grades	-	-	-	-	-

Primary School District: No

Per Pupil Funding (Weighted Avg of All Districts)

	2011-12	2012-13	2013-14	2014-15	2015-16
Per Pupil Funding	13,527	13,527	13,527	13,877	13,877
Increase over prior year	100.0%	0.0%	0.0%	2.5%	0.0%

PER STUDENT BREAKDOWN

Revenue

	2011-12	2012-13	2013-14	2014-15	2015-16
Operating	18,895	17,706	18,218	18,182	18,700
Other Revenue and Support	118	75	245	79	601
TOTAL - GRAPH 3	19,013	17,781	18,463	18,260	19,301

Expenses

	2011-12	2012-13	2013-14	2014-15	2015-16
Program Services	13,369	15,640	17,270	15,884	14,234
Management and General, Fundraising	3,052	886	1,160	1,531	1,570
TOTAL - GRAPH 3	16,420	16,526	18,429	17,415	15,804
% of Program Services	81.4%	94.6%	93.7%	91.2%	90.1%
% of Management and Other	18.6%	5.4%	6.3%	8.8%	9.9%
% of Revenue Exceeding Expenses - GRAPH 5	15.8%	7.6%	0.2%	4.9%	22.1%

Student to Faculty Ratio

2011-12	2012-13	2013-14	2014-15	2015-16
7.6	7.2	6.4	7.7	8.5

Faculty to Admin Ratio

2011-12	2012-13	2013-14	2014-15	2015-16
3.6	5.6	7.1	4.1	4.1

Financial Responsibility Composite Scores - GRAPH 6

Score	2011-12	2012-13	2013-14	2014-15	2015-16
Score	2.3	2.5	1.9	2.5	3.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong				

Working Capital - GRAPH 7

	2011-12	2012-13	2013-14	2014-15	2015-16
Net Working Capital	413,406	863,551	744,048	1,100,397	2,337,360
As % of Unrestricted Revenue	11.4%	17.2%	12.6%	17.3%	31.7%
Working Capital (Current) Ratio Score	2.6	3.0	2.6	2.7	4.9
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	MEDIUM	LOW	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Good	Excellent	Good	Good	Excellent

Quick (Acid Test) Ratio

	2011-12	2012-13	2013-14	2014-15	2015-16
Score	2.6	2.9	2.6	2.7	4.8
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

	2011-12	2012-13	2013-14	2014-15	2015-16
Score	0.2	0.3	0.3	0.3	0.2
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Excellent	Excellent	Excellent

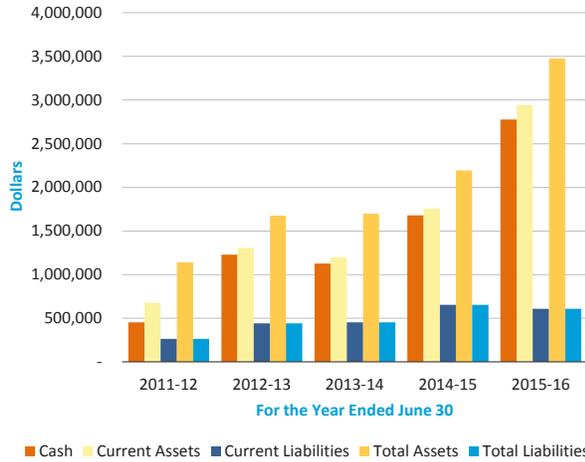
Months of Cash - GRAPH 8

	2011-12	2012-13	2013-14	2014-15	2015-16
Score	1.7	3.2	2.3	3.3	5.5
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM	LOW	MEDIUM	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Good	Excellent	Good	Excellent	Excellent

APPENDIX D: Fiscal Dashboard

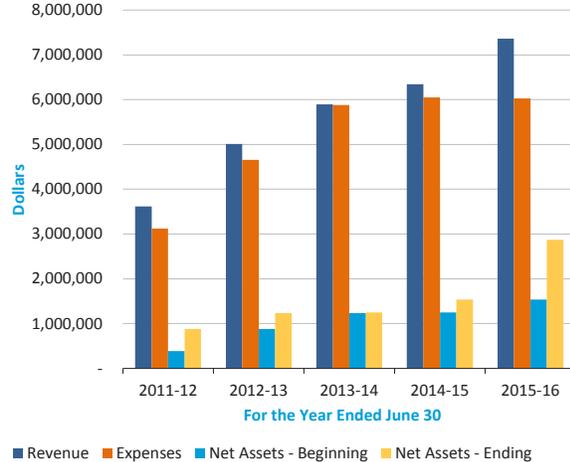
NEW WORLD PREPARATORY CHARTER SCHOOL

GRAPH 1 Cash, Assets and Liabilities



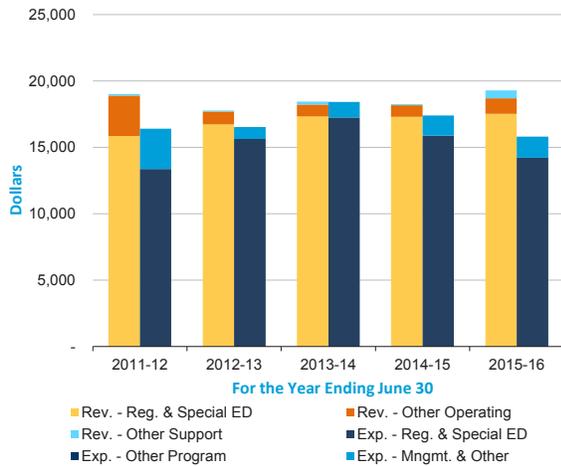
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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

GRAPH 2 Revenue, Expenses and Net Assets



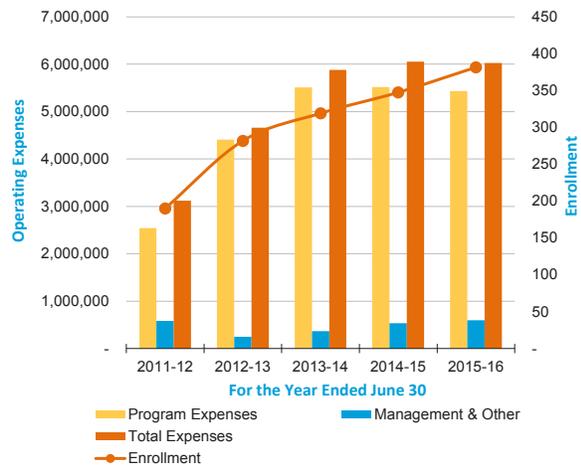
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year,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

GRAPH 3 Revenue & Expenses Per Pupil



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.

GRAPH 4 Enrollment vs. Operating Expenses

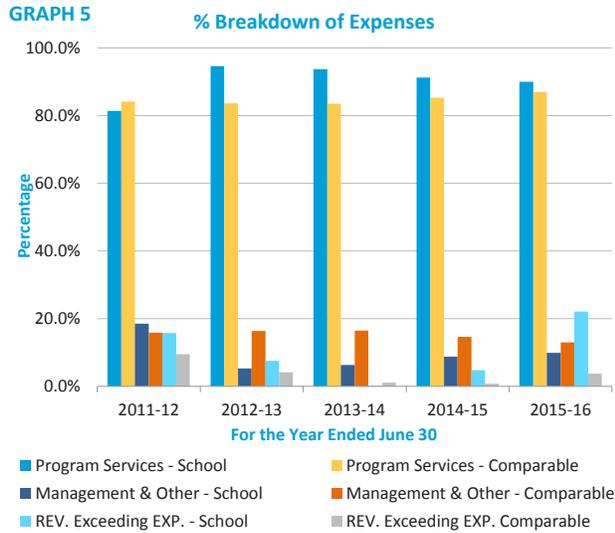


This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving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

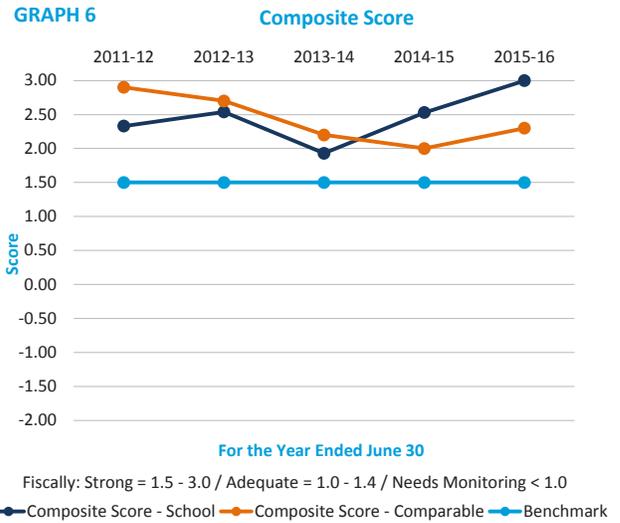
APPENDIX D: Fiscal Dashboard

NEW WORLD PREPARATORY CHARTER SCHOOL

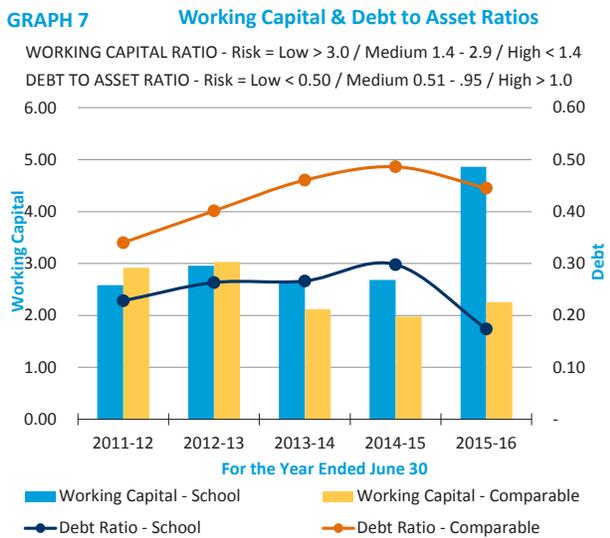
Comparable School, Region or Network: All SUNY Authorized Charter Schools (Including Closed Schools)



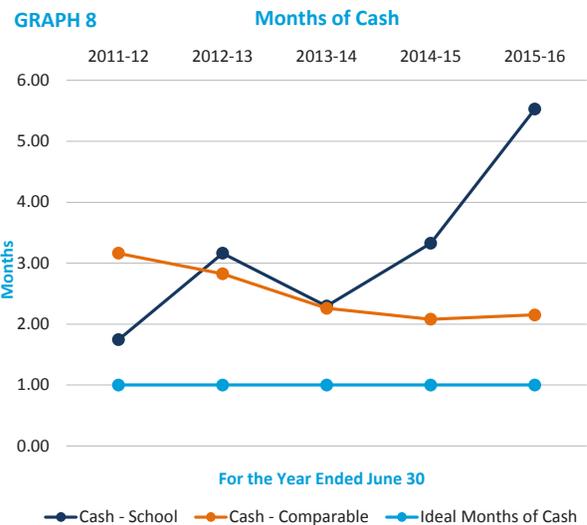
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding 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. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio 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.

