



**New World Preparatory  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Jamie V. Esperon, Principal

New World Preparatory Charter School  
26 Sharpe Avenue  
Staten Island, NY 10302  
(718)705-8990

[info@newworldprep.org](mailto:info@newworldprep.org)  
[www.newworldprep.org](http://www.newworldprep.org)

Jamie V. Esperon, Principal, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John P. Tobin	Board Chair; Facilities, Academic and Finance committees
Angelo Aponte	Vice President; Facilities and Finance committees
Denis P. Kelleher	Treasurer; Facilities and Finance committees
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**Jamie V. Esperon has served as the Principal since 2010.**

## INTRODUCTION

New World Preparatory Charter School (“NWP”) will provide an exceptional education for students in grades 6-8 by employing research-proven strategies to raise middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We will build on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community *of* the people, *by* the people and *for* the people. Our students will graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in middle school and high school and graduate from college.

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

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

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

Student assessments at NWP will be designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which will be both formal and informal, will include a range of activities such as quizzes, selected responses, open-ended and closed constructed responses, end of unit tests, performance tasks, interviews, open-ended questions and conferences. Our staff will meet regularly to analyze data, review student work and use it to plan instruction. We will incorporate interim assessments quarterly to support a structure for evaluating student progress and identifying students’ needs so that interventions can be integrated into the daily academic program. NWP will analyze classroom, interim assessment and standardized test data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff will be trained to deploy instructional methods that are appropriate to the developmental needs of middle grades students.

NWP will present a clear alternative to large, impersonal middle schools by serving less than 375 students and having structured time scheduled to support the social and emotional needs of each child. Each grade level will contain at most 5 classes of no more than 25 students in a class. By keeping the school population and class size small, we will create a school community where each student is known and

supported. Additionally, students in all grade levels will participate in a structured advisory program that will function to further develop relationships that support learning. Each teacher will be assigned a group of approximately 18 students to whom they will serve as an advisor over the course of the students' three years at the school. That teacher will establish a relationship with not only the students but their families as well.

Our school has been designed around a focus on continuous and targeted professional development of our staff. The value our board places on quality professional development is evidenced by our school's academic calendar, thoughtful scheduling decisions, and teacher/principal appraisal systems. On a yearly basis, faculty will participate in a two-week pre-service. Weekly, school will be dismissed early to provide time for school-wide professional development. On a daily basis, teachers will have common planning time will have an opportunity to plan curriculum and lessons together, engage in conversations about students in need of support, determine interventions and learn new strategies and approaches to support their own development as teachers. They will receive coaching from staff developers and feedback from the school's instructional leader.

At NWP, professional development will be results-oriented. Studies of successful school improvement efforts have repeatedly shown that good results depend on the building of a collaborative community of adult learners who accept joint responsibility for student achievement.

#### **School Enrollment by Grade Level and School Year<sup>1</sup>**

School Year	6	7	8	Total
2009-10	Not Opened			
2010-11	109	No Grade 7 or 8		109
2011-12	89	107	No Grade 8	196
2012-13	97	97	90	284

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

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

#### Background

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

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

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>2</sup>

#### Method

The school administered the New York State Testing Program English language arts assessment to students in sixth through eighth grades in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

#### 2012-13 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total	Not Tested <sup>3</sup>	Total
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<sup>2</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Tested	IEP	ELL	Absent	Enrolled <sup>4</sup>
6	95	0	0	0	95
7	96	0	0	0	96
8	88	0	0	0	88
All	279	0	0	0	279

## Results

In the 2012-13 school year, 14.1% of students in at least their second year achieved proficiency. This included 13% of students in the seventh grade and 15.1% of students in the eighth grade. Since the sixth grade is New World Prep's incoming grade, all of those students are in their first year.

### Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
6	12.7%	95		
7	11.4%	96	13.0%	77
8	14.8%	88	15.1%	86
All	12.9%	279	14.1%	163

## Evaluation

For 2012-13, NWP did not meet the absolute measure for ELA proficiency. Overall, only 14.1% of students in at least their second year scored at or above the standard for proficiency. The school fell short of its goal of 75% by 60.9 percentage points.

Literacy Leaders will address reading standards and the Hochman writing program will address writing. Although growth was anticipated, students need more time in the program to impact change. The entire instructional staff has been trained in guided reading to facilitate the Literacy Leaders program, and over  $\frac{3}{4}$  of the staff has been to the Hochman training. All teachers will be sent to the training this year.

## Additional Evidence

NWP's seventh grade results for the last two years show a drop of 14.8 percentage points of students achieving proficiency in ELA. Overall, there has been a decrease in 13.7 percentage points from 2011-12 to this year. This reflects the decline in scores also seen throughout the state as curriculum continues to adjust towards the new common core standards. NWP's 7<sup>th</sup> and 8<sup>th</sup> grade mean growth percentiles were above the statewide median in ELA. When the 2012 cut scores provided by the SED are used, some improvement is noted: In grade 7, 33.8% of students at least in their second year achieved levels 3 or 4. In 8<sup>th</sup> grade, 28.6% achieved proficiency.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	No students in their second year					
7	No Students in 7 <sup>th</sup> or 8 <sup>th</sup> Grade Classes		27.8%	90	13.0%	77
8			No 8 <sup>th</sup> Grade Class		15.1%	86
All			27.8%	90	14.1%	163

#### Goal 1: Absolute Measure

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

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>5</sup>

#### Results

NWP achieved an aggregate PI scores of 71 in ELA for the 2012-13 school year.

#### English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

<sup>5</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

	42	45	9	4
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$$\begin{array}{rclclclclcl}
 \text{PI} & = & 45 & + & 9 & + & 4 & = & 58 \\
 & & & & 9 & + & 4 & = & 13 \\
 & & & & & & \text{PLI} & = & 71
 \end{array}$$

## Evaluation

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

*Leave Blank*

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>6</sup>

## Results

14.1% of students in their second year at NWP achieved a level 3 or 4 on the ELA exam compared to 29.4% of seventh and eighth graders in the surrounding community school district.

### 2012-13 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students <sup>7</sup>	
	Percent	Number Tested	Percent	Number Tested
6	N/A			
7	13.0%	77	30.8%	4279
8	15.1%	86	32.5%	4222

<sup>6</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

<sup>7</sup> The local district refers to Richmond Community School District 31 throughout this report.



All	14.1%	163	<b>29.4%</b>	12,596
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## Evaluation

The school did not meet this measure. NWP fell short of the surrounding school district by 15.3 percentage points in the percentage of students achieving proficiency on their ELA exams. In addition, a higher percentage of local district students achieved a proficient level in both the seventh and eighth grades.

## Additional Evidence

When compared to the entire District 31, NWP has performed worse than the surrounding school district each of the last two years. This is true both for the school average as well as for individual grades. However, District 31 encompasses a diverse variety of neighborhoods, not all of which are comparable to the student population of NWP. The second chart below compares NWP to middle schools that are geographically close and draw from similar populations of students (including least 25% special education students to match NWP emphasis on serving SPED students). This chart shows that when compared to local schools with similar demographics, NWP's students perform at a similar level.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	NA		N/A			
7			27.8%	52.6%	13.0%	30.8%
8			N/A		15.1%	32.5%
All			27.8%	52.6%	14.1%	29.4%

### 2012-13 English Language Arts Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	New World Preparatory Charter School		IS 49 Bertha A Dreyfus		IS 51 Edwin Markham		John W. Lavelle Preparatory Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	N/A							
7	13.0%	77	15.2%	270	22.2%	284	12.6%	95
8	15.1%	86	14.7%	299	22.7%	321	18.6%	70
All	14.1%	163	14.9%	569	22.2%	605	15.2%	165

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>8</sup>

**Method**

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

NWP's overall effect size for the 2011-12 ELA exams was a negative 0.36 translating to a comparative performance that was lower than expected. The school performed marginally better than expected for the sixth grade. However, the seventh grade class performed substantially worse than expected with an effect size of negative 0.78.

**2011-12 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6		87	43.7	41.9	1.8	0.12
7		99	25.2	38.1	-12.9	-0.78
8						
All	66.8%	186	33.9	39.9	-6.1	-0.36

**School's Overall Comparative Performance:**

<sup>8</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

***Lower than expected***

**Evaluation**

The school did not meet this measure as the effect size did not exceed a positive 0.3. For the sixth grade, the school achieved a small positive effect sizes but was still below the target of 0.3. However, the seventh grade had a strongly negative effect size.

**Additional Evidence**

NWP has improved its effect size in each of the last two years for which data is available. From 2010-11 to the 2011-12 school year, NWP narrowed the gap from its predicted to actual performance from negative 9.6 percentage points to only negative six percentage points.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	N/A					
2010-11	6	72%	108	29.6	39.2	-0.62
2011-12	6-7	66.8%	186	33.9	39.9	-0.36

**Goal 1: Growth Measure<sup>9</sup>**

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

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.<sup>10</sup>*

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

## Results

*Leave Blank*

### Summary of the English Language Arts Goal

NWP did not meet its English Language Arts Goal. In addition, the school did not meet any of the applicable measures this year. For both comparative measures, NWP is at a severe disadvantage since these measures do not control for the percentage of special education students. NWP's charter commits the school to serving students with disabilities and so the school serves a far higher percentage of SPED students than the schools it is compared against.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

### **Action Plan**

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

- A reading intervention for students, guided reading in Literacy Leaders program.
- Hochman writing program
- Expeditionary Learning, state approved ELA curriculum
- Leveled Library to meet students individual needs
- I-Ready diagnostic computer program that provides individualized lessons to meet student needs.

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<sup>10</sup> See the Guidelines.

- Increase of Title I services, full time ELA Title I teacher, use of the Successmaker online program for progress monitoring.
- Strategic intervention plan incorporates 7 different target levels

## MATHEMATICS

### Goal 1: Mathematics

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

### Background

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

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>11</sup>

### Method

The school administered the New York State Testing Program mathematics assessment to students in sixth through eighth grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>12</sup>			Total Enrolled
		IEP	ELL	Absent	

<sup>11</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

<sup>12</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

6	95	0	0	0	95
7	96	0	0	0	96
8	88	0	0	0	88
All	279	0	0	0	279

## Results

For the 2012-13 school year, 16.6% of students in their second year achieved a proficient scores on the mathematics exam. Brief narrative highlighting results in the data tables that directly address the measure, i.e. the overall percent of students in at least their second year achieving at proficiency.

### Performance on 2012-13 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
6	19.0%	95	N/A	
7	13.5%	96	14.3%	77
8	18.2%	88	18.6%	86
All	16.9%	279	16.6%	163

## Evaluation

For 2012-13, NWP did not meet the absolute measure for its Math goal. Overall, only 16.6% of students in at least their second year scored at or above a Standard 3. The school fell short of its goal of 75% by 58.4 percentage points or 95 students.

## Additional Evidence

NWP's school wide average rate of achieving proficiency for the last two years shows a drop of 15.6 percentage points in Mathematics. This reflects the decline in scores also seen throughout the state as curriculum continues to adjust towards the new common core standards. NWP's mean growth percentiles in Mathematics were above the statewide median on all grade levels. When the 2012 cut scores provided by the SED are used, improvement is noted: In grade 7, 54.5% of students at least in their second year achieved levels 3 or 4. In 8<sup>th</sup> grade, 50% achieved proficiency.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency		
	2010-11	2011-12	2012-13

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	N/A		N/A			
7			32.2%	90	14.3%	77
8			N/A		18.6%	86
All			32.2%	90	16.6%	163

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>13</sup>

### Results

NWP achieved an aggregate PI scores of 76 in Mathematics for the 2012-13 school year.

#### Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	41	42	13	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 42 & + & 13 & + & 4 & = & 59 \\
 & & & & 13 & + & 4 & = & \underline{17} \\
 & & & & & & \text{PLI} & = & 76
 \end{array}$$

### Evaluation

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

<sup>13</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Leave Blank

### Goal 1: Comparative Measure

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

### Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>14</sup>

### Results

16.6% of students in their second year at NWP achieved a level 3 or 4 on the Mathematics exam compared to 29.0% of seventh and eighth graders in the surrounding community school district.

#### 2012-13 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
6				
7	14.3%	77	28.9%	4296
8	18.6%	86	29.0%	4223
All	16.6%	163	<b>29.0%</b>	8519

### Evaluation

The school did not meet this measure. NWP fell short of the surrounding school district by 12.4 percentage points in the percentage of students achieving proficiency on their Mathematics exams.

### Additional Evidence

When compared to the entire District 31, NWP has performed worse than the surrounding school district each of the last two years. This is true both for the school average as well as all average grades. However, District 31 encompasses a diverse variety of neighborhoods. The second chart below compares NWP to schools that are physically within a few miles, and draw from similar populations of students (including least 25% special education students to match NWP emphasis on

<sup>14</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).



serving SPED students). This chart shows that when compared to local schools with similar demographics, NWP's students outperform local schools by a few percentage points in Mathematics.

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
6	N/A					
7	N/A		32.2%	65.2%	14.3%	28.9%
8			N/A		18.6%	29.0%
All			32.2%	65.2%	<b>16.6%</b>	<b>29.0%</b>

### 2012-13 Mathematics Performance of Charter School and Comparison Schools by Grade Level

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	New World Preparatory Charter School		IS 49 Bertha A Dreyfus		IS 51 Edwin Markham		John W. Lavelle Preparatory Charter School	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	N/A							
7	14.3%	77	9.6%	271	11.4%	290	13.7%	95
8	18.6%	86	15.0%	294	10.2%	323	15.9%	69
All	16.6%	163	12.4%	565	10.8%	613	14.6%	164

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>15</sup>

#### Method

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

<sup>15</sup> The Institute will begin using **economically disadvantaged** instead of **eligibility for free lunch** as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

NWP's overall effect size for the 2011-12 ELA exams was a negative 0.80 translating to a comparative performance that was lower than expected.

### **2011-12 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6		86	38.4	53.5	-15.1	-0.73
7		98	33.7	51.6	-17.9	-0.85
8						
All	66.8%	184	35.9	52.5	-16.6	-0.80

<b>School's Overall Comparative Performance:</b>
<b><i>Lower than expected</i></b>

## Evaluation

The school did not meet this measure as the effect size did not exceed a positive 0.3. For both grades, NWP achieved a negative effect size.

## Additional Evidence

NWP's performance has been consistently lower than expected for the past two years as compared to schools with similar percentages of economically disadvantaged students.

### **Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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2009-10	N/A					
2010-11	6	72.0%	109	35.8	48.4	-0.60
2011-12	6-7	66.8%	184	35.9	52.5	-0.80

### **Goal 1: Growth Measure<sup>16</sup>**

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

### **Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.*

### **Results**

*Leave Blank*

### **Summary of the Mathematics Goal**

NWP did not meet its Mathematics Goal. In addition, the school did not meet any of the applicable measures this year. However, if you compare NWP to local schools with similar demographics within the same larger school district then the school did achieve the first comparative measure. For both comparative measures, NWP is at a severe disadvantage since these measures do not control for the percentage of special education students. NWP's charter commits the school to serving students with disabilities and so the school serves a far higher percentage of SPED students than the schools it is compared against.

<sup>16</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

### Action Plan

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

- CCLS aligned curriculum, scope and sequence of NYC.
- I-Ready diagnostic computer program that provides individualized lessons to meet student needs.
- Increase of Title I services, full time ELA Title I teacher, use of the Successmaker program for progress monitoring.
- Strategic intervention plan incorporates 7 different target levels
- Additional staff to support Math Instruction Teacher and TA in every math class
- Extensive intervention through after school programs and tutorials during the school day
- Increased teacher support by additional coaching staff and PD

### SCIENCE

#### Goal 3: Science

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

#### Background

The science curriculum at New World Preparatory is aligned to the New York City Department of Education Scope and Sequence and is follows the core curriculum materials. In science, students learn concepts through the activities-based modules in grades 6-8. Our school will continue to use these curricula and explore the topics outlined in Tables 1-3 at the end of this section.

In addition, to ensure that our students meet the New York State Science Content Standards and the Common Core Learning Standards (CCLS for English Language Arts & Literacy in Science and Technical Subjects) by graduation, teachers will continue to develop diversified forms of assessment that include diagnostic, formative and summative. These assessments will be used to inform instructional practices and align activities, investigations and assignments. All of these activities are designed to strengthen student learning and understandings in science. These assessments bridge both science learning of concepts and literacy skills where students focus on instructional texts to develop evidence-based reasoning of science phenomena studied in each of the learning units.

### **Goal 3: Absolute Measure**

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

### **Method**

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### **Results**

In 2012-13, 56.5% of eighth graders achieved proficiency on the State Science Exam.

#### **Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	56.5%	85	N/A	N/A

### **Evaluation**

The school did not meet this measure. Only 56.5% of students achieved a proficient level on the exam falling short of the 75% goal by 18.5 percentage points.

The science department will continue to meet and review outcomes of all assessments to ensure targeted instruction across all student learning groups are being achieved. The data from the assessments will be examined across whole-class achievement and individual student learning. Teachers will use the data to identify objectives not met by students. Individualized reinforcements will be provided to the students identified by the Inquiry Team. The science team and

administration will strengthen our data-driven decision making approach to instructional planning and implementation by coordinating data action plans, both whole class and individual student level in consultation with our science curriculum coach and our school-wide data coach/specialist.

### Additional Evidence

2012-13 was the first year that the science exam was administered at NWP.

#### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	N/A				56.5%	85
All	N/A				56.5%	85

### Goal 3: Comparative Measure

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

### Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

### Results

The district results for Science have not been released at this time, and so there are no comparative measures to report.

#### 2012-13 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	56.5%	85	N/A	N/A

## Evaluation

The district results for Science have not been released at this time, and so there are no comparative measures to report.

## Additional Evidence

Since the district results for Science have not been released at this time and this is the first year that NWP has administered the exam, there are no comparative measures to report.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	N/A				56.5%	N/A
All	N/A				56.5%	N/A

## Summary of the Science Goal

NWP did not achieve its absolute measure for the science goal. At the time of the writing of this report, the science scores for the district have not been released and so the comparative goal cannot be assessed.

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

## Action Plan

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

Specific to Part I: *Performance Test*: Students are required to effectively use different science equipment including the microscope, measurement tools and classification systems. Students in all grades are introduced to these materials at different points in the curriculum to practice and realize

the importance of these tools to the science discipline. Our eighth grade science teachers will continue to ensure that these laboratory skills are reinforced throughout all four units of study so students are well prepared for this part of the examination.

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

Table 1: 6<sup>th</sup> Grade Core Curriculum Materials Aligned to NY State Scope and Sequence

Grade 6	Unit 1 Simple and Complex Machines	Unit 2 Weather	Unit 3 Diversity of Life	Unit 4 Interdependence
Curriculum Materials	FOSS – Levers and Pulleys	FOSS – Weather and Water	Foss – Populations and Ecosystems	

Table 2: 7<sup>th</sup> Grade Core Curriculum Materials Aligned to NY State Scope and Sequence

Grade 7	Unit 1 Dynamic Equilibrium: The Human Animal	Unit 2 Dynamic Equilibrium: Other Organisms	Unit 3 Interactions between Matter and Energy	Unit 4 Geology
Curriculum Materials	Lab Aids SALI – Body Works	FOSS – Diversity of Life	Foss: Chemical Interactions	Lab Aids Setup – Issues and Earth Science: Unit B (Rocks and Minerals); Unit D (Plate Tectonics)

Table 3: 8<sup>th</sup> Grade Core Curriculum Materials Aligned to NY State Scope and Sequence

Grade 8	Unit 1 Forces and Motion on Earth	Unit 2 Reproduction, Heredity and Evolution	Unit 3 Earth, Sun and Moon System	Unit 4 Humans in Their Environment: Needs and Tradeoffs
Curriculum Materials	Lab Aids SEPUP: Issues and Physical Science: Force and Motion	Lab Aids SALI: Unit D: Our Genes Ourselves Unit F: Evolution	Foss: Planetary Science	Kid Wind: Wind Turbine Design and Engineering

## NCLB

### Goal 5: NCLB

The school will make Adequate Yearly Progress.

### Goal 5: Absolute Measure



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

### **Method**

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

### **Results**

NWP is in good standing this year.

### **Evaluation**

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

### **Additional Evidence**

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

**NCLB Status by Year**

Year	Status
2010-11	N/A
2011-12	Good Standing
2012-13	Good Standing