



**New World Preparatory
Charter School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Enter Name(s) and Title(s) prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Eugene Foley, President and Middle School Principal

Nicole Johnson, Principal, 3-5

Sade Martinez, Assistant Principal, K-2

Drew Tarloff, Vice Principal, Middle School

Jada Pickett, Director of Academics

Matthew Duffy, Director of Data and Assessment

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Angelo Aponte, Esq.	Chairperson	Executive, Finance, Strategic, Academic, Security
Larry Miraldi	Vice Chairperson	Executive, Strategic, Academic
Alice Tobin	Treasurer	Strategic, Academic, Nominating
John McBeth	Member	Community Outreach
Michael McVey	Member	Security
Ana Romero	Parent Representative	
Peter Weinmen, Esq.	Member	

Mr. Eugene Foley has served as the President since 2015.

Ms. Nicole Johnson has served as the Principal (K-5) since 2023.

SCHOOL OVERVIEW

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

Set in a neighborhood in close proximity to the Statue of Liberty, New World Preparatory Charter School is “a golden door”—a school community where diversity is not just accepted but celebrated.

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

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

Student assessments at NWP are designed to provide ongoing, useful feedback to staff and students. Our regular classroom assessments, which are both formal and informal, include a range of activities such as quizzes, selected responses, open-ended and closed-constructed responses, end-of-unit tests, performance tasks, interviews, open-ended questions, and conferences. Our staff meets regularly to analyze data, review student work, and use it to plan instruction. We incorporate assessments to support a structure for evaluating student progress and identifying students’ needs so that interventions can be integrated into the daily academic program.

All students complete an iReady Diagnostic Assessment in Math and ELA. All Kindergarten through 5th Grade scholars and new incoming 6th, 7th, and 8th scholars complete a Reading and Math Inventory assessment. All Kindergarten through fifth-grade scholars are assessed using Fountas and Pinnell. NWP

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analyzes all school-wide assessment data and standardized assessment data to design appropriate interventions and instructional strategies to ensure that student achievement goals are met. Our staff is trained to deploy instructional methods that are appropriate to the developmental needs of all students.

NWP presents a clear alternative to large, impersonal elementary and middle schools by serving students and having structured time scheduled to support the social and emotional needs of each child. The goal is to have approximately 22 students in kindergarten and first grade and in grades 3 through 8th grade to have each of the sections to approximately 25 students in a class.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	72	70	74	62	48	50	124	128	109	0	0	0	0	736
2023-24	65	81	80	74	68	67	126	119	125	0	0	0	0	805
2024-25	64	73	77	73	76	73	127	128	113	0	0	0	0	804

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

NWP uses a balanced, comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the Next Generation ELA standards. NWP has 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. The school offers three periods of ELA each day.

IN 2023-2024 we began the implementation of restructuring our ELA curriculum. The *myView* curriculum (Savvas Learning Company) became the ELA curriculum for kindergarten through 5th Grade. The *myView* literacy new edition is a proven model that is grounded in the science of reading and writing, proven to boost student achievement. The factors that impacted the choice of this curriculum was that myView contained daily explicit foundational skills instruction, evidence-based reading and writing instruction, engaging literature and storytelling, diagnostic tools that bolster differentiation, ample practice for skills mastery, a clear path to building knowledge, and use of Espanol.

In the *myView* curriculum, the daily explicit and systematic *foundational skills instruction* focuses on phonological awareness, phonics, and word study, which are the basic building blocks of reading. There is a consistent five-day routine in *vocabulary and comprehension instruction* that allows teachers to dive

deeply into high-quality literature and make lasting learning connections. Built into the curriculum is *small group time*, which allows the teachers to differentiate and reinforce skills taught in whole group lessons, allowing for closing any learning gaps. With *myView Literacy*, lessons are pre-planned to meet varying *differentiation needs*.

The *myView* Writing Curriculum is designed to develop K–5 students’ writing skills through a structured, standards-aligned approach that emphasizes writing as a process. Each grade level engages in genre-based units that focus on narrative, informational, and opinion/argument writing, with additional exposure to functional and research-based pieces. Students move through the stages of brainstorming, drafting, revising, editing, and publishing, while also learning to apply grammar, vocabulary, and conventions in authentic contexts. Writing is integrated with reading to build connections between comprehension and composition, and consistent use of mentor texts helps students understand the author's craft. The curriculum also prioritizes student voice and purpose, ensuring that writing tasks are meaningful, audience-driven, and scaffolded to support growth across grade levels.

In 2024-2025, we implemented the second phase of our ELA curriculum development by introducing the *myPerspective* Curriculum with the sixth grade. This curriculum builds upon the K-5 curriculum.

The *myPerspectives* Curriculum is designed to engage middle school students in grades 6–8 in reading, writing, speaking, and critical thinking through a rigorous, standards-aligned approach. The curriculum is built around thematic units that encourage students to read a wide range of diverse texts, analyze multiple perspectives, and connect literature to real-world issues. Students develop literacy skills through close reading, text analysis, evidence-based writing, and collaborative discussion, with an emphasis on critical thinking and academic discourse. Writing instruction is fully integrated into each unit, guiding students through argumentative, informative, and narrative tasks that are connected to the texts they study. Consistent use of mentor texts and performance-based assessments helps students refine their craft and apply skills in authentic contexts.

A core strength of the program is its commitment to differentiation. *myPerspectives* provides multiple entry points for all learners, including scaffolds for struggling readers, enrichment opportunities for advanced students, and targeted support for Multilingual learners/English Language Learners. Features such as language development routines, vocabulary support, and visual scaffolds ensure that ESL students can access grade-level content while strengthening their English proficiency. Collaborative discussions and multimodal tasks also allow students to demonstrate understanding in different ways, making learning accessible and meaningful for diverse learners.

The curriculum prioritizes student voice and choice, encouraging learners to take ownership of their ideas, consider different viewpoints, and communicate effectively for a variety of audiences and purposes. By scaffolding instruction and building on the foundational skills developed in the K–5 *myView* program, *myPerspectives* ensures a seamless progression in literacy development that prepares students for high school, college, and beyond.

The main component of the English Language Arts literature curriculum in the middle school grades 7 and 8 consists of the units found in the Engage New York Curriculum. NYSED has provided the EngageNY curriculum as a framework for each grade level to “adopt/adapt” based on students’ needs. Units are aligned to New York State Learning Standards and provide educators with multiple resources and task modalities to enhance the instruction of each main class text. Students learn to understand the text; move to analysis, interpretation, and evaluation; weigh several avenues of meaning, revise thinking, and then convey this thinking in an organized, cogent fashion.

A supplementary component of the English Language Arts program is the writing curriculum. The Writing Revolution provides an accessible and comprehensive approach to writing, thinking, and learning to support writers requiring targeted scaffolds. The kindergarten through 8th Grade curriculum includes strategies for building complex sentences in order to generate well-structured and developed summaries, paragraphs, and expository and research writing all within different text structures. The curriculum also includes enriching guidelines for every step of the writing process that provide students with a strong foundation for creating and assessing their own writing to make unified and coherent self-revisions. This writing approach provides students with the necessary strategies to increase not only their writing proficiency, but also their analytical thinking abilities so as to become better readers, writers, speakers, and thinkers who are well-prepared to meet the needs of higher education and the workforce. The Writing Revolution Research supports higher-order and critical thinking skills. The Writing Revolution strategies are used across the curriculum in all content areas.

ELA Academic Intervention provided targeted small-group and individualized support for Kindergarten and 1st grade scholars who were selected based on assessment data indicating skill gaps in early literacy. Recognizing the critical importance of intervention at these grade levels, instruction focused on building foundational skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The teacher delivered data-driven lessons, monitored progress closely, and provided scaffolds to accelerate growth. This intentional support not only addressed immediate gaps but also laid the foundation for long-term reading success, ensuring that scholars are on track to meet grade-level expectations in the years ahead.

During the 2024-2025 school year, Kindergarten and 1st grade continued to implement FUNdations as part of the ELA Academic Intervention class. FUNdations is a multisensory and systematic phonics, spelling, and handwriting program from Wilson Language Training. It is designed as a whole-class, general education program used for prevention (Tier 1) purposes. It can also be taught in a small group (Tier 2) or 1:1 setting for intervention. Informed by an extensive research base and following principles of instruction demonstrating success for a wide variety of learners, FUNdations makes learning to read fun while laying the groundwork for life-long literacy. It thoroughly teaches the foundational skills, and significantly supports the reading, writing, and language standards, found in states’ rigorous college- and career-ready standards.

FUNdations presents the following concepts and skills cumulatively from Unit to Unit and year to year: Phonemic awareness, Phonics/ word study, High-frequency word study, Reading fluency, Vocabulary, and Comprehension strategies. It integrates skill instruction so that a daily lesson teaches and then reinforces

corresponding skills; scaffolds learning while teaching all skills explicitly, sequentially, and systematically; actively engages students in learning through the use of multisensory techniques, such as when teaching students sounds, their representative letters, and words with spelling options; provides multiple opportunities for skills practice and application to build mastery; monitors student learning through formative assessment tools built into the program; and includes comprehensive and teacher-friendly materials to facilitate teachers' use of the program and promotes student motivation. The reason this program was brought on board is that a number of our scholars were having difficulty with the phonics and phonemic awareness skills, they needed to be successful with grade-level independent reading.

As a supplemental ELA intervention, students in grades K through 5 continued its use of MobyMax. MobyMax is a computer-based tool that finds and fixes learning gaps with the power of personalized learning. MobyMax's adaptive curriculum creates an individualized education plan for each student, allowing gifted students to progress while simultaneously ensuring that remedial students get the extra instruction they need. MobyMax's elementary curriculum is incredibly comprehensive, including modules in the alphabet, phonics, spelling, sight words, reading, foundational reading, science, and social studies. MobyMax is highly engaging for scholars and provides grade-level standards-based data.

Additional Intervention

- **Mastery Class**

For the 2024–2025 school year, NWP piloted a new and more intentional approach to its School Wide Interventions with a particular focus on the Mastery Class. The Mastery Intervention Class was designed to provide Scholars with focused opportunities to develop a complete and thorough understanding of priority standards. The purpose of this class was to ensure that students built a strong academic foundation, enabling them to move forward confidently with on-grade-level standards and ultimately progress to more complex topics.

Unlike after-school programs that reach only a limited number of participants, the Mastery Class was a built-in intervention block that took place every day within the regular bell-to-bell school schedule. This approach allowed NWP to provide meaningful academic interventions to a much greater number of students, ensuring equitable access to support. By embedding intervention into the school day, barriers such as transportation, family schedules, and after-school commitments were removed, allowing all Scholars the opportunity to benefit from targeted academic support.

Central to this model was the strategic use of data. Diagnostic assessments and ongoing performance measures were carefully analyzed to identify the specific standards where Scholars required the most support. During data meetings, instructional teams determined the standards of focus for each group, ensuring alignment across classrooms and grade levels. Based on these results, students were grouped by skill and need, allowing instruction to be tailored directly to their areas of growth. This approach also fostered collective teacher responsibility, as staff across the grade level collaborated to support student mastery in both ELA and Math.

Throughout the 2024–2025 school year, Mastery Classes were monitored closely to assess effectiveness. Evidence showed that the daily intervention model not only provided timely remediation but also created opportunities for acceleration. Scholars gained confidence, strengthened foundational skills, and demonstrated measurable growth on standards-aligned assessments. Teachers also reported that having dedicated instructional time during the day allowed them to be more intentional, responsive, and consistent in addressing student needs.

The benefits of embedding intervention directly into the school day are clear-

- Equity of Access- Every Scholar participates, eliminating barriers tied to transportation or after-school availability.
- Consistency and Frequency- Daily, scheduled interventions ensure continuous support rather than sporadic sessions.
- Alignment with Core Instruction-Teachers can directly connect interventions to classroom content, strengthening mastery of priority standards.
- Immediate Responsiveness-Data from assessments can be acted upon quickly, with Scholars regrouped and redirected as needed.
- Stronger Student Engagement-Interventions during the day are part of the Scholar's academic program, emphasizing that remediation and growth are integral to success, not optional add-ons.

By grounding the Mastery Class in data-driven decision-making, collaborative teacher practices, and daily intervention within the school schedule, NWP created a learning environment that emphasized both remediation and acceleration. The pilot year laid a strong foundation for a school-wide WIN model that prioritizes mastery, growth, and readiness for future academic success.

READY Test Prep Overview (Grades 3–8)

The READY program is a structured, standards-based resource designed to prepare students for the New York State Assessments. It focuses on the most challenging Mathematics and English Language Arts (ELA) standards—specifically those identified as historically difficult through student performance data. The program aligns directly with the New York State Next Generation Learning Standards (NGLS).

Key Features

- Targeted Instruction- Prioritizes essential standards and skills critical for success on state exams.
8-Week Pacing Plan: One lesson per week, with recommended time allocations-
ELA: 3–4 hours per lesson
- Engagement- Lessons connect to real-world applications to keep students invested.
Built-In Assessments: Each lesson includes formative checks, problem-solving tasks, and end-of-lesson quizzes.
- Support for Teachers: Teacher Resource Books (TRBs): Provide detailed lesson plans, scaffolding strategies, and differentiation supports.
- Differentiation Tools: Guidance for advanced learners, struggling students, and English Language Learners (ELLs).
- Preparation Framework: Teachers review pacing guides, gather TRB resources, and plan enrichment or reteaching activities before instruction.

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- Instructional Structure: Each lesson includes an opening review, guided instruction, and small group or independent practice.
- Differentiation & Personalization - For Advanced Learners: Higher-order problems, real-world applications, and enrichment activities.
For Struggling Students: Scaffolded examples, reteaching lessons, and extra guided practice.
For ELLs: Vocabulary supports, visuals, sentence starters, and graphic organizers.

- Title 1

NWP's Title 1 ELA Intervention Program was developed to provide additional support to students who are performing below grade level in ELA and who do not receive any additional services. The student's progress is closely monitored and communicated between Title 1 and ELA classroom teachers. During the 2024 - 2025 school year, the Title 1 teacher serviced students for the Elementary grades, K and 1. Students were identified based on preliminary data and/or teacher recommendations. Teachers' schedules were created based on where the biggest need was identified. Teachers push into ELA and/or Intervention classes to provide additional support to the students who have been identified as Title 1.

- ELL / MLL Services

NWP has a growing ELL/MLL population. Additional staff was hired to better support the needs of this population. Support for English Language Learners (ELLs) and Multilingual Learners (MLLs) is provided in alignment with New York State guidelines for English as a New Language (ENL) services. Scholars are identified through the home language survey, the NYSITELL, and NYSESLAT assessments. These determine their proficiency level as Entering, Emerging, Transitioning, Expanding, or Commanding. Based on these levels, students receive appropriate units of ENL instruction, including stand-alone ENL services for foundational language development and integrated ENL support within content areas to promote academic language growth. Instruction emphasizes listening, speaking, reading, and writing, while scaffolds such as visuals, sentence frames, and leveled texts are provided to ensure access to grade-level content. Progress is monitored through formative assessments and the annual NYSESLAT, ensuring that instructional adjustments are responsive to student growth. This structured, level-based support system builds both English proficiency and academic achievement, while maintaining alignment with NYS standards and requirements.

- Technology-Enhanced AIS

i-Ready has been implemented schoolwide as a diagnostic and instructional tool to monitor student progress in reading. The platform provides adaptive assessments that identify individual student strengths and areas for growth, while personalized learning pathways offer targeted practice to address skill gaps. Teachers utilize i-Ready data to inform small-group instruction, differentiate learning experiences, and track progress toward grade-level standards. Regular review of usage and performance reports ensures accountability and supports the alignment of classroom instruction with student needs.

Raz-Plus is actively implemented across grades K–5 to support differentiated reading instruction and monitor student literacy growth. Teachers use the platform's leveled books, formative assessments, and

instructional resources to provide targeted practice tailored to each student's reading level. Student progress is tracked in real time through Raz-Plus reports, enabling educators to identify skill gaps, adjust instruction, and provide additional support as needed. The platform also facilitates at-home reading practice, reinforcing classroom learning and fostering student engagement with independent reading. Overall, Raz-Plus serves as a key tool for both personalized literacy development and data-driven decision-making in alignment with grade-level standards.

We have integrated **MobyMax** as a school-wide, adaptive digital intervention platform to support personalized learning across grades K–5. Through diagnostic assessments, MobyMax identifies students' specific skill gaps and delivers targeted, engaging ELA and Writing lessons. Teachers are able to monitor real-time progress via robust dashboards and use detailed data to inform small-group instruction, support IEP goal tracking, and communicate growth to families and stakeholders.

Assessments

- ELA iReady Diagnostic

Throughout the year, all students are administered Diagnostic Exams in ELA through the iReady - Curriculum Associates Program. Students were administered this Diagnostic exam three times throughout the year for all grades. Students took their ELA iReady diagnostic during their ELA period. Using the data provided by the iReady Program, individualized student goals were set for scholars, and their progress towards the goals was monitored at the classroom level and recognized at the school-wide level. The data gathered from these diagnostic exams were used to determine and monitor the ELA intervention/enrichment support needed for students in the classroom and after-school intervention/enrichment programs. Data were analyzed with staff during data review meetings and Scholar Achievement Meetings at the classroom level, and the Continuous Achievement Plan was implemented during the review.

- ELA Benchmark Assessment (Fall, Winter, and Spring)

Common Core standard-aligned ELA assessments were given to students in grades 3 - 8 three times per year. The standards that were identified as focus standards were re-assessed using past state exams released questions. Grade teams also analyzed the data to identify grade-level focus standards that students need more support with and adjusted their instruction to explicitly reteach these standards at strategic points throughout their lessons. Grade teams analyzed the data to determine whether students were on track to perform at grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. Data from the benchmark assessments is analyzed during Scholar Achievement Meetings, and the next steps for instruction are collaborated on by the Classroom Teachers (3 - 5) and Grade Level ELA team (6-8).

- ELA Interim Assessment

An additional Common Core standard-aligned ELA assessment was given to students in grades 3 - 8 to simulate the NYS State Exam. This interim assessment mirrored the State Exam to allow scholars to build their stamina on a longer assessment, using past state exam-released questions. These questions were standards-aligned and consisted of multiple-choice, short-response, and extended-response questions. Grade teams analyzed the data to determine whether students were on track to perform on grade level on future assessments, monitor their progress on the focus standards, and determine the next steps in instruction.

- Fountas and Pinnell

Students in grades K- 5 were assessed three times throughout the year using the Fountas and Pinnell (F&P) Benchmark Assessment System (BAS) to determine students' independent and instructional reading levels. Assessments were administered to students in person regardless of their learning selection. Teachers were able to observe students' reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

- Writing Portfolios

Writing Portfolios have been implemented across grades K–5 as a tool for monitoring and supporting student growth in alignment with the *myView* curriculum. Each portfolio documents student progress through the genre-based writing units of study, ensuring that students have multiple opportunities to draft, revise, and publish pieces that reflect the purpose and expectations of each unit. Scholars are provided with a genre-specific baseline prompt at the start of each unit to capture initial writing performance and measure growth throughout the portfolio process. Portfolios serve as both formative and summative measures, allowing teachers to track mastery of grade-level standards, provide targeted feedback, and support vertical alignment of writing instruction. This systematic collection of student work also strengthens communication with families by showcasing growth over time and highlighting proficiency within the genres emphasized in *myView*.

- The Writing Revolution (TWR) - Writing Skills Assessments

The TWR Writing Skills Assessment is given three times a year to all students in grades K - 8. The Assessment helps teachers assess which writing standards the students have mastered and which ones they need more support with. The assessment is broken into parts, with each part being a different skill from The Writing Revolution. This assessment is used to determine areas of focus in the writing curriculum, set individual goals, and establish groups. The ELA teachers score each question using gradecam. Reports are then downloaded from gradecam. The reports are broken down into TWR standards and class sections. All teachers on a grade level then come together to analyze the data from the assessment. From there, focus standards are chosen to be worked on with the students across all content areas in the grade level.

- **Incoming Kindergarten Assessment (ELA Portion)**

Incoming Kindergarten students are given appointments to come to the school in July to take a 20-minute 1:1 assessment. This assessment gives us baseline information regarding each child's foundational literacy skills and readiness such as how many letters, sounds, and sight words they may know. This data is utilized to help make informed decisions about class placement and allows the school to be proactive in deciding on what intervention and curriculum support these students will need.

Professional Development

- **Coaching**

The K–5 Humanities Vertical Leader was created this year to support teachers across all elementary grades in the implementation of the ELA and social studies curriculum. The role emphasizes collaborative, non-evaluative coaching to help teachers plan units, design lessons, and utilize assessments effectively. The leader facilitates professional learning communities within common planning times, shares instructional best practices, and supports differentiation strategies to meet the diverse needs of students. By focusing on teacher growth and curriculum fidelity, the Humanities Vertical Leader strengthens instructional consistency and promotes a shared understanding of standards and learning objectives across grades K–5.

Teachers receive ongoing, non-evaluative coaching to support the effective implementation of the myView ELA curriculum across grades K–5 and myPerspective for 6th grade.. Coaching focuses on helping teachers plan lessons, design genre-based writing units, integrate reading and writing instruction, and utilize formative and summative assessments to monitor student growth. Teachers also participate in professional development on standards competency, strengthening their understanding of grade-level expectations and alignment to state standards. Coaches provide guidance on NYS-specific curriculum mapping and pacing, ensuring instruction is sequenced effectively throughout the year and aligned with assessment timelines. Through modeling, co-planning, and data-informed discussions, myView curriculum coaching supports teacher growth, promotes fidelity to curriculum design, and ensures consistent, high-quality literacy instruction across all grades.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

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2024-25 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	73	0	2	0	0	0	0	75
4	75	0	0	0	0	0	0	75
5	73	1	0	0	0	0	1	75
6	126	0	0	0	0	0	0	126
7	122	0	0	0	0	0	3	125
8	111	1	0	0	0	0	1	113
All	580	2	2	0	0	0	5	589

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	73	52	71.2%	66	47	71.2%
4	75	50	66.7%	68	45	66.2%
5	73	38	52.1%	57	34	59.6%
6	126	66	52.4%	51	30	58.8%
7	122	55	45.1%	112	50	44.6%
8	111	59	53.2%	110	58	52.7%
All	580	320	55.2%	464	264	56.9%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
580	12.6%	32.2%	33.6%	21.6%

$$PI = 0 * [12.6]_{\text{Level 1}} + 1 * [32.2]_{\text{Level 2}} + 2 * [33.6]_{\text{Level 3}} + 2.5 * [21.6]_{\text{Level 4}} = 153.4$$

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	71.2%	66	65.9%	3734
4	66.2%	68	65.5%	3788
5	59.6%	57	68.3%	3908
6	58.8%	51	59.4%	3701

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

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7	44.6%	112	62.9%	3830
8	52.7%	110	61.1%	3770
All	56.9%	464	63.9%	22731

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	87.8%	446.0	438.5	0.78
4	89.7%	448.0	439.1	0.85
5	89.6%	443.0	437.5	0.57
6	96.0%	434.0	436.7	-0.3
7	91.6%	446.0	443.3	0.28
8	96.0%	452.0	443.0	0.86
All	92.6%	444.6	440.0	0.45

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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ELA Measure 5 - 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 target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

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 2023-24 and also have a state exam score from 2022-23, including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.5	50.0
5	46.4	50.0
6	43.3	50.0
7	54.8	50.0
8	55.0	50.0
All	51.2	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: iReady Diagnostic Assessments by Curriculum Associates.

2024 - 2025 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	582	170%	Yes

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	243	180%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities	173%	140	175%	Yes
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid-on-grade level or above scale score for the year-end assessment.	2+ students	75%	466	31%	No

Grades	Median Percent of Annual Typical Growth	Number Tested
3	150%	75
4	188%	75
5	160%	73
6	198%	126
7	223%	122
8	89%	111
All	170%	582

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	44%	75	46%	68
4	41%	75	43%	68

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5	23%	73	28%	57
6	25%	126	31%	51
7	19%	122	20%	112
8	28%	111	28%	110
All	29%	582	31%	466

Grades	All Students		Enrolled in at least their Second Year	
	Percent Early-On Grade Level or Above	Number Tested	Percent Early-On Grade Level or Above	Number Tested
3	80%	75	80%	68
4	64%	75	64%	68
5	48%	73	56%	57
6	46%	126	49%	51
7	40%	122	41%	112
8	43%	111	43%	110
All	51%	582	53%	466

Summary of the ELA Goal

Based on the iReady ELA End of Year Assessment Data, during the 2024 - 2025 year, New World Preparatory Charter School met Measures 1, 2, and 3. NWP exceeded the targets for all students' Annual Typical Growth by 70%, for Low Initial Achievers by 70%, and Students with Disabilities by 2%. It is evident that scholars, including those with disabilities and low initial achievement, grew at a rate exceeding our targets. Despite large growth numbers the school did not reach 75% of students scoring at mid or above grade level. However, when the criteria is expanded to include students placing early on grade level our numbers increase significantly and more closely align to state exam proficiency rates.

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.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
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	No

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	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Yes
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 target of 50.	Yes

EVALUATION OF ELA GOAL

Based on the 2024 - 2025 State English Language Arts Exam results, New World Prep met three of the five applicable measures - one absolute measure, one comparative measure, and one growth measure. New World Prep's aggregate PI exceeded the state's MIP by 36.1. New World Prep exceeded its predicted level of performance by an effect size of 0.45, or 150% of the state's benchmark of 0.3, when controlling for economically disadvantaged students. Every grade level exceeded its predicted performance level with the exception of Grade 6. New World Prep's mean growth percentile was 51.2, or 1.2 greater than the target of 50.

The data collected from the State English Language Arts Exam did not meet the Absolute target that states, "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." New World Prep fell short of this target by 18.1% since 56.9% of scholars enrolled in at least their second year performed at proficiency. While New World Prep continues to help students grow at a rate exceeding state targets, due to the high rates of low initial achievers we struggle to meet this absolute measure.

New World Prep did not meet the Comparative target that states "Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison." New World Prep fell short of this measure by 7%. However, students enrolled in at least their second year in grade 3 and 4 demonstrated higher rates of proficiency than district students, providing a strong foundation for future results.

ADDITIONAL CONTEXT AND EVIDENCE

Although the ELA Goal for scholar proficiency on the New York State ELA Exam was not met during the 2024 - 2025 school year, the data above collected from the iReady Diagnostic Assessments demonstrate that growth was made by scholars throughout the year, in all grade levels 3 - 8. It is evident that students in grades 3 - 7 made significantly more than one year worth of growth as their median percent progress to their typical goal was well over 100%. While the data displayed below shows students in grade 8 making less than one year worth of growth, when looking at Diagnostic 2 median growth percent was actually higher at 139%. This can be attributed to waning motivation ahead of graduation for our eighth

grade students. Despite large growth numbers the school did not reach 75% of students scoring at mid or above grade level due to a large number of low initial achievers. However, when the criteria is expanded to include students placing early on grade level our numbers increase significantly and more closely align to state exam proficiency rates. 80% of grade 3 students placed early-on grade level or above.

ELA ACTION PLAN

With the growth of our school community, a restructuring of staffing is a significant focus for the 2025-2026 school year that will assist in increasing student proficiency. This new organizational structure will increase personalization that will support better academic outcomes, enhance student engagement, and develop a stronger sense of community. This restructuring will provide direct and additional support for the ELA program and ELA Interventions.

First, we have structured the school into smaller learning communities (schools), with each one having a principal who serves as the instructional leader for specific grades. There is a K-2 Principal (Lower Elementary), a 3-5 Principal (Upper Elementary), and a Principal for 6th through 8th grade (Middle School). This will provide additional direct support to teachers in the planning and implementation of the school curriculum, more time for informal and formal observations to support teacher development, and additional time to work with individual teachers, the grade and vertical teams on their use of data to drive instruction. This increased personalization will promote better academic outcomes, enhance student engagement, and cultivate a sense of community.

An additional staff member has been assigned to support the Director of Data and Assessment. This provides more availability to work with teachers with their classroom and school-wide assessments to assist teachers in improving lesson planning and implementation to better address their students' needs. For the 2025-2026 school year, NWP will have a dedicated full-time Literacy Coach for the Lower and Upper Elementary schools. The Literacy Coach will work with the teachers to improve student reading and writing skills, support professional development, and assist in lesson planning and implementation.

The Director of Academics' responsibilities are designed so that additional support is in place to work closely with the ELA vertical team leader and ELA staff to implement the next phase of the myPerspective Curriculum for our 7th and 8th-grade scholars. This ensures that all middle school scholars and teachers have the support and resources of the myPerspective Curriculum, which was successfully implemented in 6th grade during 2024-2025.

During the 2024-2025 school year, NWP piloted a new and more intentional approach to its School Wide ELA Interventions with a particular focus on the Mastery Class. The Mastery Class, embedded within the school day, provided daily academic intervention aligned to diagnostic assessments and priority standards. This approach created equity of access, consistent support, and stronger student engagement. As a result, the program will expand for the 2025-2026 school year as WIN (What I Need) for grades K-8. WIN will continue to rely on diagnostic data from i-Ready, and state exam-aligned interim

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assessments to group and regroup students based on need, ensuring interventions are responsive and targeted. WIN cycles will explicitly target moving these students into proficiency.

Increased coaching time by the Coordinator of Intervention has been planned during WIN planning that takes place weekly as part of the Grade Level Common Planning Time. This coaching will be focused on planning and implementation on the ongoing next steps to address the individual's learning gaps in ELA.

ELA interventions in 2024-2025 included FUNdations for K–1 scholars to address phonics and phonemic awareness skills, as well as MobyMax for K–5 to provide adaptive support in reading and writing. These specific interventions will continue as part of the Action Plan, directly tied to i-Ready growth data and Fountas and Pinnell benchmarks. Despite strong growth—170% of Annual Typical Growth overall in ELA, and 180% for low initial achievers— only 31% of students reached mid-on grade level. This prioritizes interventions that accelerate scholars from “early-on grade level” to “mid-on grade level and above,” since schoolwide data show higher percentages (e.g., 80% of grade 3 students achieved early-on grade level or higher).

The Professional Development plan for our Wednesday 2-hour weekly PD time will have increased coaching availability to focus on particular areas: instructional strategies for MLL and SPED populations, vertical team leadership training and support to their content areas, and additional time from our coaching staff from curriculum providers (myView and myPerspectives) and the Humanities Vertical Leader will ensure fidelity to our K-8 ELA instruction. This increased targeted professional development will enable teachers to best plan and implement our ELA program.

The school will be adding an additional coach for K-8 to support the work of the school's instructional leaders, grade and content leaders and teams, as well with individuals in the implementation of the school use of the Marzano Instructional framework (The New Art and Science of Teaching) This has been the school's instructional framework for over 9 years and has received trainings each year having an additional coaching available to staff will better enable teachers to better utilize Marzano's instructional strategies which will lead to improvement in teacher effectiveness and student achievement.

The school will also be adding the new position of a Literacy Coach for K-5. The Literacy coach will work alongside the Principals to focus on improving reading and writing skills for our students in kindergarten through 5th grade. Along with other responsibilities the Literacy Coach will serve as a coach for the teachers to develop a culture of reading for K-5 improving the school-wide visibility of literacy.

GOAL 2: MATHEMATICS

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

BACKGROUND

NWP uses a standards-based approach to accomplish our mission of producing students who meet or exceed proficiency. The school offers two periods of Math each day in all grade levels. The school also focuses on addressing achievement gaps during Mastery by providing standards-aligned intervention and remediation in skill areas identified through analysis of student data.

To ensure teachers deploy current mathematics curricula, each year the school explores math curriculum and strategies to enhance the school's curriculum framework and curriculum for mathematics. The Eureka Math² curriculum was implemented for its third year during the 2024-2025 school year in grades K - 8.

Eureka Math² provides teachers with high-quality materials and tools to ensure students build a conceptual understanding of mathematics. Written by teachers, their curriculum uses a research-based approach to craft a new curriculum that ensures students build enduring knowledge. Each lesson uses a Concrete-Pictorial-Abstract approach to ensure conceptual understanding and promote application to the real world.

Eureka Math² uses Universal Design for Learning Guidelines to help teachers design instruction that proactively addresses barriers to learning by designing for the predictable variability of all learners. In addition, differentiation is provided throughout the curriculum to help support a variety of students including those with IEPs and MLLs.

Eureka Math² also provides a coherent curriculum progression by organizing modules and lessons to leverage connections between concepts, and progress conceptual understanding from simple to complex to help students access new learning and problem-solving. Eureka Math² offers a robust assessment platform to aid teachers in assessing student readiness and learning. Equip Pre-Module Assessments provide teachers with a detailed understanding of student prerequisite knowledge and skills and provide Action Items designed to support students lacking necessary prerequisite knowledge and skills. Topic quizzes provide teachers with data on student achievement within modules and Module Assessments assess student learning of larger units. Eureka Math² helps teachers monitor student learning by providing Achievement Descriptors of what students should know, and Proficiency Indicators that show what knowing looks like.

Eureka Math² also has a digital component, Great Mind Digital, that provides lesson facilitation slides along with all the same content found in the Teach book. Through an intentional integration of digital interactives, a focused approach to encouraging student discourse, and connecting lessons to real-world math, students stay engaged in the learning.

To continue to create a rigorous advanced math track and Algebra curriculum with high expectations for all students, NWP uses a variety of resources including, Big Ideas Learning and Ready NY by Curriculum Associates to develop and differentiate rigorous and engaging lessons. However, the Algebra curriculum is mostly aligned with the Engage NY curriculum. All resources are aligned to the New York State

Learning Standards (Next Generation Mathematics Learning Standards Pending) and include all of the domains our students must develop an understanding of, including ratios and proportions, the number system, expressions and equations, probability and statistics, geometry, and functions (8th Grade).

Students also have the opportunity to take an accelerated two-year Algebra Sequence, which culminates with students taking the New York State Algebra Regents. While developing unit plans and lesson plans, teachers work together to identify the critical content the standard is addressing and determine which resource is the best to use for that content. Teachers plan and use a variety of monitoring techniques throughout the lesson and the unit to check for student understanding and mastery of the critical content. These strategies include circulating with a clipboard to record observations, scaffolded questioning, partner practice, and think-pair-shares. The school provides two periods of math each day. At each grade level, students learn how math relates to the real world. Students are engaged in using logic, problem-solving skills, and algebraic reasoning to solve cognitively complex real-world application tasks, while also mastering basic fundamental skills. At the end of each unit, students working in organized groups complete a culminating multi-step task, which incorporates multiple standards covered throughout the unit and which can be applied to the real world.

Additional Intervention

Mastery Class

For the 2024–2025 school year, NWP piloted a new and more intentional approach to its School Wide Interventions with a particular focus on the Mastery Class. The Mastery Intervention Class was designed to provide Scholars with focused opportunities to develop a complete and thorough understanding of priority standards. The purpose of this class was to ensure that students built a strong academic foundation, enabling them to move forward confidently with on-grade-level standards and ultimately progress to more complex topics.

Unlike after-school programs that reach only a limited number of participants, the Mastery Class was a built-in intervention block that took place every day within the regular bell-to-bell school schedule. This approach allowed NWP to provide meaningful academic interventions to a much greater number of students, ensuring equitable access to support. By embedding intervention into the school day, barriers such as transportation, family schedules, and after-school commitments were removed, allowing all Scholars the opportunity to benefit from targeted academic support.

Central to this model was the strategic use of data. Diagnostic assessments and ongoing performance measures were carefully analyzed to identify the specific standards where Scholars required the most support. During data meetings, instructional teams determined the standards of focus for each group, ensuring alignment across classrooms and grade levels. Based on these results, students were grouped by skill and need, allowing instruction to be tailored directly to their areas of growth. This approach also fostered collective teacher responsibility, as staff across the grade level collaborated to support student mastery in both ELA and Math.

Throughout the 2024–2025 school year, Mastery Classes were monitored closely to assess effectiveness. Evidence showed that the daily intervention model not only provided timely remediation but also

created opportunities for acceleration. Scholars gained confidence, strengthened foundational skills, and demonstrated measurable growth on standards-aligned assessments. Teachers also reported that having dedicated instructional time during the day allowed them to be more intentional, responsive, and consistent in addressing student needs.

The benefits of embedding intervention directly into the school day are clear-

- Equity of Access- Every Scholar participates, eliminating barriers tied to transportation or after-school availability.
- Consistency and Frequency- Daily, scheduled interventions ensure continuous support rather than sporadic sessions.
- Alignment with Core Instruction-Teachers can directly connect interventions to classroom content, strengthening mastery of priority standards.
- Immediate Responsiveness-Data from assessments can be acted upon quickly, with Scholars regrouped and redirected as needed.
- Stronger Student Engagement-Interventions during the day are part of the Scholar's academic program, emphasizing that remediation and growth are integral to success, not optional add-ons.

By grounding the Mastery Class in data-driven decision-making, collaborative teacher practices, and daily intervention within the school schedule, NWP created a learning environment that emphasized both remediation and acceleration. The pilot year laid a strong foundation for a school-wide WIN model that prioritizes mastery, growth, and readiness for future academic success.

READY Test Prep Overview (Grades 3–8)

The READY program is a structured, standards-based resource designed to prepare students for the New York State Assessments. It focuses on the most challenging Mathematics and English Language Arts (ELA) standards—specifically those identified as historically difficult through student performance data. The program aligns directly with the New York State Next Generation Learning Standards (NGLS).

Key Features

- Targeted Instruction- Prioritizes essential standards and skills critical for success on state exams.
- 8-Week Pacing Plan: One lesson per week, with recommended time allocations-
ELA: 3–4 hours per lesson
- Engagement- Lessons connect to real-world applications to keep students invested.
- Built-In Assessments: Each lesson includes formative checks, problem-solving tasks, and end-of-lesson quizzes.
- Support for Teachers: Teacher Resource Books (TRBs): Provide detailed lesson plans, scaffolding strategies, and differentiation supports.
- Differentiation Tools: Guidance for advanced learners, struggling students, and English Language Learners (ELLs).
- Preparation Framework: Teachers review pacing guides, gather TRB resources, and plan enrichment or reteaching activities before instruction.
- Instructional Structure: Each lesson includes an opening review, guided instruction, and small group or independent practice.

- Differentiation & Personalization - For Advanced Learners: Higher-order problems, real-world applications, and enrichment activities.
For Struggling Students: Scaffolded examples, reteaching lessons, and extra guided practice.
For ELLs: Vocabulary supports, visuals, sentence starters, and graphic organizers.

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Math: 3–4 hours per lesson
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Built-In Assessments: Each lesson includes formative checks, problem-solving tasks, and end-of-lesson quizzes.
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- Differentiation & Personalization

For Advanced Learners: Higher-order problems, real-world applications, and enrichment activities.
For Struggling Students: Scaffolded examples, reteaching lessons, and extra guided practice.
For ELLs: Vocabulary supports, visuals, sentence starters, and graphic organizers.

After-School READY Math Test Prep

During the 2024–2025 school year, New World Preparatory implemented a targeted after-school READY program for 7th and 8th grade students in mathematics. The purpose of this program was to strengthen student readiness for the New York State Mathematics assessments by focusing on the most challenging standards identified through state data trends. READY provides structured lessons aligned to the New York State Next Generation Learning Standards (NGLS). Each grade level pacing guide highlights eight priority lessons that historically cause the greatest difficulty for students. These lessons were used as the foundation for our after-school sessions-

7th Grade Math: Students worked through lessons such as *Problem Solving with Proportional Relationships*, *Ratios Involving Complex Fractions*, *Solving Equations and Inequalities*, and *Operations with Rational Numbers*.

8th Grade Math: Students engaged in lessons including *Square and Cube Roots*, *Pythagorean Theorem Applications*, *Solving Linear Equations*, *Exponents*, *Slope-Intercept Form*, and *Angle Relationships*.

Purpose and Impact

By using READY in this structured way, NWP created additional time for focused math instruction outside of the regular school day. The Wednesday program provided-

- Reinforcement of priority standards where students typically struggle.
- Consistent weekly practice with rigorous, standards-aligned problems.
- Teacher support through modeled instruction, guided practice, and review discussions built into each READY lesson.

This intentional use of READY after school allowed 7th and 8th graders to deepen their understanding of key math concepts, close learning gaps, and approach the state test with greater confidence and preparation.

- Technology-Enhanced AIS

i-Ready has been implemented schoolwide as a diagnostic and instructional tool to monitor student progress in mathematics. The platform provides adaptive assessments that identify individual student strengths and areas for growth, while personalized learning pathways offer targeted practice to address skill gaps. Teachers utilize i-Ready data to inform small-group instruction, differentiate learning experiences, and track progress toward grade-level standards. Regular review of usage and performance reports ensures accountability and supports the alignment of classroom instruction with student needs.

We have integrated **MobyMax** as a school-wide, adaptive digital intervention platform to support personalized learning across grades K–5. Through diagnostic assessments, MobyMax identifies students' specific skill gaps and delivers targeted, engaging math lessons. Teachers monitor real-time progress via robust dashboards and use detailed data to inform small-group instruction, support IEP goal tracking, and communicate growth to families and stakeholders.

Assessment

- Math iReady Diagnostic

Throughout the year all students were administered 3 Diagnostic Exams in Math, through the iReady - Curriculum Associates Program, for all grade levels. The data gathered from this diagnostic exam was used to determine and monitor the Math intervention/enrichment support needed for students both in the classroom and for outside-of-school hours intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set for each student. Students were administered the Diagnostic Assessment during their Math Periods.

- Math Benchmark Assessment (Fall, Winter, and Spring)

NYS Next Gen Math Standards-aligned Math assessments are given to students in grades 3 - 8 three times per year. The standards that were identified as focus standards are re-assessed using past state exams released questions. Grade teams analyze the data to determine whether students are on track to perform on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. Grade-level teams also analyze the data to identify grade-level focus standards that students need more support with and adjust their instruction to explicitly reteach these standards at strategic points throughout their lessons. Data from the benchmark assessments was analyzed during Scholar Achievement Meetings (SAMS) and the next steps for instruction were determined by the Math team.

- Math Interim Assessment

An additional Common Core standard-aligned Math assessment was given to students in grades 3 - 8 to simulate the NYS state exam. This interim assessment mirrored the State Exam to allow scholars to build their stamina on a longer assessment, using past state exam-released questions. These questions were standards-aligned and consisted of multiple-choice, short-response, and extended-response questions. Grade teams analyzed the data to determine whether students were on track to perform on grade level on future assessments, monitor their progress on the focus standards, and determine any interventions needed.

- Incoming Kindergarten Screener (Math Portion)

Incoming Kindergarten students are given appointments to come to the school in July to take a 20-minute screener. This assessment gives us information on students' ability to count in sequence, identify numbers up to 20, and basic shape identification. This data is utilized to help make informed decisions about class placement and allows the school to be proactive in deciding on what intervention and curriculum support these students will need.

Professional Development

To provide NWP's staff with the support necessary to achieve high levels of student proficiency, the school will continue its Professional Development program. On Wednesdays of each week, the student schedule ends at 2:00 PM in order to provide a two-hour weekly time slot for Professional Development. In addition, time each day is provided for grade-level meetings for professional learning, including Scholar Achievement Meetings, Data Review, Kid Talk, Turns Key PD, etc.

Professional development on the Eureka Math² Curriculum was provided to the faculty throughout the school year. These professional development sessions took place in person, during pre-service before implementation, and continued throughout the year with side-by-side coaching for school leaders and teachers for program implementation. In addition, virtual sessions were also presented to teachers, targeting specific strategies or implementation components based on the data collected. A consistent PD provider was assigned who was knowledgeable on the curriculum and supported both the instructional leadership and the faculty to ensure fidelity in the delivery of the curriculum and understanding of its multiple parts.

Additionally, a Math Consultant who has been with the school for ten years continued to come on campus and provide coaching support to Math teachers in all grades once a week. Support around planning, instruction, and data analysis was included on the coach's agenda. Throughout the year, Math

Teachers met weekly with the Director of Data and Assessment to analyze current data (classroom and school-wide) and make decisions about the next steps for instruction. In addition, a teacher leader served as the Math Vertical team leader and supported the rollout and implementation of the program.

The K–5 Math Vertical Leader provides collaborative, non-evaluative support to teachers in implementing the K–5 mathematics curriculum, with a particular focus on strengthening math instruction and proficiency. This role supports teachers in planning math lessons that build conceptual understanding, fluency, and problem-solving skills, integrating hands-on and inquiry-based learning, and using assessments and data to inform differentiated instruction. The Math Vertical Leader facilitates cross-grade collaboration, shares effective instructional strategies, and provides guidance on pacing, standards alignment, and intervention for students in need of additional support. By emphasizing teacher coaching in math, this role strengthens instructional practices and ensures a consistent, high-quality learning experience across all grades K–5.

Vertical Team Meetings

For the 2024-2025 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with the administration to review school-wide goals and plan for upcoming Vertical Team meetings. The Vertical Team Meetings provided an opportunity for Mathematics Teachers (General and Special Education) to communicate regularly, vertically aligning curricula as well as differentiating instruction to ensure students have the prerequisite knowledge to navigate the following grade level’s Mathematics curricula with success. Vertical Team meetings provide time, space, and place for best practices and resources to be shared. Cross-curricular projects were also developed in collaboration with other team members/content-area teachers. The Math vertical team leader worked to develop and share resources for math teachers to utilize, ensuring standard alignment with assessment questions.

- Grade-Level Team Meetings

For the 2024-2025 school year, Grade Level leaders were identified on each grade level. These leaders met with the administration weekly to review school-wide goals and planning for upcoming grade-level meetings. Grade-level team meetings provide an opportunity for collaboration among all teachers of a grade level. During the grade-level team meetings, the academic progress of all students is discussed and strategies to support students who are at risk are shared amongst teachers, implemented, and monitored. In addition, data is shared and reviewed. When the team meets weekly during Kid Talk, using the data provided, counselors and teachers work collaboratively to monitor student academic and social-emotional progress. Also taking place during grade-level teams, opportunities for cross-curricular planning are shared, and thematic projects are planned.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

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2024-25 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	73	0	2	0	0	0	0	0	75
4	75	0	0	0	0	0	0	0	75
5	73	1	0	0	0	0	1	0	75
6	126	0	0	0	0	0	0	0	126
7	122	0	0	0	0	0	3	0	125
8	111	1	0	0	0	0	1	0	113
All	580	2	2	0	0	0	5	0	589

Performance on 2024-25 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	73	49	67.12%	66	45	68.18%
4	75	47	62.67%	68	41	60.29%
5	73	23	31.51%	57	21	36.84%
6	126	59	46.83%	51	29	56.86%
7	122	73	59.84%	112	66	58.93%
8	111	59	53.15%	110	58	52.73%
All	580	310	53.45%	464	260	56.03%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of

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these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
580	16.7%	29.8%	40.9%	12.6%

$$PI = 0 * [16.7]_{\text{Level 1}} + 1 * [29.8]_{\text{Level 2}} + 2 * [40.9]_{\text{Level 3}} + 2.5 * [12.6]_{\text{Level 4}} = 143.1$$

Math Measure 3 - 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 all students in the same tested grades in the school district of comparison.

METHOD

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

2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	68.2%	66	67.9%	3821
4	60.3%	68	65.7%	3837
5	36.8%	57	66.9%	3929
6	56.9%	51	56.1%	3707
7	58.9%	112	68.3%	3763
8	52.7%	110	60.3%	2810
All	56.0%	464	64.4%	21867

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Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	87.8%	453.0	445.4	0.54
4	89.7%	451.0	447.4	0.23
5	89.6%	436.0	442.4	-0.47
6	96.0%	437.0	441.2	-0.34
7	91.6%	453.0	447.6	0.39
8	96.0%	452.0	440.5	0.66
All	92.6%	447.2	443.8	0.19

Math Measure 5 - 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 target of 50.

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁷

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	52.8	50.0
5	39.1	50.0
6	42.0	50.0
7	70.8	50.0
8	57.2	50.0
All	53.8	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady Diagnostic Assessments by Curriculum Associates.

2024 - 2025 i-Ready Math Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	582	142%	Yes

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

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Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	206	151%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities	154%	140	98%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the mid on-grade level or above scale score for the year-end assessment.	2+ students	75%	466	33%	No

Grades	Median Percent of Annual Typical Growth	Number Tested
3	115%	75
4	100%	75
5	111%	73
6	152%	126
7	168%	122
8	167%	111
All	142%	582

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	36%	75	38%	68
4	40%	75	38%	68

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5	29%	73	35%	57
6	25%	126	31%	51
7	23%	122	22%	112
8	38%	111	37%	110
All	31%	582	33%	466

Grades	All Students		Enrolled in at least their Second Year	
	Percent Early-On Grade Level or Above	Number Tested	Percent Early-On Grade Level or Above	Number Tested
3	73%	75	73%	68
4	71%	75	70%	68
5	48%	73	56%	57
6	44%	126	55%	51
7	55%	122	54%	112
8	51%	111	50%	110
All	55%	582	59%	466

SUMMARY OF THE MATHEMATICS GOAL

Based on the iReady Mathematics End of Year Assessment Data, during the 2024 - 2025 year, New World Preparatory Charter School met Measures 1 and 2. NWP exceeded targets for all students' Annual Typical Growth by 42% and for Low Initial Achievers by 41%. NWP did not meet measure 3 as students with disabilities percent progress to Annual Typical Growth lagged behind that of their general education peers. Despite large growth numbers the school did not reach 75% of students scoring at mid or above grade level. However, when the criteria is expanded to include students placing early on grade level our numbers increase significantly and more closely align to state exam proficiency rates.

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.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
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	No

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	exam will be greater than that of students in the same tested grades in the school district of comparison.	
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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 target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Based on the 2024 - 2025 State Mathematics Exam results, New World Prep met two of the five applicable measures - one absolute measure and one growth measure. New World Prep's aggregate PI exceeded the state's MIP by 23.7. New World Prep's mean growth percentile was 53.8, or 3.8 greater than the target of 50.

The data collected from the State Mathematics Exam did not meet the Absolute target that states, "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." New World Prep fell short of this target by 18.97%, since 56.03% of scholars enrolled in at least their second year performed at proficiency. While New World Prep continues to help students grow at a rate exceeding state targets, due to the high rates of low initial achievers we struggle to meet this absolute measure.

New World Prep did not meet the Comparative target that states "Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state Mathematics exam will be greater than that of students in the same tested grades in the school district of comparison." New World Prep fell short of this measure by 8.4%. However, students enrolled in at least their second year in grade 3 demonstrated higher rates of proficiency than district students, providing a strong foundation for future results.

New World Prep did not meet the Comparative target that states "Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State." While this target was met in grade 3, 7, and 8 the large negative effect sizes in grades 5 and 6 bring our overall effect size below the goal of 0.3

ADDITIONAL CONTEXT AND EVIDENCE

Although the Mathematics Goal for scholar proficiency on the New York State Mathematics Exam was not met during the 2024 - 2025 school year, the data above collected from the iReady Diagnostic Assessments demonstrate that growth was made by scholars throughout the year, in all grade levels 3 -

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8. It is evident that students in grades 3 - 8, excluding grade 4, made significantly more than one year worth of growth as their median percent progress to their typical goal was well over 100%. Despite large growth numbers the school did not reach 75% of students scoring at mid or above grade level due to a large number of low initial achievers. However, when the criteria is expanded to include students placing early on grade level our numbers increase significantly and more closely align to state exam proficiency rates.

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Algebra I	24	24	100%
8	2023-24	Algebra I	28	28	100%
8	2024-25	Algebra I	29	28	97%

Students enrolled in New World Prep's Algebra program continue to demonstrate excellent pass rates. One scholar failed the June 2025 Algebra I regents with a score of 64.

MATHEMATICS ACTION PLAN

With the growth of our school community, a restructuring of staffing is a significant focus for the 2025-2026 school year that will assist in increasing student proficiency. This new organizational structure will increase personalization that will support better academic outcomes, enhance student engagement, and develop a stronger sense of community. This restructuring will provide direct and additional support for the Math program and Math Interventions.

First, we have structured the school into smaller learning communities (schools), with each one having a principal who serves as the instructional leader for specific grades. There is a K-2 Principal (Lower Elementary), a 3-5 Principal (Upper Elementary), and a Principal for 6th through 8th grade (Middle School). This will provide additional direct support to teachers in the planning and implementation of the school curriculum, more time for informal and formal observations, and opportunities to work closely with grade and vertical teams to use data effectively.

An additional staff member has been assigned to support the Director of Data and Assessment. This provides more availability to work with Math teachers with classroom and school-wide assessments to improve lesson planning and instructional strategies.

The pilot intervention program called Mastery, introduced in 2024-2025, provided daily, built-in intervention opportunities in Math using diagnostic and benchmark data to regroup students based on skill needs. This model created equitable access and stronger engagement. For 2025-2026, WIN will expand across K-8, with a continued focus on standards-aligned interventions.

Despite strong growth in Math (142% of Annual Typical Growth overall, 151% for low initial achievers), only 33% of students reached mid-on grade level. Students with disabilities were behind their peers, showing 98% growth compared to 154% for general education students. The Action Plan will prioritize

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subgroup-focused WIN groups, scaffolded instruction using Eureka Math2, and consistent monitoring of SWD progress to close this gap.

Math interventions during 2024-2025 included the READY program, both during the school day and after school sessions for grades 7 and 8. READY focused on historically difficult standards such as proportional reasoning, equations, exponents, and Pythagorean Theorem applications. These interventions will continue and be embedded into WIN as well as after-school sessions, ensuring alignment with state assessment challenges.

Interim state-exam simulations, and i-Ready diagnostics will continue to guide regrouping and instructional adjustments. Grade-level and vertical team meetings will analyze this data, as documented in the Accountability Report, to make timely instructional shifts.

Additional professional development will continue to center on weekly Wednesday sessions, with PD from Eureka Math2 trainers, side-by-side coaching, and Math Vertical Leaders supporting instructional planning and delivery. These structures, already in place, will remain central to improving proficiency outcomes.

Increased coaching time by the Coordinator of Intervention has been planned for the WIN planning that takes place weekly as part of the Grade Level Common Planning Time. This coaching will be focused on planning and implementation on the ongoing next steps to address the individual's learning gaps in Math.

The Professional Development plan for our Wednesday 2-hour weekly PD time will have increased coaching availability to focus on particular areas: instructional strategies for MLL and SPED populations, vertical team leadership training and support to their content areas, and additional time from our coaching staff from curriculum providers (myView and myPerspectives) and the Humanities Vertical Leader will ensure fidelity to our K-8 Math instruction. This increased targeted professional development will enable teachers to best plan and implement our Math program.

The school will be adding an additional coach for K-8 to support the work of the school's instructional leaders, grade and content leaders and teams, as well with individuals in the implementation of the school use of the Marzano Instructional framework (The New Art and Science of Teaching) This has been the school's instructional framework for over 9 years and has received trainings each year having an additional coaching available to staff will better enable teachers to better utilize Marzano's instructional strategies which will lead to improvement in teacher effectiveness and student achievement.

For the 2025-2026 school year we will add a second cohort of about 25 additional scholars to participate in the Algebra Regents. Additional time within the school day schedule has been planned for those Scholars who will participate in this High School Science regents. The additional time will provide the Scholars with more support for them to be successful.

GOAL 3: SCIENCE

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

BACKGROUND

For the 2024-25 school year we selected and continue to implement Amplify Science Curriculum because it is aligned to the Next Generation Science Standards and is developed through a partnership between Amplify, a leader in technology integration, and the University of California Berkeley's Lawrence Hall of Science – known for their research-based science curriculum. Amplify Science was named a 2018 CODiE Award finalist for best science instructional solutions and best-emerging technology solution categories.

Each unit of study offers our teachers a detailed curriculum with embedded formative assessments, inquiry-oriented investigations, online simulations and apps, literacy activities, and readings to engage our students in the multimodal, 3-Dimensional (NGSS) learning of science. The units align with the New York City Department of Education Science Scope and Sequence. It allows our students to engage in science practices and apply crosscutting concepts to deepen their knowledge of the disciplinary core ideas across the science disciplines.

In addition, NWP continues to offer 8th-grade scholars the opportunity to also take the High School Regents course, Living Environment.. The curriculum implemented in the Living Environment course is aligned with New Visions, allowing scholars to explore the standards through the use of engaging hands-on lessons and experience multiple science labs to deepen their understanding. Scholars in the Living Environment enrichment course also take 8th grade Science.

Assessments

- NYS Grade 8 Science Written Interim Assessment

The Standards-aligned assessment is given to all 8th-grade students in the springtime of each school year. It is given to measure student understanding of intermediate-level science content and concepts so far in the school year. Science teachers analyze the data to determine whether students are on track to perform on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. The data collected was analyzed by the 8th-grade science team during the Scholar Achievement Meetings and the next steps were determined for instruction.

- NYS Grade 8 Science Performance Interim Assessment

The Standards-aligned assessment is given to all 8th-grade students in the springtime of each school year. It is given to measure student understanding of intermediate-level science content and concepts so far in the school year based on the content assessed through the Performance Assessment. This content consists of hands-on labs. Science teachers analyze the data to determine whether students are on track to perform on grade level on future assessments. They also use it to inform instruction and selection of students for intervention and analyze this data to determine groupings within the classroom. The data collected was analyzed by the 8th-grade science team during the Scholar Achievement Meetings and the next steps were determined for instruction.

Professional Development

To provide NWP's staff with the support necessary to achieve high levels of student proficiency the school continued its Professional Development program. On Wednesdays of each week, the student schedule ends at 2:00 PM in order to provide a two-hour weekly time slot for Professional Development. In addition, time each day is provided for grade-level meetings for professional learning including Data Review, Kid Talk, Turns Key PD, etc. During the 2024-2025 school year, the Science Team met for a full two hours once a month to deepen their understanding and implementation of Amplify as well as creating standards-based assessments and reviewing data from the assessments.

In addition, a Science Consultant who has been with the school for thirteen years continued to come on campus and provide coaching support to Science teachers in all grades once per week. Support around planning, instruction, and data analysis was included on the coach's agenda.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	55	30	54.55%
8	84	19	22.62%
All	139	49	35.25%

Science Measure 2 - Comparative

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

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

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2024-25 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	55	30	54.55%	N/A	N/A	N/A
8	84	19	22.62%	N/A	N/A	N/A
All	139	49	35.25%	N/A	N/A	N/A

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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.	No
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

EVALUATION OF THE SCIENCE GOAL

Overall 35.25% of New World Preparatory Charter School students achieved proficiency on the 2024 - 2025 State Science Exam. Thus, the school fell short of its goal by 39.75%. 5th grade scholars achieved proficiency at a significantly higher rate than 8th grade scholars. When accounting for 8th grade students that took the Life Science: Biology regents in lieu of the State Science Exam our proficiency rate for 8th grade increases to 39.29%. While district level data has not been made available, New World Prep's 5th grade students achieved a higher rate of proficiency, by 9.55%, than that of New York State according to preliminary test results.

ADDITIONAL CONTEXT AND EVIDENCE

Performance on a Regents Science Exam Of 8 th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Living Environment	19	19	100%

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8	2023-24	Living Environment	26	25	96%
8	2024-25	Life Science: Biology	28	25	89%

ACTION PLAN

Additional time has been planned for the Science Coaches availability to work with the Science Team. The Science Coach will enhance instructional practices in science through curriculum guidance and modeling, by conducting regular classroom observations with actionable feedback. The coach will collaborate with the Science teachers on standards-aligned lesson planning, inquiry-based instruction, and data-informed differentiation, while meeting more regularly with the administration to align support with schoolwide goals. This collaborative approach enhances teacher capacity and promotes consistent, high-quality science instruction, contributing to improved student engagement, understanding, and achievement across grade levels.

For the 2025-2026 school year we will add a second cohort of about 25 additional scholars to participate in the Life Science: Biology Regents. Additional time within the school day schedule has been planned for those Scholars who will participate in this High School Science regents. The additional time will provide the Scholars with more support for them to be successful.

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	LSI
2023-24	LSI
2024-25	LSI

ADDITIONAL CONTEXT AND EVIDENCE

New World Prep met the measure of being in Good Standing/LSI for the 2024 - 2025 school year. NWP has been in good standing in each of the last three school years.