

# Application: New World Prep Charter School

Eugene Foley - efoley@newworldprep.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### Instructions

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

NEW WORLD PREPARATORY CHARTER SCHOOL 353100860984

**a1. Popular School Name**

New World Prep

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD #31 - STATEN ISLAND

**d. DATE OF INITIAL CHARTER**

10/2009

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2010

**h. SCHOOL WEB ADDRESS (URL)**

[www.newworldprep.org](http://www.newworldprep.org)

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

6

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

534

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 6, 7, 8

**l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2021-2022?

Yes, 3 sites

## School Site 1 (Primary)

### m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	355 Morningstar Road, Staten Island, New York 10303	718-705-8990	NYC CSD 31	2,3,6	2,3

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Amanda Ainley			
Operational Leader	YasminPeralta			
Compliance Contact	Diane Sorensen			
Complaint Contact	Eugene Foley			
DASA Coordinator	Terry Casimire			
Phone Contact for After Hours Emergencies	Eugene Foley			

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

## IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

### **Site 1 Certificate of Occupancy (COO)**

[Morningstar Certificate of Occupancy.pdf](#)

**Filename:** Morningstar Certificate of Occupancy.pdf **Size:** 186.3 kB

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### **Site 1 Fire Inspection Report**

[Morningstar Fire Permit.pdf](#)

**Filename:** Morningstar Fire Permit.pdf **Size:** 669.2 kB

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### **School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	285 Clove Road, Staten Island, New York 10310	718-705-8990	NYC CSD 31	5,7,8	5

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Amanda Ainley			
Operational Leader	Yasmin Peralta			
Compliance Contact	Diane Sorensen			
Complaint Contact	Eugene Foley			
DASA Coordinator	Terry Casimire			
Phone Contact for After Hours Emergencies	Eugene Foley			

**m2b. Is site 2 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 2 Certificate of Occupancy (COO)**

[Clove Road Certificate of Occupancy.pdf](#)

**Filename:** Clove Road Certificate of Occupancy.pdf **Size:** 429.5 kB

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**Site 2 Fire Inspection Report**

[Clove Road Fire Permit.pdf](#)

**Filename:** Clove Road Fire Permit.pdf **Size:** 722.6 kB

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**School Site 3**

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**m3. SCHOOL SITES**

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	130 Merrill Avenue, State Island, New York 10314	718-705-8990	NYC CSD 31	K-1	K-1

**m3a. Please provide the contact information for Site 3.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Amanda Ainley			
Operational Leader	Yasmin Peralta			
Compliance Contact	Diane Sorensen			
Complaint Contact	Eugene Foley			
DASA Coordinator	Terry Casimire			
Phone Contact for After Hours Emergencies	Eugene Foley			

**m3b. Is site 3 in public (co-located) space or in private space?**

Private Space

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**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 3 Certificate of Occupancy (COO)**

[Merrill Avenue Certificate of Occupancy.pdf](#)

**Filename:** Merrill Avenue Certificate of Occupancy.pdf **Size:** 59.1 kB

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**Site 3 Fire Inspection Report**

[Merrill Avenue Fire Permit.pdf](#)

**Filename:** Merrill Avenue Fire Permit.pdf **Size:** 1.1 MB

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**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

Yes

## n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	New World Prep was approved for a change in enrollment capacity effective July 1, 2021. For the 2021-22 school year, this enrollment change would be from 609 students to 720 students. For the 2022-2023 school year, the enrollment change would be from 685 students to 794 students. The change results in an additional 185 seats over the course of two school years.	02/24/2021	06/2021
2				
3				
4				
5				

**More revisions to add?**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Eugene Foley
Position	President
Phone/Extension	718-705-8990
Email	<a href="mailto:efoley@newworldprep.org">efoley@newworldprep.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**

Yes

**q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

**Responses Selected:**

Yes

**Signature, Head of Charter School**

Eugene Foley

**Signature, President of the Board of Trustees**

Angelo Aponte

**Date**

(No response)

**Thank you.**



## **Entry 3 Accountability Plan Progress Reports**

**Completed** Aug 16 2021

**Instructions**

# **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **2020-21-Accountability-Plan-Progress-Final Report(2)**

**Filename:** 2020 21 Accountability Plan Progress ugIA3tI.pdf **Size:** 2.4 MB

### **Entry 4 - Audited Financial Statements**

**Incomplete**

#### **Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **Entry 4a - Audited Financial Report Template (SUNY)**

**Incomplete**

#### **Instructions - SUNY-Authorized Charter Schools ONLY**

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **Entry 4c - Additional Financial Documents**

**Incomplete** Hidden from applicant

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report

4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: or BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## Entry 4d - Financial Services Contact Information

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

**3. If applicable, please provide contact information for the school's outsourced financial services firm.**

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 - Fiscal Year 2021-2022 Budget

**Incomplete**

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **Entry 6 - Board of Trustees Disclosure of Financial Interest Form**

**Completed** Aug 2 2021

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

### **2021 NWP Board Members Disclosure of Financial Interest**

**Filename:** 2021 NWP Board Members Disclosure o p7xzyjb.pdf **Size:** 4.1 MB

## **Entry 7 BOT Membership Table**

**Completed** Aug 2 2021

## **Instructions**

### **Required of All charter schools**

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

# Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

## 1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Angelo Aponte		Chair	Finance, Academic, Strategic	Yes	3	08/01/2020	08/01/2022	11
2	Terry Troia		Secretary	Finance, Academic, Strategic, Finance	Yes	3	08/01/2018	08/01/2022	10
3	Carin Guarasci		Trustee/Member	Academic, Strategic	Yes	3	08/01/2018	08/01/2022	10
4	Bernard Lopez		Trustee/Member	Academic, Strategic	Yes	2	11/01/2020	11/01/2024	11

				c					
5	Michael McVey		Trustee/Member	Finance	Yes	2	11/01/2020	11/01/2024	9
6	Jack Minogue		Trustee/Member	Human Resources and Nominating	Yes	3	08/01/2018	08/01/2022	8
7	Alice Tob n		Trustee/Member	Academic, Strategic	Yes	1	04/27/2020	04/27/2024	11
8	Larry Moraldi		Vice Chair	Academic, Strategic, Finance	Yes	2	12/01/2020	12/01/2024	11
9	Peter We nman		Trustee/Member		Yes	3	08/01/2018	08/01/2022	9

**1a. Are there more than 9 members of the Board of Trustees?**

Yes

**1b. Current Board Member Information**

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	Ana Romero		Parent Rep		Yes	2	10/01/2020	10/01/2021	11
11									
12									
13									
14									
15									

**1c. Are there more than 15 members of the Board of Trustees?**

No

## 2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	10
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

### 3. Number of Board meetings held during 2020-2021

11

### 4. Number of Board meetings scheduled for 2021-2022

11

Thank you.

## Entry 8 Board Meeting Minutes

**Completed** Aug 2 2021 Hidden from applicant

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

## Board Meetings 2020-21

Filename: Board Meetings 2020 21.pdf Size: 1.4 MB

### Entry 9 Enrollment & Retention

Completed Aug 2 2021

#### Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### Entry 9 Enrollment and Retention of Special Populations

#### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

#### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Aligned with the Education Law subdivision 2851(4), NWP is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment	Aligned with the Education Law subdivision 2851(4), NWP is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment

figures of New York City Community School District 31. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including economically disadvantaged students.

The neighborhoods in which we expect the majority of NWP's families to reside have a significantly larger population of free and reduced-price lunch program students than the average Staten Island community. With that in mind, we have been and intend to continue to recruit heavily in these neighborhoods.

Data from the 2020-2021 BEDS Report school year shows that NWP served a student population in which 87% of students are considered economically disadvantaged. This is 34 percentage points higher than the total population served by Community School District 31 served a student population in which 57% of students were considered economically disadvantaged.

In practice, NWP serves a student population that is equal to, if not greater than the percentage of high needs students served by Community School District 31, the district in which NWP is located and the vast majority of its students reside.

Aligned with the New York State

figures of New York City Community School District 31. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including economically disadvantaged students.

The neighborhoods in which we expect the majority of NWP's families to reside have a significantly larger population of free and reduced-price lunch program students than the average Staten Island community. With that in mind, we have been and intend to continue to recruit heavily in these neighborhoods.

Data from the 2020-2021 BEDS Report school year shows that NWP served a student population in which 87% of students are considered economically disadvantaged. This is significantly higher than the total population served by Community School District 31 served a student population in which 57% of students were considered economically disadvantaged. We will continue to serve the local community of the North Shore of Staten Island which consistently has a higher percentage of economically disadvantaged than other areas of Staten Island.

Aligned with the New York State charter law, NWP is committed to continue to make good faith efforts to attract and retain students with disabilities and

Economically Disadvantaged

charter law, NWP is committed to continue to make good faith efforts to attract and retain students with disabilities and limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's).

NWP will ensure that such students are welcomed and served in an effective manner. The planning team and staff of NWP will recruit families of students who are economically disadvantaged, learning English as a second language and who have special education needs.

Some of the strategies our recruitment team will continue to employ to attract these students include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- The special education coordinator will oversee the

limited English proficient students comparable to the district of location. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students) and English Language Learners (ELL's).

NWP will ensure that such students are welcomed and served in an effective manner. The planning team and staff of NWP will recruit families of students who are economically disadvantaged, learning English as a second language and who have special education needs.

Some of the strategies our recruitment team will continue to employ to attract these students include:

- Designing marketing materials that highlight the number of special education teachers on staff
- Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider
- The special education coordinator will oversee the provision of special education programs and services
- Designing marketing materials a description of how Special

	<p>provision of special education programs and services</p> <ul style="list-style-type: none"> <li>• Designing marketing materials a description of how Special Education and ELL students</li> <li>• Designing marketing materials that provide a descriptions of how Special Education and ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, and technology programs; and all after school programs including athletics.</li> </ul>	<p>Education and ELL students</p> <ul style="list-style-type: none"> <li>• Designing marketing materials that provide a descriptions of how Special Education and ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, and technology programs; and all after school programs including athletics. We will also have an expanded Social Media platform to reach our to prospective families which will be both in English and Spanish.</li> </ul>
	<p>Aligned with the charter law, NWP is committed to making good faith efforts to attract and retain an equal to or greater than the enrollment of limited English proficient students of New York City Community School District 31. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including students with limited English proficiency. NWP will continue to ensure that ELL students are welcomed and served in a supportive and effective manner.</p> <p>Some of the strategies our recruitment team will employ to attract students with limited</p>	<p>Aligned with the charter law, NWP is committed to making good faith efforts to attract and retain an equal to or greater than the enrollment of limited English proficient students of New York City Community School District 31. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including students with limited English proficiency. NWP will continue to ensure that ELL students are welcomed and served in a supportive and effective manner.</p> <p>Some of the strategies our recruitment team will employ to attract students with limited English proficiency include:</p> <ul style="list-style-type: none"> <li>• Designing marketing materials that will describe the type of program the school will provide</li> </ul>

English proficiency include:

- Designing marketing materials that will describe the type of program the school will provide ELL students.
- Designing marketing materials that provide a description of how ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics
- Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff

Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities.

Data from the BEDS Report for 2020-2021 school year shows that NWP served a 15% Limited English Proficient student population. This is an increase from last year and is approximately 6% higher than to the percentage of Limited English Proficient Students served by Community School District 31.

In accordance with the school's policy of giving absolute

ELL students.

- Designing marketing materials that provide a description of how ELL students will have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics
  - Designing marketing materials that highlight the number of bilingual highly qualified teachers on staff
- We will also have an expanded Social Media platform to reach our to prospective families which will be both in English and Spanish.

Raising awareness of how the school will provide parental notices in multiple languages, has persons on staff who can communicate with them and how they are kept abreast of their rights and responsibilities.

Data from the BEDS Report for 2020-21 school year shows that NWP served a 15% Limited English Proficient student population. This is an increase from the previous year and is 6% higher than to the percentage of Limited English Proficient Students served by Community School District 31.

In accordance with the school's policy of giving absolute

preference to students residing in a home whose primary language is one other than English, the student lottery was amended in 2012 to employ the following practice: There will be 4 lotteries:

1. Residents of District 31 with siblings attending NWP
2. Students who are English Language Learners (ELL), Limited English Proficient (LEP) and those who reside in homes where languages other than English are spoken.
3. District 31 Residents
4. All other Applicants

Staff will announce lottery numbers for parents in audience at the time of the lottery. The school will be mailing out notifications to all parents within three days after lottery.

Further, NWP has the position directed at implementing the school's enrollment efforts: the Director of Community Outreach and the Family Resource Coordinator. The Director of Community Outreach, which, among other responsibilities, is charged with marketing and outreach efforts for recruitment. The Family Resource Coordinator is focused on personalizing the recruitment experience for the local immigrant population. Additionally, this position create a liaison between the community and parents, as well as conduct bi-monthly support to immigrant parents to address their children's academic, social, and emotional needs.

preference to students residing in a home whose primary language is one other than English, the student lottery was amended in 2012 to employ the following practice: There will be 4 lotteries:

1. Residents of District 31 with siblings attending NWP
2. Students who are English Language Learners (ELL), Limited English Proficient (LEP) and those who reside in homes where languages other than English are spoken.
3. District 31 Residents
4. All other Applicants

Staff will announce lottery numbers for parents in audience at the time of the lottery. The school will be mailing out notifications to all parents within three days after lottery.

Further, NWP has the positions directed at implementing the school's enrollment efforts: the Coordinator of Recruitment and Social Media and the Coordinator of Family Life Coordinator. The Coordinator of Recruitment and Social Media , which, among other responsibilities, is charged with marketing and outreach efforts for recruitment. The Coordinator of Family Life Resource is focused on personalizing the recruitment experience for the local immigrant population. Additionally, this position create a liaison between the community and parents, as well as conduct bi-monthly support to immigrant parents to address their

	<p>In practice, NWP serves a student population that is equal to, if not greater than the percentage of high needs students served by Community School District 31, the district in which NWP is located and the vast majority of its students reside.</p>	<p>children's academic, social, and emotional needs.</p> <p>In practice, NWP serves a student population that is equal to, if not greater than the percentage of high needs students served by Community School District 31, the district in which NWP is located and the vast majority of its students reside.</p>
	<p>Aligned with the Education Law subdivision 2851(4), NWP is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment figures of New York City Community School District 31. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students). NWP will ensure that such students are welcomed and served in a supportive and effective manner. The planning team and staff of NWP will recruit families of students who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities include:</p> <ul style="list-style-type: none"> <li>• Designing marketing materials that highlight the number of special education teachers on staff</li> </ul>	<p>Aligned with the Education Law subdivision 2851(4), NWP is committed to making good faith efforts to attract and retain an equal or greater percentage of students with disabilities when compared to the enrollment figures of New York City Community School District 31. Any child eligible for admission to a traditional public school is eligible for admission to a public charter school including student with IEPs (Special Education Students). NWP will ensure that such students are welcomed and served in a supportive and effective manner. The planning team and staff of NWP will recruit families of students who have special education needs. Some of the strategies our recruitment team will employ to attract students with disabilities include:</p> <ul style="list-style-type: none"> <li>• Designing marketing materials that highlight the number of special education teachers on staff</li> <li>• Designing marketing materials</li> </ul>

<p>Students with Disabilities</p>	<ul style="list-style-type: none"> <li>• Designing marketing materials that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider</li> <li>• Designating one individual to oversee the provision of special education programs and services.</li> </ul> <p>Data from the 2020-21 school year shows that NWP served a 25% population of students with disabilities. This is a slight increase from the year before. Comparatively 24% of Community School District 31 students had been identified as having a disability.</p> <p>In practice, NWP serves a student population that is near equal to the percentage of high needs students served by Community School District 31, the district in which NWP is located and the vast majority of its students res de.</p>	<p>that contain a description of the special education and related services that the charter school will provide directly (inclusion model, etc.) and those that will be provided by the student's district of residence or other provider</p> <ul style="list-style-type: none"> <li>• Designating one individual to oversee the provision of special education programs and services.</li> </ul> <p>We will also have an expanded Social Media platform to reach our to prospective families which will be both in English and Spanish.</p> <p>Data from the 2020-21 school year shows that NWP served a 25% population of students with disabilities. Comparatively 24% of Community School District 31 students had been identified as having a disability.</p> <p>In practice, NWP serves a student population that is near equal to the percentage of high needs students served by Community School District 31, the district in which NWP is located and the vast majority of its students res de.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
		<p>Our strategy for retaining students is build around the notion that involving parents/guardians at every level</p>

Our strategy for retaining students is build around the notion that involving parents/guardians at every level of their child's education creates a positive learning environment.

Teachers will often contact parent/guardians not only provide feedback as to how and where their children can improve, but also to provide positive reinforcement, such as an impressive writing assignment their child produced or a thorough class discussion their child contributed to in a meaningful way.

Further, parent/guardians meet face-to-face with their child's teacher several times throughout the school year. Additionally, the school has a strong parent-teacher organization that ensures parents have an opportunity to have their voice heard. The parent-teacher organization president also holds a position on the board of trustees. In this capacity, the parent-teacher organization president ensures that the board is aware of the issues facing the parent/guardians of NWP students.

of their child's education creates a positive learning environment. We reorganized our Parent Academy to only remove unrelated job responsibilities with a focus of this individual being responsible with helping our parents navigate their child's education. We now call this position the Coordinator of Family Life. This allow for improved direct and indirect services to be provided to our families which enable families to get the necessary supports for their child to be successful while attending NWP.

Teachers will often contact parent/guardians not only to provide feedback as to how and where their children can improve, but also to provide positive reinforcement, such as an impressive writing assignment their child produced or a thorough class discussion their child contributed to in a meaningful way. This happens through Class Dojo, emails, mailings home, and phone calls.

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## Economically Disadvantaged

Additionally, the direct academic support services students identified as ELL, SPED, and Title I students receive is vital to retaining students. Students are given specific services, including an intervention plan and a designated staff member who is responsible for documenting student progress and communicating that information to parents/guardians. Further, under NWP's advisory program, each student is assigned to the same small group advisory teacher for their entire time of study at the school. Finally, the student to guidance counselor ratio is low for an elementary and middle school we have 4 guidance counselors and an Director of Student Support. Guidance counselors coordinate with classroom teachers, which lead to more informed staff, parents, and understanding of specific student needs.

The Coordinator of the Parent Academy works closely with parents to provide workshops and other activities, which provides additional support. Most importantly, the Coordinator of the Parent Academy acts as a liaison for our parents to many of the community organizations and resources that our economically disadvantaged families are in need.

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The Coordinator of the Family Life works closely with parents to provide workshops and other

		<p>activities, which provides additional support. Most importantly, the Coordinator of the Family Life acts as a liaison for our parents to many of the community organizations and resources that our economically disadvantaged families are in need.</p>
	<p>Our strategy for retaining students is build around the notion that involving parents/guardians at every level of their child's education creates a positive learning environment.</p> <p>Teachers will often contact parent/guardians not only provide feedback as to how and where their children can improve, but also to provide positive reinforcement, such as an impressive writing assignment their child produced or a thorough class discussion their child contributed to in a meaningful way.</p> <p>Further, parent/guardians meet face-to-face with their child's teacher several times throughout the school year. Additionally, the school has a strong parent-teacher organization that ensures parents have an opportunity to have their voice heard. The parent-teacher organization president also holds a position on the board of trustees. In this capacity, the parent-teacher organization president ensures that the board is aware of the issues facing the</p>	<p>Our strategy for retaining students is build around the notion that involving parents/guardians at every level of their child's education creates a positive learning environment. We reorganized our Parent Academy to only remove unrelated job responsibilities with a focus of this individual being responsible with helping our parents navigate their child's education. We now call this position the Coordinator of Family Life. This allow for improved direct and indirect services to be provided to our families which enable families to get the necessary supports for their child to be successful while attending NWP.</p> <p>Teachers will often contact parent/guardians not only provide feedback as to how and where their children can improve, but also to provide positive reinforcement, such as an impressive writing assignment their child produced or a thorough class discussion their child contributed to in a meaningful way. This happens through Class DoJo, emails, mailings home, and phone calls.</p>

English Language Learners

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The Coordinator of the Parent Academy works closely with parents to provide workshops and other activities, which provides additional support. Monthly we have our PTO meetings. There are two sessions. Both sessions are in English and Spanish. We found a significant increase in participation in or PTO meetings when we held them virtually. We

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will begin to have some meetings virtually so more parents can participate allowing for improved communication between the home and the school. This type of support enables an increased sense of belonging.

During 2019-20 there is a lower retention rate for ELL students from previous years and it is lower than students who fall into with socio-economically disadvantaged and/or students with disabilities. We will be establishing a similar set up for our ELL team as we do for SPED team that works students with disabilities. The ELL Team will hold additional team meetings to focus in on discussing and implementing improved retention activities with a focus on working with the family unit. Increased Scholars Achievement meetings will occur with the ELL team.

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During 2021-22 there will be an additional ESL/ENL staff hired to support the growing number of students who attend NWP.

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Students with Disabilities

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## **Entry 10 - Teacher and Administrator Attrition**

**Completed** Aug 2 2021

## **Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint**

# Requirements Attestation

## A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Incomplete** Hidden from applicant

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### **CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

## Entry 12 Organization Chart

**Incomplete** Hidden from applicant

### Instructions

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Aug 2 2021

### Instructions for submitting School Calendar

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

#### **[NWP General Academic Calendar 2021-22 - Board Approved -2-2](#)**

**Filename:** NWP General Academic Calendar 2021 Du9DG8B.pdf **Size:** 64.5 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

## Instructions

### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

## Form for Entry 14 Links to Critical Documents on School Website

School Name: **New World Prep Charter School**

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**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="http://www.p12.nysed.gov/psc/csdirectory/NewWorldPreparatoryCharterSchool/NewWorldAR1920.pdf">http://www.p12.nysed.gov/psc/csdirectory/NewWorldPreparatoryCharterSchool/NewWorldAR1920.pdf</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://newworldprep.org/about/board/">https://newworldprep.org/about/board/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://newworldprep.org/about/board/">https://newworldprep.org/about/board/</a>
3. Link to NYS School Report Card	<a href="https://data.nysed.gov/profile.php?instid=800000067673">https://data.nysed.gov/profile.php?instid=800000067673</a>
4. Lottery Notice announcing date of lottery	<a href="http://newworldprep.org/wp-content/uploads/2016/12/20212022LotteryApplicationENG-.pdf">http://newworldprep.org/wp-content/uploads/2016/12/20212022LotteryApplicationENG-.pdf</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	<a href="http://newworldprep.org/wp-content/uploads/2016/12/Revision-Versio-of-2020-21-K-8-Code-of-Conduct-9.3.20.pdf">http://newworldprep.org/wp-content/uploads/2016/12/Revision-Versio-of-2020-21-K-8-Code-of-Conduct-9.3.20.pdf</a>
6. District-wide Safety Plan	<a href="http://newworldprep.org/wp-content/uploads/2016/12/NWP-School-Wide-Plan.pdf">http://newworldprep.org/wp-content/uploads/2016/12/NWP-School-Wide-Plan.pdf</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="http://newworldprep.org/wp-content/uploads/2016/12/Revision-Versio-of-2020-21-K-8-Code-of-Conduct-9.3.20.pdf">http://newworldprep.org/wp-content/uploads/2016/12/Revision-Versio-of-2020-21-K-8-Code-of-Conduct-9.3.20.pdf</a>
7. Authorizer-Approved FOIL Policy	<a href="http://newworldprep.org/wp-content/uploads/2016/12/NWP-Family-Handbook-20-21-EF-Final-9.16.20-docx.pdf">http://newworldprep.org/wp-content/uploads/2016/12/NWP-Family-Handbook-20-21-EF-Final-9.16.20-docx.pdf</a>
8. Subject matter list of FOIL records	<a href="http://newworldprep.org/wp-content/uploads/2016/12/NWP-Family-Handbook-20-21-EF-Final-9.16.20-docx.pdf">http://newworldprep.org/wp-content/uploads/2016/12/NWP-Family-Handbook-20-21-EF-Final-9.16.20-docx.pdf</a>

Thank you.



## Entry 15 Staff Roster

**Incomplete** Hidden from applicant

### INSTRUCTIONS

#### **Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.

# **NEW WORLD PREP**

## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16th, 2021

By Eugene Foley and Amanda Ainley

355 Morningstar Road  
Staten Island , New York 10303  
718-705-8990

Eugene Foley (President), Amanda Ainley (Principal) and Randi Schafer (Assistant Principal for Academic Support) prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Angelo Aponte	Chair - Finance, Academic, Human Resources, Strategic Committees
Larry Miraldi	Vice Chair - Academic, Strategic, Finance Committees
Terry Troia	Board Secretary - Finance, Academic, Strategic Committees
Carin Guarasci	Trustee - Academic and Strategic Committees
Bernard Lopez	Trustee -Academic and Strategic Committees
Michael McVey	Trustee - Finance Committee
Jack Minogue	Trustee - Human Resources and Nomination Committees
Alice Tobin	Trustee - Academic and Strategic Committees Nominating Committee
Peter Weinman	Trustee
Ana Romero	Parent Representative

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

**Mrs. Amanda Ainley has served as the Principal since 2015.**

## SCHOOL OVERVIEW

New World Preparatory Charter School (“NWP”) provides an exceptional education for students in grades Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades by employing research-proven strategies to raise middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We have built on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in high school and graduate from college.

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

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

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

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

All students complete an iReady Diagnostic Assessment in Math and ELA. All new incoming 5th and 6th students complete a Reading and Math Inventory assessment. All Kindergarten, first, and second grade students are assessed using Fountas and Pinnell. NWP 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 630 students and having structured time scheduled to support the social and emotional needs of each child. Grades 6, 7, and 8<sup>th</sup> contain at most 5 classes of approximately 25 students in a class. Our Kindergarten contains 4 sections of approximately 21 students in a class, 1st grade contains 3 sections of approximately 22 students in a class, and 2nd grade contains 2 sections of approximately 21 students in a class. By keeping the school population and class size small, we create a school community where each student is known and supported.

Additionally, students in all grade levels participate in a structured advisory program that functions to further develop relationships that support learning. For advisory in grades 6, 7, and 8, a teacher is assigned a group of approximately 18 students to whom they serve as an advisor/mentor. Kindergarten, 1st, 2nd and 5th graders participate in morning meetings with their classroom teacher. That teacher establishes a relationship not only with the students but their families as well.

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

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

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	0	0	0	0	0	0	127	127	120	0	0	0	0	374
2017-18	0	0	0	0	0	0	130	120	125	0	0	0	0	374
2018-19	0	0	0	0	0	41	131	126	114	0	0	0	0	412
2019-20	66	56	0	0	0	62	135	127	122	0	0	0	0	569
2020-21	78	67	50	0	0	64	123	128	120	0	0	0	0	630

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

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

#### BACKGROUND

NWP uses a balanced comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the Common Core State ELA standards (Next Generation ELA Learning Standards pending.) 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.

The main component of the English language arts literature curriculum in 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.

For the 2020-21 school year all K - 2, 5th, and 6th grade ELA curriculum was supported by Journeys Common Core (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group Instruction, five-day small group instruction, intervention, enrichment, and ELL support. NWP decided upon Journeys because evaluation of the curriculum found it to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted and guided reading books are

incorporated that can be used for ELL support, differentiation, and small group instruction in addition to which they address a range of complexity levels.

Journeys curriculum provides a consistent structure that is supportive of our school's comprehensive balanced literacy program and guided reading approach. It includes more content and comprehensive strategies to teach reading, writing, speaking and active listening, providing a tighter alignment to Common Core and New York State Learning Standards. Journeys provide our teachers with better tools to differentiate instruction for struggling and accelerated learners, English language learners (ELLs) and students with disabilities. Guided reading books address a range of complexity levels. We believe that Journeys provides a clearer and more focused reading instructional strategy appropriate for teachers with varying degrees of experience and competencies.

The Journeys curriculum includes a full library of leveled readers, interactive whiteboard activities, and a home component entitled, Think Central. We believe the latter will improve our connection between home and school and increase the time students spend reading, because the web-based software enables parents to see what their children are learning and provides strategies they can use to support classroom instruction. This program can also support the tutorial support components of our Comprehensive Intervention Program.

A second 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. The K-2 and 5-8 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 their analytical thinking abilities as well in order 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 high order and critical thinking skills. The Writing Revolution strategies are used across the curriculum in all content areas.

The third component of the English Language Arts Program is the Literacy Block Program in grades 5-8 and iRead in grades K - 2. The Literacy Block allows NWP staff members and students to become leaders of literacy. The program's goal is to improve students' reading performance. Students receive skill-based instruction to develop their reading proficiency.

The grades 5 - 8 Literacy Block is broken up into three programs- System 44, Read 180, and Literacy Leaders. Student placement in each of these programs is based on their performance on the Reading and Phonics Inventories, which assesses their current Lexile Level. Students in System 44 and Read 180 are administered the Inventories two more times throughout the year and based on their performance throughout the year, they may be moved into the appropriate intervention program that meets their Literacy needs.

Each program follows a specific framework to support aspects of reading. System 44 is a blended learning program that is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics,

comprehension, and writing. Read 180 Universal is the leading blended learning program that supports students in mastering their reading comprehension skills required for success with the new standards, college, and career through explicit instruction using key instructional shifts to support teachers in enhancing their pedagogy and accelerate student achievement. In Literacy Leaders school-wide academic vocabulary words are taught. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels identified by the iReady ELA Diagnostics Assessments. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups as well as individually.

For Kindergarten, 1st, and 2nd Grade iRead provides a systematic sequence of explicit, recursive instruction with mastery-based interactive practice in the alphabet, phonological awareness in the context of alphabet activities, phonics, spelling, high-frequency/high-utility sight words, syllabication combined with morphology, spelling, and fluency aligned with foundational skills of rigorous state standards for English language arts and literacy. Technology holds the promise of improving foundational reading instruction in a variety of ways. Students' needs for individualized instruction are addressed through embedded formative assessment and adaptive technology including intensive practice for struggling readers on the skills they have yet to master. Coordinated visual and audio presentation of sounds, letters, and words and instant, tailored multimedia response to student choices help develop decoding skills and build critical connections between decoding and understanding words in context. Student motivation and engagement are boosted by appropriate levels of challenge and innovative design features that draw on important findings from cognitive science and game design research.

During the 2020 - 2021 student year, a cross-curricular, culminating *Day of Excellence* project, an annual event in June for grades 5-8, was produced by all students. These projects were created through collaboration by the content-area teachers/grade-level team, incorporating elements of all four core content areas (English Language Arts, Math, Science, Social Studies). Students then had the opportunity to present their projects to their peers, virtually or in-person while adhering to DOH protocols for distancing and capacity.

#### **Additional Intervention**

- Skills Readiness

New World Prep's Skills Readiness Program takes place during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours three days a week. Students are chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation. During the 2020-2021 school year, students worked virtually in small groups with a teacher in the Skills Readiness program. Teachers presented meaningful, targeted lessons to the students, based on identified focus standards in which students demonstrate their need for more support. These lessons help strengthen their understanding of core content and develop organizational skills to help them

academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Live Academic Enrichment

In order to provide targeted additional virtual academic support for the lower level learners, teachers worked in grade level teams to Tier Students who were academically at risk, based on their academic needs and promotional status. Time was provided during two days for teachers to hold tutorials for students for an hour and a half, Teachers targeted specific tiers of students and provided small group instruction based on a targeted skill or standard for 45 minutes each session. Students could have received one or two sessions based on their needs and received instruction in Math, ELA, Science, and/or Social Studies. The goal of these live academic enrichment sessions were to provide the necessary additional support needed by the students who were most at risk, outside of the classroom environment to support their academic growth and allow them to be more successful within the classroom environment.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade), and Living Environment (select 8th grade students). During the 2020-2021 school year, the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

- 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 students' progress is closely monitored and communicated between Title 1 and ELA classroom teachers. NWP identified two designated Title 1 teachers for the 2020-2021 school year. One teacher serviced students for the Elementary grades, the other teacher serviced students in the Middle School grades. Students were identified based on preliminary data and/or teacher recommendation. Teachers' schedules were created based on where the biggest need was identified. Teachers push into ELA and / or SS to provide additional support to the students who have been identified as Title 1.

- ELL Services

NWP has a growing ELL population and as the school expands our ELL program continues to grow. NWP currently has three designated ELL teachers who provide support to our students in grades K-2, 5-6, and 7-8 who have been identified as ELLs based on the home language survey and ongoing NYSESLAT data. During the 2020-2021 school year the teachers pushed-in to ELA classes to provide support to students by making modifications to the classroom teachers' lesson plans using ELL specific strategies. The K-2 ELL teacher also had a pull out program where she was able to provide

additional instruction to supplement the iRead program. The 5-8 ELL teachers supported students using the System 44 or Read 180 Intervention Programs during their Literacy Block class.

### 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 grades K - 8. Students who were hybrid took their iReady diagnostic in their ELA classes on in-person days. Students who were 100% virtual took the diagnostic during their live virtual classes monitored by their ELA teacher. The data gathered from these diagnostic exams were used to determine and monitor the ELA intervention/enrichment support needed for students both in the classroom and for after school intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set and monitored for each student.

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

Common Core standard aligned ELA assessments were given to students in grades 5-8 three times per year. The standards that were identified as focus standards were re-assessed using past state exams released questions. Grade teams analyzed the data to determine whether students were on track to performing 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 analyzed 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 lesson. Data from the benchmark assessments is analyzed during SAMS meetings and next steps for instruction were determined by the ELA team.

- HMM Reading and Phonics Inventories

In late October Kindergarten, 1st grade, 2nd grade and new students in grades 5th and 6th took a Reading Inventory Exam, through the Houghton Mifflin Harcourt (HMM) Intervention Program. Based on the Lexile Level achieved on the Reading Inventory, students in grades 5-6 who scored below a specific Lexile Level were administered the Phonics Inventory. The data gathered from these inventory assessments was used to determine grades 5-6 students' placement into the Read 180 or System 44 Reading Intervention Programs or into Literacy Leaders. Returning students and students in grades 7 and 8 continued in their program from the 2019-2020 school year. In January and May, all students grades K, 1, and 2, and students in grades 5-8 in the Read 180 or System 44 programs were reassessed. The data gathered through the inventory assessment were monitored, analyzed, and necessary next steps were determined. If students demonstrated the appropriate growth as outlined by the program, they were automatically moved from System 44 to Read 180, or they tested out of Read 180 into the Literacy Leaders program.

- iRead Screener and Formative Assessments

At the beginning of the school year students in grades K-2 are administered an initial screener. This assessment is used to place them at the appropriate level to begin their course of study in the iRead program. Students progress through the program and are assessed by the work they complete while

using the software. The program provides students with adaptive technology, personalized learning paths, and corrective on-the-spot feedback which offer intervention before learning gaps have a chance to surface. Teachers have instant access to monitor student's progress using growth reports, performance data, and the dynamic Groupinator which informs differentiated, small group instruction.

- Fountas and Pinnell

Students in grades K- 2 were assessed three times throughout the year using the Fountas and Pinnell (F&P) Benchmark Assessment System (BAS) to determine student's independent and instructional reading levels. Assessments were administered to students in person regardless of their learning selection. Students who were 100% virtual came in on two designated Saturdays during each of the three assessment periods to be tested. Teachers were able to observe student's reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

- The Writing Revolution (TWR) - The Cold Writing Prompt

The TWR Cold Writing Prompt is given three times a year to all students in grades 1-8. The Cold Writing Prompt helps teachers assess how well students write without any prompting or support. The students are given a topic to write about that has not been previously discussed by the teacher. This gives the students the opportunity to apply previously taught TWR skills to their writing. This assessment is used to determine areas of focus in writing curriculum, set individual goals, and establish groups. All teachers assessed The Cold Writing Prompt using the No More Marking System. No More Marking is a comparative judgement which assesses writing more reliably than traditional marking. Comparative judgement is a process where judges, groups of teachers on a grade level compare two responses and decide which one is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. Research has shown the process to be as reliable as double marking, but much quicker. Teachers are trained in it and it provides norming of the grading of the writing samples.

- The Writing Skills Assessment

The Writing Skills Assessment, developed to assess the skills from The Writing Revolution, monitors student's progress with individual TWR writing goals. The assessment is given three times a year to all students in grades 1-8. This assessment is used to determine areas of focus on the writing curriculum, set individual goals, and establish groups.

- Incoming Kindergarten Screener (ELA 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 how many letters, sounds and sight words they 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

In order 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 2:00PM in order to provide a two-hour weekly time slot for Professional Development for teachers. In addition, time each day is provided for grade level team meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc.

Professional development on all Houghton Mifflin Harcourt program's curricula (Journey's, Read 180, System 44, and iRead) was provided to the faculty throughout the school year. Teachers receive ongoing professional development throughout the year in these programs to develop and share their skills and to maximize the effectiveness of their instructional practices. For the 2020-21 school year additional professional development days were identified to support the roll out of this curriculum (for grade 2) and the teachers' learning of all of its multiple components.

- Scholar Achievement Meetings (SAMS)

Scholar Achievement Meetings with ELA teachers were held bi-weekly by the Literacy Instructional Specialist for grades 5-8 and the Assistant Principals for grades K-2. During these meetings the teachers analyzed and discussed data from class and schoolwide assessments (Journeys, iReady, reading inventories, and F&P). Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

The new full time Literacy Specialist that was hired in the 2019-20 school year continued to support the ELA staff in all components of English Language Arts in order to target our student's strengths and weaknesses.

The Literacy Instructional Specialist supported both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts. In addition to meeting with the 5-8 ELA teachers and Literacy Block teachers bi-weekly, the Literacy Instructional Specialist also met with the ELL and TWR Coordinator monthly to review school wide implementation progress.

The data reviewed in SAMs included ELA State Exam Scores, iReady Diagnostics performance levels, Reading/Phonics Inventory Lexile Levels and performance, ELA Benchmark Assessments, and formative and summative classroom assessments. This improved the level of differentiation in the instruction offered to students. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. The Literacy Instructional Specialist conducted weekly walkthroughs to support teachers in the implementation of their instruction. Teachers were provided feedback on these walkthroughs in the school's Feedback In Action template.

- Vertical Team Meetings

For the 2020-2021 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning for upcoming vertical team meetings. The Vertical Team Meetings provided an opportunity for ELA 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 ELA's curriculum with success. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided 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

- Grade Level Team Meetings

For the 2020-2021 school year, Grade Level leaders were identified on each grade level. These leaders met with 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 for including the Day of Excellence culminating project.

- The Writing Revolution (TWR)

NWP continues to partner with TWR for training and implementation support. During the 2020-2021 school year there were four virtual site visits conducted from January through April where the TWR team visited classes to observe TWR lessons and give constructive, non-evaluative feedback. Teachers use this feedback to improve their implementation of the TWR strategies. Also, NWP sent 10 elementary teachers to Advanced Thinking Through Writing K-2 course, 6 Middle school teachers from various content areas to the Advancing Thinking Through Writing 1 course.

Additionally, the school identified two teachers who participated in the teacher intensive training and two in the teacher leader intensive training in order to build capacity in the building. The teacher intensive training is a workshop intended for teachers who have demonstrated exemplary TWR planning and instruction, and will be supporting the school-wide implementation of TWR. During this workshop, teachers learned how to support colleagues with TWR planning and instruction, use writing assessments to monitor implementation progress and inform school-wide pacing, and become a TWR resource for the school.

The teacher leader workshops deepened the teachers' understanding of the core values of TWR and the key components of a successful schoolwide implementation of the Hochman Method. These components include how to give teachers feedback on their TWR instruction and achieve consistency of implementation across grade levels and content areas. This allows teachers to take a leadership role and coach their colleagues in this program as the school continues to expand. We now have staff in house who can train, coach others and provide non-evaluative feedback on the TWR methods.

## Changes in School's Modality

The 2020-2021 reopening plan for NWP included two choices for parents: students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model were placed in either Cohort A or Cohort B. Students in both Cohorts attended school for in-person instruction alternating two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

Students who opted for full 100% Virtual Online learning followed the same schedule as their peers in the Hybrid Cohort (In- person and remote learning). When the cohort met for in-person instruction, the students who were working 100% virtually received virtual content area instruction in ELA through the use of Live Virtual Instruction sessions, from their teachers.

On the two - three days students were in school for in-person learning, they received a double block of time for ELA. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students in grades K - 2 participated in Live Virtual Instructional sessions with their teachers and received ELA Intervention on their remote days.

All students K-8 received two hours of ELA instruction on in-person days. Students in grades 5-8 received one hour to complete ELA assignments on remote days. Students in K-2 received one hour for their ELA assignment and intervention on remote days. Students in grades 5 - 8 received one hour for their ELA assignment. During 2020 - 2021 School year, the Literacy Block component of the ELA Curriculum was implemented virtually on the student's remote days. In Grades 5 - 8, the literacy block component of the student's schedule included a double block which provided students with one period of individualized software usage and one period of live virtual instruction.

NWP continued to use curricula that are research based and aligned to the New York State Common Core Learning Standards. Teachers implemented engaging digital resources such as Kahoot, Quizizz, Newsela, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Our 1 to 1 Laptop program across all grade levels K-8 supported a continuous academic program both for in-person learning and remote learning. This instructional tool has been utilized in our Middle School Program for the last three years and expanded to K-8 during the 2020-21 School

Year. Our students are accustomed to using Google Classroom, which not only provided numerous instructional opportunities, but most importantly provided a setting for school work and communication with the teacher to occur when the student is in the virtual setting. Students in K-2 utilized ClassDojo for work submission and parent communication. ClassDojo provided the opportunity for students to annotate .pdf files of their work, which was developmentally appropriate as students received Chromebooks that also doubled as touch-screen tablets when folded in the appropriate manner.

HMH's ThinkCentral Curricula contained digital resources, which were utilized by Teachers and Teachers' Assistants during core and remote instruction days (on- and off-campus). Synchronous classes for all-virtual students and remote (off-campus) ELA Intervention periods were held through Google Meets, as part of Google Classroom. Through the use of the aforementioned virtual resources, differentiated instruction was provided to all of the students. iReady, HMH Reading/Phonics Inventories and ThinkCentral resources were provided and data was reviewed.

## METHOD

During the 2020 - 2021 school year, the school assessed and evaluated the achievement and growth of all students in grades K, 1, 2, 5, 6, 7, and 8 through the use of the nationally norm-referenced exam - iReady ELA Diagnostic by Curriculum Associates. In addition to the data from standardized classroom assessments provided, the iReady Diagnostic was used as a continual measure to closely monitor student progress throughout the school year. The diagnostic was provided to students at three benchmarks throughout the year; September 2020, January of 2021 and the final in May of 2021. After their initial diagnostic assessment, all students conferenced with their teacher regarding their performance level and their Typical and Stretch Goals. Based on the student's performance on their Mid Year and End of Year Diagnostic, teachers conference with students once again regarding their progress. All students, both virtual and hybrid, completed their End of Year ELA Diagnostic during ELA class, either in person or during the live virtual session, based on their learning model. During the administration of these diagnostic assessments, teachers monitored students progress as they completed the assessment, either in person or virtually.

The table below summarizes participation information for the 2020 - 2021 End of Year iReady ELA Diagnostic assessment administration. The table indicates the total number of students tested and not tested. This assessment was administered during students' ELA classes. Hybrid students completed this in person while 100% virtual students completed it virtually with supervision of their teacher. Note that this table includes all students according to grade level, indicating a 99% completion rate for K-2 and 5-8 students:

Reading iReady Diagnostic Assessment End of Year Participation 2020-2021		
Grades	Number Not Tested	Number Tested
K	0	75
1	0	65
2	0	51
3		
4		
5	0	66
6	0	122
7	1	123
8	2	118
All	3	620

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: iReady Diagnostic

### Results and Evaluation

iReady Reading End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	429	80%	NO
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%	209	86%	NO
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	83%	131	81%	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%	294	20%	NO

Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
5	113%	66	107%	38	100%	21	140%	12
6	47%	122	50%	82	48%	28	50%	28
7	100%	123	106%	88	97%	30	0%	15
8	62%	118	72%	85	75%	28	53%	14
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
5	103%	16	169%	7	138%	5		
6	43%	11	0%	11	57%	17		
7	159%	20	275%	5	0%	10		
8	59%	20	20%	6	123%	8		

**1. Did students grow at the normed rate according to the beginning of year baseline score?**

During the 2020 - 2021 school year, NWP followed a hybrid learning model in which students had their core content area instruction two to three times per week. Compared to prior school years when continuous learning occurred 100% in person, this was equivalent to approximately half a school year’s worth of in person instruction. Based on the data collected from the beginning of the year iReady ELA diagnostic to the end of the year diagnostic assessment, the progress made by students was a median of 80% towards their Annual Typical growth goal set by the iReady program.

Although the target median of 100% was not met as a whole in grades 5 - 8, the median percent of growth that students made throughout the year was more than half a year’s growth (50%), despite the challenges our students faced through a lack of consistent in person learning opportunities. These challenges students had to overcome with the hybrid and 100% virtual learning models during the 2020-2021 school year included the unpredicted movement to 100% virtual learning, technical issues occurring in the home, and home learning environment issues, just to name a few.

On the initial Diagnostic assessment, 209 out of the 429 (49%) students tested were two or more grade levels below. Out of the 429 Students tested, above the median percent, only 14 students had a median annual percent growth between 80% and 100%, and 199 students met or exceeded their annual goal.

Based on the data table titled “Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups,” which is disaggregated by grade level and by subgroup, the target was met in 5th Grade and 7th Grade, where the median annual growth was 113% and 100%, respectively. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that there was still growth made in grades 5-8 on the iReady ELA Diagnostic, (median annual growth 80%). The school, even with non continuous learning in person days as well as 100% virtual schedule, continued to provide the students with needed ELA services that maximize the double blocks, utilized standards based curriculum, and assessed students with benchmark assessments three times a year, which led to the growth made by students.

Reading iReady Diagnostic Assessment Median Annual Growth Percent Comparison 2019 - 2020 VS 2020 - 2021				
Grades	Median Percent of Annual Typical Growth 2019 - 2020 School Year	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021 School Year	Number Tested
3				
4				
5	163%	60	113%	66
6	175%	132	47%	122
7	106%	125	100%	123
8	177%	120	62%	118
All	165%	437	80%	429

In comparing the median annual growth percent to the 2019 - 2020, it is evident that with the use of continuous daily instruction, students show more growth throughout the 2019 - 2020 school year. It is evident that students made more than a half year’s growth despite the hybrid and 100% virtual learning models which did not enable continuous in person daily instruction as well as other previously described obstacles. This growth is 30% more than half of a year’s worth of growth.

During the 2019 - 2020 school year, each grade level made more than 100% annual growth and as a whole made a median annual growth of 165% compared to the 80% annual growth made during the 2020-2021 school year. However, the administration of the end of year diagnostic in the 2019 - 2020 school year may have had an impact on the data, it was administered in a 100% virtual setting and students took the assessment independently without teacher supervision. Although this may have impacted the accuracy of the results, moving forward to 2021 - 2022 school year planning for continuous in person instruction five days a week, we expect to see growth that mirrors a full year’s worth of in person instruction.

**2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school’s general education students?**

Based on the data collected and presented in the table titled “iReady Reading End of Year Diagnostic 2020 - 2021” the median annual growth of Students with Disabilities was 81% compared to the median annual growth of General Education students, which was 83%. Although the median annual growth did not exceed the General Education population, the difference was only 2%. However, it is evident that both student populations made more than half a year’s growth.

During the 2020 - 2021, interventions continued to be implemented both inside and outside of the classroom, both virtually and in person. These interventions were implemented for all students, but also focused on Students with Disabilities and students academically at risk. Although the measure included Special Education students, all subgroups are included on the chart above titled, "Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups."

Based on the disaggregated data, on specific grade levels, the target was close to being met or exceeded the median annual progress made by General Education population for some of the subgroup populations. Some highlights include:

- The median annual growth made by all students in 5th grade was 107% compared to 138% progress of the students who are identified as Special Education and are an English Language Learner (ELL). In addition, the students identified as Special Education, their median annual growth was 100% as compared to the General Education Population, which was 107%. Furthermore, all students who are English Language Learners in 5th grade exceeded the General Education population's growth of 107%, making a median annual growth of 140%.
- In 6th Grade, the median annual growth for students identified as Special Education/ELL was 57%, which was higher than the median growth of the whole grade level as well as the General education population subgroup. The Special Education/ELL population made a median growth that was 10% higher than the grade level as a whole (47%) and 7% higher than the General Education Population (50%).
- In 7th Grade, General Education students had a median growth of 106% compared to the Special Education students, whose median progress was 159%, which exceeded the target on this specific grade level by 53%. In addition, students who are identified as Special Education Only and ELL Only exceeded the growth of the General Education Population growth of 106%, making a median annual growth of 159% and 275%, respectively.
- Finally, in 8th Grade, the median progress of students identified as Special Education/ ELL was 123% compared to the General Education population which had a median growth of 72%, which also exceeded the target by 51% in 8th Grade.

### **3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?**

As presented in the table titled, "iReady Reading End of Year Diagnostic 2020 - 2021," the median growth of students with low initial absolute achievement, performing at two or more grade levels below on their first diagnostic assessment was 86% over the course of the year. This was higher than the median typical group percent of all students, which was 80%. This progress of a median growth of 86% was more than half a year's growth, which was the approximate equivalent of the 2020 - 2021 school year amount of teacher led instruction.

The placement of 209 out of 429 (49%) students two or more grade levels below grade level on their initial diagnostic may be attributed to the learning regression caused by the pandemic and the abrupt movement to 100% virtual from March 2020 to September 2020. All students experienced a gap in their learning during the 2019 - 2020 school year due to the unexpected and abrupt need to change to an unfamiliar and new form of learning modality. Students were faced with the challenge of asynchronous learning for the first time for a few months before the schedule was adjusted for

the Summer 2020 with live virtual instruction. This change may have contributed to the low initial placement on the beginning of year assessment. However, even with the continuation of a change in learning modalities for the 2020-2021 school year, the hybrid and 100% virtual learning models and targeted interventions, provided the students the opportunity for growth. The students with low initial absolute achievement demonstrated growth throughout the year, which was 6% higher than the median percent growth of all students.

**4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?**

Based on the data collected and presented in the table below titled “Reading iReady Diagnostic Assessment 2020 - 2021”, 20% of students in their second year performed at Mid- On Grade Level or Above on their End of Year Diagnostic assessment. This was 2% higher than the percent of all students, which was 18% Mid- On Or Above grade level. Although this school year posed many challenges because of the various learning modalities, grade level standard proficiency was achieved.

Reading iReady Diagnostic Assessment 2020 - 2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
3				
4				
5	9%	66		
6	16%	122	15%	53
7	23%	124	23%	124
8	23%	118	23%	118
All	18%	430	20%	295

With 20% achieving Mid - On or Above Grade Level on their End of year Diagnostic, it is evident in the table below titled, “Reading iReady Diagnostic Growth 2020 - 2021 - % of Students Mid, Late, or Above Grade Level,” that growth was made in each grade level in the percent of students who perform Mid - On Grade Level or Above on the Beginning of year Diagnostic compared to the End of Year Diagnostic. Based on the data collected, 11% of all students in grades 5 - 8 achieved proficiency on their beginning of year diagnostic and increased 7% by the end of year diagnostic. Students enrolled in at least their second year Students that had an initial placement of Mid - On or Above grade level was 13% and increased to 20% by the end of the year. This also demonstrates a 7% increase for the school year.

<b>Reading iReady Diagnostic Growth 2020 - 2021 *% of Students Mid, Late or Above Grade Level</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled In their Second Year</b>	
	<b>Beginning of Year Diagnostic</b>	<b>End of Year Diagnostic</b>	<b>Beginning of Year Diagnostic Two or More Years</b>	<b>End of Year Diagnostic</b>
<b>3</b>				
<b>4</b>				
<b>5</b>	0%	9%		
<b>6</b>	12%	16%	11%	15%
<b>7</b>	13%	23%	13%	23%
<b>8</b>	16%	23%	16%	23%
<b>All</b>	11%	18%	13%	20%

In the 2018-19 school year, NWP expanded its grade configuration and served 5<sup>th</sup> grade students for the first time. The result of this expansion was just one grade level, 5<sup>th</sup> grade, composed entirely of students enrolled at the school for less than one year when taking the iReady End of Year ELA Diagnostic. When reviewing NWP’s 2020-21 ELA results, the grade with the lowest percentage of students achieving proficiency on the exam was the students in their first year at the school in 5th grade. As you can see from the table above, 0% of 5th Grade students performed at Mid - On Grade Level or Above on their beginning of year diagnostic and 9% on their end of Year Diagnostic, increasing 9%. Students in 6th Grade - 8th Grade enrolled in their second year, for example, 11%, 13%, and 16% of students performed on Mid - On Grade Level or Above on their beginning of Year Diagnostic. When comparing the percentage of students achieving proficiency in grades 5-8 the grades composed mostly of students enrolled at the school for at least two academic years, the percentage is significantly higher than the grade where students have been enrolled at the school for only one year.

In analysis of the data presented in the table titled, “Reading iReady Diagnostic Growth 2020 - 2021,” when students were administered their first iReady ELA Diagnostic, the percent of students performing at Mid - On Grade Level or Above was low. This is often the case in ELA because many of the grade level standards have to be taught in order for students to accurately demonstrate their understanding of the grade level concept. The fact that students completed the last three months of the previous year remotely could have attributed to the low percentage of students performing at Mid - on grade level or above. In addition, student

instruction was disrupted multiple times of moving from Hybrid learning to 100% virtual due to COVID Cases.

Although NWP did not meet its targets for ELA, the End of Year iReady Diagnostic assessment showed growth based on the tables presented above. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that growth was made in grades 5-8 on the iReady ELA Diagnostic. Although the schedule significantly decreased the amount of teacher-led instruction both in person and virtually, this growth can be attributed to the fact that the school was able to continue to support students providing double blocks of ELA on their core content days, utilizing standards based curriculum, supporting flipped learning lessons, and assessing students with benchmark assessments three times a year.

### ADDITIONAL CONTEXT AND EVIDENCE

First and foremost the school community faced significant challenges with the unpredictable movement from in person to 100% virtual because of intermittent COVID cases.

The time needed to administer these assessments impacted the already limited time dedicated for teacher- student instructional engagement.

Students only had a double block of ELA live instruction two to three times per week of teacher-student instructional engagement while in previous years students had it five times per week.

Another challenge which impacted learning was inconsistent logins for virtual classes, whether on remote days or 100% virtual students. This was especially evident when the school moved to 100% virtual due to COVID cases. These disruptions often led to inconsistent logins by students into their live virtual sessions and many more distractions in the home environment for all students, hybrid and 100% virtual. In order to address this challenge, the Student Support Services Team conducted a total of 103 Home Visits throughout the school year in addition to holding 1,104 parent meetings. Academic progress was discussed during the visits and home visits and the team stressed the importance of consistent logins for students to be able to receive the instruction being presented by the teacher.

Additional engagement strategies were implemented in the live virtual sessions by the teachers to increase the level of engagement. As mentioned, teachers implemented engaging digital resources such as Kahoot, Quizizz, Newsela, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class. Although these strategies assisted with instruction, the lack of daily in person interaction was a continuous challenge.

**Supplemental Additional Quantitative Evidence**

<b>NWP School Wide Reading Median Percent Growth At A Glance</b>	
<b>Grades K - 2</b>	<b>69%</b>
<b>Grades 5 - 8</b>	<b>80%</b>
<b>NWP</b>	<b>74%</b>

As a school, after the first diagnostic assessment was administered, iReady set individualized year long goals for each student based on their initial placement. Teachers conference with the students about their year long goals and determine with each of the students, their Mid Year Goals, Typical and Stretch. This allowed students to understand their level of proficiency and develop an action plan that enables them to reach their set goals.

After the second diagnostic was administered students conferenced again with their teacher to self assess their progress and made the necessary accommodations to their action plan. After students completed their third diagnostic, a final conference took place regarding their year long progress toward their goal. As you can see from the table above titled, "NWP School Wide Reading Median Percent Growth at a Glance", progress was made towards the annual goals, with both K - 2 (69%) and 5 - 8 (80%) making more than half a year's worth of growth.

<b>iReady Reading Diagnostic Performance At A Glance Percent of Students Mid - On Or Above Grade Level</b>			
	<b>Beginning of Year Diagnostic</b>	<b>End of Year Diagnostic</b>	<b>Growth</b>
<b>K - 2</b>	12%	27%	15%
<b>5 - 8</b>	11%	19%	8%
<b>NWP</b>	11%	21%	10%

As presented in the table above titled, "iReady Reading Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level", although growth was made by all grade levels, regardless of the student's initial placement on their beginning of the year diagnostic assessment, as a school the percent of students who were placed Mid-On or Above grade level on their End of Year Diagnostic increased by 10% from their beginning of year diagnostic placement. The largest increase was in grades K - 2 with 15%. Although many challenges were faced during the 2020-2021 school year including the abrupt disruption of virtual learning beginning in March of 2020, 21% of the student population at NWP were able to achieve grade level proficiency.

Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
K	67%	75	71%	47	48%	23	47%	9
1	67%	65	68%	42	62%	16	70%	10
2	74%	51	84%	36	15%	9	72%	7
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
K	65%	18	55%	4	35%	5		
1	82%	13	76%	7	63%	3		
2	12%	6	57%	4	72%	3		

The table above titled, "Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year Grades K - 2," presents the growth made by grade levels in grades K - 2 as well as the subgroups.

Some areas of growth to highlight include:

- All grade levels in K - 2 as a whole made more than half a year's growth, having a median growth of 67%, 67%, and 74% respectively.
- In the first grade, 55 out of 65 students (84%) were enrolled in their second year and had a median growth percent of 67%.
- There are multiple subgroups in 1st Grade that outperformed the grade level as a whole. These subgroups include General Education (68%), Special Education Only (82%), All ELL(70%), and ELL Only (76%).
- In the 2nd grade, it is noted that 43 out of 51 students (84%) are enrolled in at least their second year. 2nd grade as a whole has the highest median growth at 74% and their General Education Population had a median growth of 84%, which was higher by 10%.

Reading iReady Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021 Grades K - 2				
Grades	Median Percent of Annual Typical Growth 2019 - 2020 School Year	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021 School Year	Number Tested
K	320%	61	67%	75
1	176%	49	67%	65
2			74%	51
<b>ALL</b>	<b>267%</b>	<b>110</b>	<b>69%</b>	<b>191</b>

The table above titled, “Reading iReady Median Percent of Annual Growth Comparison,” in 2019 - 2020, on the Reading Diagnostic indicates significant growth was made by students in grades K and 1 compared to the 2020 - 2021 school year. This confirms a school concern regarding the reliability of some assessment comparisons. The end of year assessment for the 2019-2020 school year was given in a 100% virtual setting without teacher supervision. In 2020 - 2021, when the diagnostic assessments were administered, students were monitored by the classroom teacher either in person for hybrid students or during their live ELA session for virtual students to ensure consistent test administration without additional support given to any individual student.

During the 2020-2021 school year a median growth percent of 69% was made by students in grades K - 2, even without daily face to face instruction due to the hybrid model, 100% virtual option learning model, or unpredictable movement to 100% virtual learning because of COVID cases. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students.

Reading iReady Diagnostic Assessment 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
<b>K</b>	28%	75		
<b>1</b>	26%	65	27%	55
<b>2</b>	25%	51	26%	43
<b>ALL</b>	27%	191	27%	98

New World Prep began its expansion to include grades Kindergarten to 5th grade in the 2019-20 school year. The 2020 - 2021 school year was the first year NWP had a second grade, which allowed for a total of 98 students in first and second grade who have been enrolled in at least their second year at NWP. A purpose for our expansion is to allow the school to provide the necessary support at the lower grade levels for students to achieve or exceed proficiency at an earlier grade. The table above titled, “Reading iReady Diagnostic Assessment 2020 - 2021,” presents the data of students who were placed at Mid-On or Above grade level on their End of Year Diagnostic and disaggregated by the number of years enrolled at New World Prep. During the 2020-2021 school year, the percent of students who were placed Mid-On or above grade level on their End of Year Diagnostic in Grades K - 2 was 27% in all grade levels and for students enrolled in last year their second year.

In order to present the growth made over the course of the school year, the table below titled, “Reading iReady Diagnostic Assessment Growth 2020 - 2021,” displays the growth that was made towards proficiency from the beginning of the year to the end of the year on the diagnostic assessment. On average, all students who placed Mid-On or above grade level at the beginning of the year increased by 15% at the end of the year. Students enrolled in at least their second year, increased by 20%. The amount of increase made on each grade level is: Kindergarten - 14% increase, 1st Grade - 12% increase by All Students and 18% increase by students enrolled in their second year,

2nd Grade - 21% increase by all students and 21% increase by students enrolled in at least their second year.

Reading iReady Diagnostic Assessment Growth 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic
K	14%	28%		
1	14%	26%	9%	27%
2	4%	25%	5%	26%
ALL	12%	27%	7%	27%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

iReady Reading End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	429	80%	NO
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%	209	86%	NO
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	83%	131	81%	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%	294	20%	NO

In Grades 5 - 8, the data collected from the End of Year Diagnostic did not meet the targets set. The target for Measure 3 differentiated from the results by only 2%.

## ACTION PLAN

During the 2021- 22 school year the focus will be to ensure a continuous rigorous alignment to Common Core Learning Standards and Next Generation Standards (pending) as well as with Engage NY.

In order to continue to assist our students achieve ELA proficiency and beyond, New World Prep has reviewed its present ELA instructional practices. Several action steps will take place for the 2021-22 school year that will strengthen our program. We will also offer additional programs in order to support our students' ELA growth.

In the 2021-22 school year, NWP will be introducing 3rd grade for the first time, and will continue serving Kindergarten through 2nd, and 5th through 8<sup>th</sup> grades. A review of the 5th through 8<sup>th</sup> grade curriculum will take place in order to make any necessary adjustments based on data. With the intent to return to 100% in person learning, curriculum maps, unit plans, and lesson plans will be adjusted to allow for a deeper and more thorough implementation of the grade level standards.

With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of nonfiction texts. An additional ELL Teacher will be hired to support ELL services. In addition, our ELL consultant's coaching responsibilities will be increased in order to support ELA teachers and programs. Additional resources for the ELA program are being considered.

During the 2021-22 school year, the school will continue to implement the Houghton Mifflin curriculum Journeys to all of our Kindergarten, 1<sup>st</sup>, and 2nd grade students, as well as 5<sup>th</sup> and 6<sup>th</sup> grade students. Journeys will also be the primary curriculum in our new 3rd grade.

Journeys provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success. Coaching days for the Journey's curriculum provided by the HMH company will be provided to ensure continued effective implementation of the program.

We will continue to implement an additional ELA program, iRead, and strategies to support the *Journeys* curriculum that enhances the focus of our school intervention program in grades Kindergarten, 1st and 2nd. Similarly to the Journey's program, Coaching days will be provided for the iRead program through the HMH company to ensure continued effective implementation of the program. In addition, during the 2021-22 school year, all students in grades K - 3 will be administered the Reading and Phonics Inventories Assessment 3 times

throughout the year to monitor their Reading progress. This additional assessment will provide teachers with another individualized reading data point (student Lexile Level) which will allow them to monitor their ELA proficiency and provide targeted intervention or enrichment as needed.

Our iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and areas needed for improvement in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weaknesses and to move towards ELA and/or Math proficiency.

For the 2021-22 school year, students in grades Kindergarten through 2nd grade and for the first time 3rd grade students will be administered the ELA iReady Diagnostic Exam three times throughout the year. Students in grade 5 - 8 will continue to be administered the iReady ELA Diagnostic exam three times throughout the year in addition to utilizing the iReady instruction component of the program. This will allow ELA teachers to offer more individualized assistance through iReady and as they move to small instructional groups. For the 2021-22 school year, the school has developed systems for monitoring the time students are on iReady and their progress. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math.

Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments

During the 2021-22 school year NWP will return to the full format of the Literacy Leaders Program, which had to be altered due to the needed change in learning modalities in the 2020 - 2021 school year. The Literacy Leaders Program at NWP allows staff members and students to become leaders of literacy. The program aims to improve student performance, specifically in reading. Students receive skill-based instruction to develop their reading and writing proficiency. The Literacy Leaders program follows a specific framework to support all aspects of reading, writing, speaking, and listening. School-wide academic vocabulary words are taught to all students. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups, as well as individually. Teachers receive ongoing

professional development to develop and share their skills as well as to maximize the effectiveness of their instruction throughout the year.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

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

#### BACKGROUND

Each year the school explores math curriculum and strategies to enhance the school's curriculum framework and curriculum for mathematics. In grades K, 1, 2, 5, and 6 the Houghton Mifflin Harcourt's *Go Math!* curriculum is implemented. It is a comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core and New York State Learning Standards for Mathematics (Next Generation Mathematics Learning Standards pending and the NCTM Curriculum Focal Points). The program emphasizes big ideas and depth of understanding through interactive lessons; research based instructional approaches, and best practices from around the world, and differentiated instructional resources to ensure success for all students.

Evaluation of this *Go Math!* curriculum found a strong alignment to the common core standards. Overviews and lesson introductions promoted coherence and there are opportunities to support both fluency and deep understanding. The materials provide varied modes of curriculum-embedded assessments that are well sequenced. The materials also provide strong support for teachers in planning and creating an effective learning experience. They were comprehensive and readily accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners, including ELL students and student's whose home language is not English. In addition, response to intervention is embedded in the program to support diverse learners.

Similar to *Journeys*, *Go Math!* also includes an online component entitled, *Think Central*. This program improves our connection between home and school and increases the time students spend on math, because the web-based software enables parents to see what their children are learning and provide strategies they can use to support classroom instruction. This program also supports the tutorial support components of our Comprehensive Intervention Program.

In an effort to create a challenging seventh, eighth grade and Algebra curriculum with high expectations for all students, NWP uses a variety of resources including Big Ideas Math by Big Ideas Learning, Engage NY, Crosswalk Coach by Triumph Learning, and Ready NY by Curriculum

Associates to develop and differentiate rigorous and engaging lessons. All resources are aligned to the Common Core and 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.

In Grades 5 - 8, a cross-curricular, culminating *Day of Excellence* project, an annual event in June, was produced by all students. These projects were created through collaboration by the content-area teachers/grade-level team, incorporating elements of all four core content areas (English Language Arts, Math, Science, Social Studies). Students then had the opportunity to present their projects to their peers, virtually or in-person while adhering to DOH protocols for distancing and capacity.

#### **Additional Intervention**

- Skills Readiness

New World Prep's Skills Readiness Program takes place virtually during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn, practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours three days a week. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation.

During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Live Academic Enrichment

In order to provide targeted additional virtual academic support for the lower level learners, teachers worked in grade level teams to Tier Students who were academically at risk, based on their academic needs and promotional status. Time was provided during two days for teachers to hold tutorials for students for an hour and a half, Teachers targeted specific tiers of students and provided small group instruction based on a targeted skill or standard for 45 minutes each session. Students could have received one or two sessions based on their needs and received instruction in Math, ELA, Science, and/or Social Studies. The goal of these live academic enrichment sessions were to provide the necessary additional support needed by the students who were most at risk, outside of the classroom environment to support their academic growth and allow them to be more successful within the classroom environment.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade) and Living Environment (select 8th grade students). During the 2020-2021 school year, the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

## Assessments

- Math iReady Diagnostic

Throughout the year all students were administered 3 Diagnostic Exams in Math, through the iReady - Curriculum Associates Program, in grades K - 8. 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 after school intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set for each student.

Students that were in the Hybrid learning model took the diagnostic in their Math classes on in-person days. Students who were 100% virtual took the diagnostic during their live virtual classes monitored by their Math teacher.

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

Common Core standards aligned Math assessments are given to students in grades 5-8 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 performing 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 lesson. Data from the benchmark assessments was analyzed during Scholar Achievement Meetings (SAMS) and next steps for instruction were determined by the Math team.

- HMH Math Inventory

All students in Kindergarten through 2nd Grade took the Math Inventory in February 2021 and May 2021 on their remote (off-campus) days during their Math Intervention period, supervised by their class' Teacher's Assistant. The HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student.

- 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 student's ability to identify numbers up to 20, on how far they can count, as high as they could (capping at 100), 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

In order 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 2:00PM 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.

Professional development on the Houghton Mifflin Harcourt program's curriculum *Go Math!* was provided to the faculty throughout the school year. For the 2020-21 school year additional professional development days were identified to support the roll out of this new curriculum (2nd grade) and the teachers' learning of all of its components. A consultant knowledgeable on the curriculum supported both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts.

In addition, a Math Consultant who has been with the school for eight years, continued to come on campus and provide coaching support to Math teachers in all grades once per week. Support around planning, instruction, data analysis was included on the coach's agenda. Throughout the year, Math Teachers met with their Assistant Principal during bi-weekly Scholar Achievement

Meetings (SAMs) where current data (classroom and school wide) were analyzed and next steps decided on instruction.

- Scholar Achievement Meetings

Scholar Achievement Meetings with Math teachers were held bi-weekly by the Assistant Principals. The data reviewed in SAMs included Math State Exam Scores, iReady Diagnostics performance levels, Math Inventory Proficiency Levels and performance, Benchmark Assessments, and formative and summative classroom assessments. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

- Vertical Team Meetings

For the 2020-2021 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning 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. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided 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.

- Grade Level Team Meetings

For the 2020-2021 school year, Grade Level leaders were identified on each grade level. These leaders met with 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 for including the Day of Excellence culminating project.

## Changes In School's Modality

The 2020-2021 reopening plan for NWP included two choices for parents: students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model were placed in either Cohort A or Cohort B. Students in both Cohorts attended school for in-person instruction alternating two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

On the two - three days students were in school for in-person learning, they received a double block of time for Math. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

On the two - three days students were in school for in-person learning, they received a double block of time for Math. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students in grades K - 2 participated in Live Virtual Instructional sessions with their teachers and received Math Intervention on their remote days.

All students K-8 received two hours of Math instruction on in-person days. Students in grades 5-8 received one hour to complete Math assignments on remote days. Students in K-2 received one hour for their Math assignment and intervention on remote days. Students in grades 5 - 8 received one hour for their Math assignment.

NWP continued to use curricula that are research based and aligned to the New York State Common Core Learning Standards. Teachers implemented engaging digit resources such as Delta Math, Prodigy, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Our 1 to 1 Laptop program across all grade levels K-8 supported a continuous academic program both for in-person learning and remote learning. This instructional tool has been utilized in our Middle School Program for the last three years and expanded to K-8 during the 2020-21 School Year. Our students are accustomed to using Google Classroom, which not only provided numerous instructional opportunities, but most importantly provided a setting for school work and communication with the teacher to occur when the student is in the virtual setting. Students in K-2 utilized ClassDojo for work submission and parent communication. ClassDojo provided the opportunity for students to annotate .pdf files of their work, which was developmentally appropriate as students received Chromebooks that also doubled as touch-screen tablets when folded in the appropriate manner.

HMH's ThinkCentral Curricula for the Go Math program in grades K - 6 contained digital resources, which were utilized by Teachers and Teachers' Assistants during core and remote instruction days (on- and off-campus). Synchronous classes for all-virtual students and remote (off-campus) Math Intervention periods were held through Google Meets, as part of Google Classroom. Through the use of the aforementioned virtual resources, differentiated instruction was provided to all of the students. iReady, HMH Math Inventories and ThinkCentral resources were provided and data was reviewed.

## METHOD

During the 2020 - 2021 school year, the school assessed and evaluated the achievement and growth of all students in grades K, 1, 2, 5, 6, 7, and 8 through the use of the nationally norm-referenced exam - iReady Math Diagnostic by Curriculum Associates. In addition to the data from standardized classroom assessments provided, the iReady Diagnostic was used as a continual measure to closely monitor student progress throughout the school year. The diagnostic was provided to students at three benchmarks throughout the year; September 2020, January of 2021 and the final in May of 2021. After their initial diagnostic assessment, all students conferenced with their teacher regarding their performance level and their Typical and Stretch Goals. All students, both virtual and hybrid, completed their End of Year Math Diagnostic during Math class, either in person or during the live virtual session, based on their learning model. During the administration of these diagnostic assessments, teachers monitored students progress as they completed the assessment, either in person or virtually.

The table below summarizes participation information for 2020-2021's End of Year iReady Math Diagnostic assessment administration. The table indicates the total number of students tested and not tested. This assessment was administered during students' Math classes. Hybrid students completed this in person while virtual students completed it virtually with supervision of their teacher. Note that this table includes all students according to grade level, indicating a 98.8% completion rate for K-2 and 5-8 students:

Math iReady Diagnostic Assessment End of Year Participation 2021		
Grades	Number Not Tested	Number Tested
K	0	75
1	0	65
2	0	51
3		
4		
5	0	66
6	1	121
7	5	119
8	1	119
<b>All K - 8</b>	<b>7</b>	<b>616</b>

RESULTS AND EVALUATION

iReady Math End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	425	111%	YES
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%	173	107%	NO
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	121%	114	92%	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%	295	27%	NO

Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
5	63%	66	81%	38	39%	21	50%	12
6	107%	121	107%	81	107%	28	114%	28
7	150%	119	167%	85	54%	29	146%	14
8	142%	119	143%	84	138%	30	151%	14
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
5	30%	16	50%	7	0%	5		
6	79%	11	133%	11	113%	17		
7	92%	20	233%	5	27%	10		
8	107%	22	80%	6	245%	8		

**1. Did students grow at the normed rate according to the beginning of year baseline score?**

During the 2020 - 2021 school year, NWP followed a hybrid learning model in which students had their core content area instruction two to three times per week. Compared to prior school years when continuous learning occurred 100% in person, this was equivalent to approximately half a school year’s worth of in person instruction. Based on the data collected from the beginning of the year iReady Math diagnostic to the end of the year diagnostic assessment, the progress made by students was a median of 111% towards their Annual Typical growth goal set by the iReady program.

This median annual growth exceeded the normed rate of 100% according to the beginning of the year baseline score. Using the data from the first two columns in the table provided titled, “Math Median Percent of Annual Typical Growth 2020 - 2021,” grades 6th through 8th grade exceeded the target with median annual growths of 107%, 150%, and 142% respectively. In 5th grade, more than

Math iReady Diagnostic Assessment Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021				
Grades	Median Percent of Annual Typical Growth 2019 - 2020	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021	Number Tested
3				
4				
5	106%	60	63%	66
6	129%	132	107%	121
7	142%	125	150%	119
8	129%	120	142%	119
<b>All</b>	<b>125%</b>	<b>437</b>	<b>111%</b>	<b>425</b>

half a year's progress was made with a median annual growth percent of 63%. Through the use of the Go Math and Engage NY aligned curriculums to grade level standards in addition to the multiple interventions in place to support student's academic math progress, teachers were able to present instruction to students to help them achieve throughout the year, even though there were many challenges faced with the hybrid and 100% virtual learning models, including the inconsistent daily in person instruction.

In comparing the median annual growth percent to the previous school year, it is evident that with the use of continuous daily instruction, students show more growth throughout the 2019 - 2020 school year. It is evident that students made more than a year's growth despite the hybrid and 100% virtual learning models which did not enable continuous in person daily instruction as well as other previously described obstacles. This growth of 111%, is 11% more than a year's worth of growth.

During the 2019 - 2020 school year, each grade level made more than 100% annual growth and as a whole made a median annual growth of 125% compared to the 111% annual growth made during the 2020 - 2021 school year. However, the administration of the end of year diagnostic in the 2019 - 2020 school year may have had an impact on the data, it was administered in a 100% virtual setting and students took the assessment independently. Although this may have impacted the accuracy of the results, moving forward to 2021 - 2022 school year planning for continuous in person instruction five days a week, we expect to see growth that mirrors a full year's worth of in person instruction.

## **2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students?**

Based on the data collected and presented in the table titled "iReady Math End of Year Diagnostic 2020 - 2021" the median annual growth of Students with Disabilities was 92% compared to the median annual growth of General Education students, which was 121%. Although the median annual growth did not exceed the General Education population, the difference was 29%. However, it is evident that the Special Education population made more than half a year's growth.

During the 2020 - 2021, interventions continued to be implemented both inside and outside of the classroom, both virtually and in person. These interventions were implemented for all students, but also focused on Students with Disabilities and students academically at risk. Although the measure included Special Education students, all subgroups are included on the chart above titled, "Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups."

Based on the disaggregated data, on specific grade levels, the target was close to being met or exceeded the median annual progress made by General Education population for some of the subgroup populations. Some highlights include:

- The average growth of the General Education population in grades 6th through 8th grade were all higher than one year's worth of growth. The median growth made by the General Education population on each grade level was 107%, 167%, and 143%, respectively. In addition, the General Education population in grades 7th (167%) and 8th (143%), exceeded the overall 5th - 8th Grade General Education population's median growth of 121%.

- The English Language Learners only in grades 6th and 7th also exceeded the growth of the General Education population of 121%, with a median growth rate of 133% and 233%, respectively.
- The Special Education population in 6th Grade made the same median growth as the 6th Grade General Education population, which was 107%.
- The median growth of the Special Education population in 8th grade was 138%, which exceeded the median growth made by the 5th through 8th grade General education population of 121%, by 17%.
- In 8th Special Education / English Language Learners exceeded the median growth of the General Education Population of 121%, with an annual growth median of 245%, which was 124% higher.

### **3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?**

As presented in the table titled, "iReady Math End of Year Diagnostic 2020 - 2021," the median growth of students with low initial absolute achievement, performing at two or more grade levels below on their first diagnostic assessment was 107% over the course of the year. This compared to the median typical group percent of all students, which was 111% and has a difference of 4%. This progress of a median growth of 107% was more than a year's growth, even with the hybrid and 100% virtual learning models. It is evident that the low initial achieving students made a median of 107% growth throughout the school year with the use of targeted interventions in person and remotely as well as inside and outside of the classroom.

The placement of 209 out of 429 (40%) students two or more grade levels below grade level on their initial diagnostic may be attributed to the learning regression caused by the pandemic and the abrupt movement to 100% virtual from March 2020 to September 2020. All students experienced a gap in their learning during the 2019 - 2020 school year due to the unexpected and abrupt need to change to an unfamiliar and new form of learning modality. Students were faced with the challenge of asynchronous learning for the first time for a few months before the schedule was adjusted for the Summer 2020 with live virtual instruction. This change may have contributed to the low initial placement on the beginning of year assessment. However, even with the continuation of a change in learning modalities for the 2020-2021 school year, the hybrid and 100% virtual learning models and targeted interventions, provided the students the opportunity for growth.

### **4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?**

Based on the data collected and presented in the table below titled "Math iReady Diagnostic Assessment 2020 - 2021", 27% of students in their second year performed at Mid- On Grade Level or Above on their End of Year Diagnostic assessment. This was 5% higher than the percent of all students, which was 22% Mid- On Or Above grade level. Although this school year posed many challenges because of the various learning modalities, grade level standard proficiency was achieved.

<b>Math iReady Diagnostic 2020 - 2021</b>				
<b>*% of Students Mid, Late or Above Grade Level</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>
<b>3</b>				
<b>4</b>				
<b>5</b>	3%	66		
<b>6</b>	16%	121	9%	53
<b>7</b>	28%	119	28%	119
<b>8</b>	33%	119	33%	119
<b>All</b>	<b>22%</b>	<b>430</b>	<b>27%</b>	<b>295</b>

With 27% of students enrolled in at least their second year and 22% of all students achieving Mid - On or Above Grade Level on their End of year Diagnostic, it is evident in the table below titled, "Math iReady Diagnostic Growth 2020 - 2021 - % of Students Mid, Late, or Above Grade Level," that growth was made in each grade level in the percent of students who perform Mid - On Grade Level or Above on the Beginning of year Diagnostic compared to the End of Year Diagnostic. Based on the data collected, 10% of all students in grades 5 - 8 achieved proficiency on their beginning of year diagnostic . This increased 12% by the end of year diagnostic with 22% of students achieving grade level proficiency. In addition, 11% of students enrolled in at least their second year were placed Mid on or above grade level on the beginning of the year diagnostic and 27% at the end of the year, increasing the number of students achieving grade level proficiency by 16%.

<b>Math iReady Diagnostic Growth 2020 - 2021</b>				
<b>*% of Students Mid, Late or Above Grade Level</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>
<b>3</b>				
<b>4</b>				
<b>5</b>	0%	3%		
<b>6</b>	4%	16%	0%	9%
<b>7</b>	8%	28%	8%	28%
<b>8</b>	26%	33%	26%	33%
<b>All</b>	<b>10%</b>	<b>22%</b>	<b>11%</b>	<b>27%</b>

When students were administered their first iReady Math Diagnostic, the percent of students performing at Mid - On or Above grade level was low compared to the end of the year diagnostic assessment. This is often the case in Math because many of the grade level standards have to be taught in order for students to accurately demonstrate their understanding of the concept. The fact that students completed the last three months of the previous year remotely attributed to the low percentage of students performing at mid, late or above grade level. In addition, student in person instruction was disrupted multiple times throughout the 2020 - 2021 school year because of the need to move from Hybrid learning to 100% virtual due to Covid Cases.

Although NWP did not meet its target of 75% for students enrolled in at least their second year on the the End of Year iReady Diagnostic assessment, it was evident that growth was made. For all students, there was a significant increase in the percent of students achieving grade level proficiency. In 6th grade it was a 12% increase (all students) and 7th Grade in a 20% increase (all students and students enrolled in at least their second year).

Although NWP did not meet all of the targets for Math, the End of Year iReady Diagnostic assessment showed growth based on the tables presented above. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that growth was made in grades 5-8 on the iReady Math Diagnostic. Although the schedule significantly decreased the amount of teacher-led instruction both in person and virtually, this growth can be attributed to the fact that the school was able to continue to support students providing double blocks of Math on their core content days, utilizing standards based curriculum, supporting flipped learning lessons, and assessing students with benchmark assessments three times a year.

### ADDITIONAL CONTEXT AND EVIDENCE

First and foremost the school community faced significant challenges with the unpredictable movement from in person to 100% virtual because of intermittent COVID cases. The time needed to administer the iReady diagnostic assessments impacted the already limited time dedicated for teacher- student instructional engagement.

Students only had a double block of Math live instruction two to three times per week of teacher-student instructional engagement while in previous years students had it five times per week.

Another challenge which impacted learning was inconsistent logins for virtual classes, whether on remote days or 100% virtual students. This was especially evident when the school moved to 100% virtual due to COVID cases. These disruptions often led to inconsistent logins by students into their live virtual sessions and many more distractions in the home environment for all students, hybrid and 100% virtual. In order to address this challenge, the Student Support Services Team conducted a total of 103 Home Visits throughout the school year in addition to holding 1,104 parent meetings. Academic progress was discussed during the visits and home visits and the team stressed the importance of consistent logins for students to be able to receive the instruction being presented by the teacher.

Additional engagement strategies were implemented in the live virtual sessions by the teachers to increase the level of engagement. As mentioned, teachers implemented engaging digital resources such as Delta Math, Kahoot, Prodigy, Khan Academy, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class. Although these strategies assisted with instruction, the lack of daily in person interaction was a continuous challenge.

**Supplemental Additional Quantitative Evidence**

<b>NWP School Wide Math Median Percent Growth At A Glance</b>	
<b>Grades K - 2</b>	<b>55%</b>
<b>Grades 5 - 8</b>	<b>111%</b>
<b>NWP</b>	<b>83%</b>

As a school, after the first diagnostic assessment was administered, iReady set individualized year long goals for each student based on their initial placement. Teachers conference with the students about their year long goals and determine with each of the students, their Mid Year Goals, Typical and Stretch. This allowed students to understand their level of proficiency and develop an action plan that enables them to reach their set goals.

After the second diagnostic was administered students conferenced again with their teacher to self assess their progress and made the necessary accommodations to their action plan. After students completed their third diagnostic, a final conference took place regarding their year long progress toward their goal. As you can see from the table above titled, "NWP School Wide Math Median Percent Growth at a Glance", progress was made towards the annual goals, with both K - 2 (55%) and 5 - 8 (111%) making more than half a year's worth of growth.

<b>iReady Math Diagnostic At A Glance Percent of Students Mid - On Or Above Grade Level</b>			
	<b>Beginning of Year Diagnostic</b>	<b>End of Year Diagnostic</b>	<b>Growth</b>
<b>K - 2</b>	12%	16%	4%
<b>5 - 8</b>	11%	22%	11%
<b>NWP</b>	<b>12%</b>	<b>20%</b>	<b>8%</b>

Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
K	75%	75	66%	47	78%	23	31%	9
1	45%	65	61%	42	14%	16	52%	10
2	54%	51	60%	36	27%	9	50%	7
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
K	80%	18	56%	4	25%	5		
1	14%	12	69%	7	24%	3		
2	12%	6	52%	4	50%	3		

As presented in the table above titled, "iReady Math Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level", although growth was made by all grade levels, regardless of the student's initial placement on their beginning of the year diagnostic assessment, as a school the percent of students who were placed Mid-On or Above grade level on their End of Year Diagnostic increased by 8% from their beginning of year diagnostic placement. The largest increase was in grades 5 - 8 with 11%. Although many challenges were faced during the 2020-2021 school year including the abrupt disruption of virtual learning beginning in March of 2020, 20% of the student population at NWP were able to achieve grade level proficiency.

The students in grades K - 2 had median growth percentages that differed from grades 5 - 8. This difference can be directly attributed to the need for consistent, daily face to face instruction that was unable to be provided this school year because of the pandemic. This is particularly true for our K-2 student population. Families are not always able to provide the necessary support at home because of other responsibilities with work, etc. Although only 16% of students in grades K - 2 attained proficiency on their End of Year Diagnostic, according to the table above titled, "iReady Math Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level" it is evident that growth was made, throughout the year.

Some areas of growth to highlight include:

- Grades K and 2 made more than a half year's growth.
- The Kindergarten Special Education population had the highest median growth of 80% out of all of the subgroups. In addition, the Special Education Population had a higher median growth percent than the general education population as well as the grade level as a whole.
- In 1st grade, the whole English Language Learner population had a higher median growth of 52% compared to the grade level as a whole with a median growth of 45%.

<b>Math iReady Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021 Grades K - 2</b>				
<b>Grades</b>	<b>Median Percent of Annual Typical Growth 2019 - 2020 School Year</b>	<b>Number Tested</b>	<b>Median Percent of Annual Typical Growth 2020 - 2021 School Year</b>	<b>Number Tested</b>
<b>K</b>	369%	56	75%	75
<b>1</b>	166%	46	45%	65
<b>2</b>			54%	51
<b>ALL</b>	<b>300%</b>	102	<b>55%</b>	191

The table above titled, “Math iReady Median Percent of Annual Growth Comparison,” in 2019 - 2020, on the Math Diagnostic indicates significant growth was made by students in grades K and 1 compared to the 2020 - 2021 school year. This confirms a school concern regarding the reliability of some assessment comparisons. The end of year assessment for the 2019-2020 school year was given in a 100% virtual setting without teacher supervision. In 2020 - 2021, when the diagnostic assessments were administered, students were monitored by the classroom teacher either in person for hybrid students or during their live Math session for virtual students to ensure consistent test administration without additional support given to any individual student.

During the 2020-2021 school year a median growth percent of 55% was made by students in grades K - 2, even without daily face to face instruction due to the hybrid model, 100% virtual option learning model, or unpredictable movement to 100% virtual learning because of COVID cases. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students.

<b>Math iReady Diagnostic Assessment 2020-2021</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>
<b>K</b>	25%	75		
<b>1</b>	15%	65	15%	55
<b>2</b>	4%	51	5%	43
<b>All K - 2</b>	<b>15%</b>	191	<b>10%</b>	98

New World Prep began its expansion to include grades Kindergarten to 5th grade in the 2019-20 school year. The 2020 - 2021 school year was the first year NWP had a second grade, which allowed for a total of 98 students in first and second grade who have been enrolled in at least their second year at NWP. A purpose for our expansion is to allow the school to provide the necessary support at the lower grade levels for students to achieve or exceed proficiency at an earlier grade. The table above titled, "Math iReady Diagnostic Assessment 2020 - 2021," presents the data of students who were placed at Mid-On or Above grade level on their End of Year Diagnostic and disaggregated by the number of years enrolled at New World Prep. During the 2020-2021 school year, the percent of students who were placed Mid-On or above grade level on their End of Year Diagnostic in Grades K - 2 was 15% in all grade levels and 10% for students enrolled in last year their second year.

In order to present the growth made over the course of the school year, the table below titled, "Math iReady Diagnostic Assessment Growth 2020 - 2021," displays the growth that was made towards proficiency from the beginning of the year to the end of the year on the diagnostic assessment. On average, all students who placed Mid-On or above grade level at the beginning of the year increased by 3% at the end of the year. Students enrolled in at least their second year, also increased by 3%. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students to allow more students to achieve grade level proficiency.

<b>Math iReady Diagnostic Assessment Growth 2020-2021</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>
K	17%	25%		
1	11%	15%	9%	15%
2	6%	4%	5%	5%
<b>All K - 2</b>	<b>12%</b>	<b>15%</b>	<b>7%</b>	<b>10%</b>

<b>Algebra 1 Regents Assessment 2020 - 2021</b>	
Number of Students Eligible to Take the Regents	<b>25</b>
Number of Students Who Took the Regents	<b>13</b>
Number of Students Who Opted out of the Regents	<b>7</b>
Percent of Students Who Passed the Regents	<b>100%</b>

8th Grade Students who are enrolled in the Accelerated Algebra Regents Course were given the option to take 2020-2021's Algebra 1 Regents in June. Students were encouraged to take the regents exam. In the end, 52% of the students eligible to take the regents opted to take the exam. Out of the students who took the regents assessment, all 13 students received a passing score of 65% or

higher. Furthermore, out of the 13 students who took the regents assessment, 69% of students received above 80%. It is evident that although many challenges were faced during the 2020-2021 school year with the hybrid model of learning and unpredictable movements to 100% virtual, disrupting the hybrid in person learning environment, students were able to overcome these challenges and achieve proficiency on this assessment.

In order to provide the targeted support and instruction needed for the Algebra students to demonstrate proficiency of the Algebra 1 standards, an Interim Assessment was administered to all Algebra 1 scholars in May. On the interim assessment, out of the 25 students who took the assessment, all students receive a passing score of above 65%. 13 out of the 25 (52%) students scored above 80%. The data collected from this interim assessment was analyzed and an action plan was developed to implement targeted classroom interventions to support the individual needs of the students and their progress towards proficiency on the grade level Algebra standards.

It can be noted that the interim assessment was a fully simulated regents exam taken from a previously administered regents exam. All students enrolled in the course participated in the Interim Assessment and all students received a passing score.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

iReady Math End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	425	111%	YES
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%	173	107%	NO
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	121%	114	92%	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%	295	27%	NO

In grades 5 - 8, based on the target's set for the End of Year iReady Diagnostic Measures 1 - 4, Measure 1 was met since the median growth was 111%, compared to the target of 100%. Although not met the Measure 2 results differed from the target by only 3%. Measures 2 - 4 were not met.

## ACTION PLAN

In order to continue to assist our students achieve Math proficiency and beyond, New World Prep has reviewed its present Math instructional practices. Several action steps will take place for the 2021-22 school year that will strengthen our present program. We will also offer additional programs in order to support our students' Math growth.

In the 2021-22 school year, NWP will be introducing 3rd grade for the first time, and will continue serving Kindergarten, 1st, 2nd, and 5th through 8<sup>th</sup> grades.

All students in grades 2, 5 and 6 were assessed using the Houghton Mifflin Harcourt Math Inventory. This allowed for each student's progress in math concepts and skills to be monitored and analyzed and classroom interventions implemented. In the 2020 - 2021 school year, the intervention program, Do the Math was implemented in grades 1 - 2, but recently we were informed that this program is being discontinued. A new research based math intervention program is currently being explored before being adopted and implemented in grades 1 and 2.

In planning for the 2021 - 2022 school year, Houghton Mifflin Harcourt Math 180 intervention program will be implemented once again to provide additional support in Mathematics in grades 5 and 6. Because of the changes in learning modalities for the 2020 - 2021 school year, the Math 180 program was unable to be fully implemented. Math 180 is a revolutionary math intervention program that focuses on deepening student's understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. Students progress—through carefully scaffolded instruction—from the basics to more complex operational work. Students are identified for their participation in the intervention program based on their performance on the Math Inventory. As students progress is monitored throughout the lessons and tasks provided by the program as well as through the use of the Math Inventory, which is administered two more times throughout the year. The data gathered through the inventory assessment will be monitored and analyzed and necessary next steps determined.

In addition to the Math 180 Intervention program, an additional Title 1 Math teacher will be hired for the 2021 - 2022 school in order to support students who are identified as Title 1 in Math. Based on the students performance on the iReady Math Diagnostic at the beginning of the year in addition to their Math Inventory (In grades 1 - 6), students will be identified to receive Title 1 Math services. The Title 1 Math teacher will provide additional support for students who are considered at risk in Mathematics by implementing research based strategies to supplement the classroom instruction.

During the 2021-22 school year, the school will continue to implement the Houghlin Mifflin curriculum *Go Math!* to all of our Kindergarten 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students, as well as 5<sup>th</sup> and 6<sup>th</sup> grade students. *Go Math!* will also be the primary curriculum in 2nd grade.

*GO Math!* provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success.

A review of the 5<sup>th</sup> through 8<sup>th</sup> grade and Algebra curricula, will take place in order to make any necessary adjustments based on data. With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of real-world applications and word problems. An additional ELL Teacher will be hired to support ELL services.

In all grades, K - 8, the iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and weaknesses in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weakness and to move towards ELA and/or Math proficiency in grades 5 - 8. For the 2021-22 school year, students will continue to make use of our iReady program as part of their blended learning experience. This structural change will allow math teachers to offer more individualized assistance through iReady and as they move to small instructional groups.

For the 2021-22 school year, the school has developed systems for monitoring the time students are on iReady and their progress. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math. Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments.

For the 2021 - 2022 school year, the Math Consultant as well as the Assistant Principals will continue to work closely with teachers in all grade levels to support their classroom instruction and alignment to grade level standards, assessment development, and data analysis. This will allow for teachers to utilize the formative and summative data to provide targeted interventions within the classroom in order to support all student achievement. The intent to return to 100% in person learning 5 days a week, will provide for greater consistency in instruction and will allow for necessary support to be implemented for all students.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

In the 2019-2020 school year, the Amplify Science Program was fully implemented in Grades K, 1, 5, 6, 7, and 8 for the first time. Thus, during the 2020-2021 school year, Amplify was in its second year of implementation. We selected this 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 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 are aligned to the New York City Department of Education Science Scope and Sequence and will allow our students to engage in science practices and apply crosscutting concepts to deepen their knowledge of the disciplinary core ideas across the science disciplines.

#### Additional Intervention

- Skills Readiness

New World Prep's Skills Readiness Program takes place virtually during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn, practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours, three days a week. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation.

During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade) and Living Environment (select 8th grade students). During the 2020-2021 school year,

the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation standards (Science).

### **Assessments**

- NYS Grade 8 Science Written Interim Assessment

The Standards aligned assessment is given to all 8th grade students in the spring time 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 performing 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.

### **Professional Development**

In order 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 2:00PM 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 2020-2021 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 eleven years, continued to come on campus and provide coaching support to Science teachers in all grades once per week. Support around planning, instruction, data analysis were included on the coach's agenda.

### **Changes in the School's Modality**

The 2020-2021 reopening plan for NWP included two choices for parents: Students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model, the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model of instruction attended school for in-person instruction two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

On the two - three days students were in school for in-person learning, they received their Science class. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students who opted for full 100% Virtual Online learning followed the same schedule as their cohort (In- person and remote learning). When the cohort met for in-person instruction, the students who were working 100% Virtually received virtual content area instruction in Science through the use of Live Virtual Instruction sessions, from their teachers. Students in grades 5-8 received one hour of Science instruction on in-person days and received 30 minutes to complete Science assignments on remote days. Students in K-2 received one hour of Science instruction on in person days two to three times per week and received one hour for their Science assignment on remote days with the support of a Teacher Assistant two to three times.

NWP continued to use curricula that are research based and aligned to the Next Gen Standards and the New York State Common Core Learning Standards. Teachers implemented digital resources to maximize and supplement their instruction through the use of the NWP Science Website, Amplify's Digital Resources, Gimkit, Gismo, Edpuzzle, just to highlight a few. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Amplify updated their curriculum and developed @Home supports to assist in the continuity of science instruction in both the remote and hybrid learning models. During the 2020-2021 school year, New World Prep utilized Amplify's @Home Videos, @Home Units, Hands-on videos, and digital book access and/or Read-Aloud videos.

## METHOD

During the 2020-2021 school year, the school administered the written New York State Science Assessment to students in 8<sup>th</sup> grade in spring 2021. Each student's raw score was converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

On the 2020-2021 state assessment exam, which only included multiple choice responses, 32% of NWP students, in at least their second year at the school, performed at a proficient level. Since New York State did not administer the Science Exam during the 2019-20 school year, there is no comparative measure to the year prior. The district results for the state science assessments have not been released at this time. Thus, there are no comparative measures to report.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency			
	2019-20		2020-2021	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	N/A	N/A	32%	93
All	N/A	N/A	32%	93

The lower level of proficiency could have been attributed to the numerous factors including the different learning models and the students not being in school in person five days a week. In addition, the Amplify Science curriculum modified their original curriculum to the @Home units. The units featured key activities from the main unit that were optimized for remote learning, all while taking approximately 50% less instructional time compared to the original Amplify Science unit. Each @Home Unit included a Teacher Overview, a Family Overview, and both digital and print-based options for student materials (which include slides and student sheets). The Family Overview and the student materials are available in both English and Spanish. While the materials in the @Home Units were implemented during the Hybrid learning model, it curtailed some of components from the original Amplify units.

Also, Amplify Science utilized @Home Videos which are recordings of real Amplify Science teachers teaching the lessons in Amplify Science units. This was assigned for students to follow along on their Remote days. These videos supported the flipped classroom learning, and reinforced learning for students who would benefit from hearing lesson content more than once. However, it was not interactive or provided the level of support that synchronous lessons would provide.

ADDITIONAL CONTEXT AND EVIDENCE

While the school performed at a 56.1% proficiency level in the 2017-2018 school year and a 46% proficiency level in 2018-2019 school year, it is important to note that the state did not administer the Performance part of the exam during the 2020-2021 school year. The exclusion of the Performance Exam could have contributed to the decrease in proficiency level for the 2020-2021 school year.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2017-18		2018-19		2019-20		2020-2021	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	56.1%	123	46.0%	111	N/A	N/A	32%	93
All	56.1%	123	46.0%	111	N/A	N/A	32%	93

During the 2017-2018 and 2018-2019 school year, New World Prep administered the Science state exam to 100% of the students in 8th grade. However, during the 2020-2021 school year, New World Prep administered the 8th grade Science Exam to 93 of the 120 8th grade students. These 78% of students followed the Hybrid model allowing the school to administer the test in person. The 27 students who did not take the exam followed the school's 100% virtual model, however, all students were given the opportunity to take the NYS Science assessment if they preferred to take it.

Living Environment Regents Assessment 2020 - 2021	
Number of Students Eligible to Take Regents	17
Number of Students Who Took the Regents	8
Number of Students Who Opted out of the Regents	9
Percent of Students Who Passed the Regents	100%

In addition to the Grade 8 Science State Assessment, the Living Environment Regents Assessment was administered in June, to students who were enrolled in the Living Environment Course and opted to take the Regents. In the table below titled, Living Environment Regents assessment, it is evident that all of the students who took the assessment scored proficiency on the assessment, overcoming the challenges faced with this school year. Out of the students who took the regents assessment, all 8 students received a passing score of 65% or higher. Furthermore, out of the 8 students who took the regents assessment, 50% of students received above 80%. In order to support student's performance in this accelerated course, multiple interventions with additional instructional time were put in place throughout the year to support student's learning in the Living Environment Course because of the loss of live instructional time because of the hybrid model.

In order to provide the targeted support and instruction needed for the Living Environment students to demonstrate proficiency of the Living Environment standards, an Interim Assessment was administered to all Living Environment scholars in May. On the interim assessment, out of the 18 students who took the assessment, 16 received a passing score of above 65%. 9 out of the 18 (50%) students scored above 80%. The data collected from this interim assessment was analyzed and an action plan was developed to implement targeted classroom interventions to support the individual

needs of the students and their progress towards proficiency on the grade level Living Environment standards.

It can be noted that the interim assessment was a fully simulated regents exam taken from a previously administered regents exam. 18 students enrolled in the course participated in the Interim Assessment and 16 received a passing score.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Using the measurements provided in prior years below, NWP did not achieve its absolute goal and its comparative goal could not be measured, as the district 8th grade science score is not available.

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

### ACTION PLAN

In order to continue to assist our students achieve proficiency in Science, New World Prep has reviewed its present Science instructional practices. Beginning with the 2021-22 school year, NWP will be serving Kindergarten, 1<sup>st</sup> grade, 2nd grade, 3rd grade, as well as 5<sup>th</sup> through 8<sup>th</sup> grades. Several action steps will be implemented for the 2021-22 school year that strengthens our present program.

Across grades K, 1, 2, 3 and 5-8, the science coach and teachers will receive additional targeted professional development by implementing Amplify, which is aligned to the newly adopted NGSS, in all grade levels. This shift will allow for extended opportunities to engage in science and develop key skills including communication, inquiry, critical thinking and problem solving. Furthermore, our students will have greater opportunities to investigate scientific phenomena, use real-time data to build sophisticated arguments around theories of the natural world and finally, to mirror the work of engineers as they build models and design systems to respond to complex problems in our real world.

During the 2021-2022 school year, the school will be using The Amplify NGSS Benchmark Assessments in grades 5-8 to help teachers measure student progress toward the three dimensions and the performance expectations of the Next Generation Science Standards (NGSS). The data provide important insight into how students are progressing toward mastery of different standards ahead of high-stakes, end-of-year- assessments.

We will continue to offer students who have an aptitude in science the opportunity to complete the high school level course of *Living Environment*. Offering this course will further student interest and knowledge in science and our students will enter high school with one science credit completed towards the New York State graduation requirements. Furthermore, we believe that offering this high-level course will raise all of our students' interest in building both their knowledge base and scientific skills as this is a prerequisite for being selected to enroll in this course.

Greater exposure to the format and content of the State Exam will continue to be implemented. The science department is committed to fostering student awareness and confidence in test taking strategies aimed at the culminating middle school exam in eighth grade. To do this, all students during the 2020-2021 school year will engage in review of past state test questions where appropriate in lessons across all science modules. We believe that as students approach the eighth-grade exam, they will be more prepared for the type and format of the written and performance exams.

Also, if available again in the 2021-2022 school, our students will participate in the College of Staten Island STEP summer and Saturday programs. STEP is an enrichment program that services students from Staten Island in grades 7 through 12, who demonstrate an interest in and have a potential for a career in the fields of science, health, engineering, technology, and the licensed professions come to the College of Staten Island and engage in science, math, computers, communication arts, PSAT, SAT, and college prep with an interdisciplinary learning approach. The STEP Program focuses on helping students to build self-esteem and develop positive behaviors toward learning. We believe that students will begin to understand the processes of learning science and math by encouraging them to strive and aim for good grades throughout their secondary school years. Students will then have a broader range of choices when pursuing a career.

With the addition of our Kindergarten, 1<sup>st</sup> grade, 2nd grade, and 3rd grade students for the 2021-22 school year, and the addition of a 5<sup>th</sup> grade in the 2018-19 school year, we are now able to engage our students prior to entering middle school in investigating real-world science through learning experiences aligned to the Next Generation Science Standards (NGSS). These learning experiences and our curriculum adoption of Amplify Science will strengthen student learning specific to the *science practices*, including developing and using models, planning and carrying out investigation, analyzing and interpreting data, engaging in the *disciplinary core ideas*, and identifying the *cross-cutting concepts* found throughout all science disciplines such as patterns, cause and effect, and structure and function. Having our additional grades engage in science across all three dimensions of learning through effective curriculum development and instruction, will result in our fifth graders being prepared to learn science at the middle school level. This preparedness will result in the improvement of science readiness, thus improving our overall science program and resulting test scores.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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.

### METHOD

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.

### RESULTS AND EVALUATION

The school met the measure of being in Good standing for the 2020 - 2021 school year.

### ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2018-19	Good
2019-20	Good
2020-21	Good

# **NEW WORLD PREP**

## **2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16th, 2021

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Eugene Foley (President), Amanda Ainley (Principal) and Randi Schafer (Assistant Principal for Academic Support) prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Angelo Aponte	Chair - Finance, Academic, Human Resources, Strategic Committees
Larry Miraldi	Vice Chair - Academic, Strategic, Finance Committees
Terry Troia	Board Secretary - Finance, Academic, Strategic Committees
Carin Guarasci	Trustee - Academic and Strategic Committees
Bernard Lopez	Trustee -Academic and Strategic Committees
Michael McVey	Trustee - Finance Committee
Jack Minogue	Trustee - Human Resources and Nomination Committees
Alice Tobin	Trustee - Academic and Strategic Committees Nominating Committee
Peter Weinman	Trustee
Ana Romero	Parent Representative

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

**Mrs. Amanda Ainley has served as the Principal since 2015.**

## SCHOOL OVERVIEW

New World Preparatory Charter School (“NWP”) provides an exceptional education for students in grades Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades by employing research-proven strategies to raise middle school academic achievement including: academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community. We have built on our nation’s promise of opportunity by exemplifying the role social justice holds in shaping a community of the people, by the people and for the people. Our students graduate from NWP with a strong academic foundation, an awareness of the needs of others, and with the social and emotional readiness needed to succeed in high school and graduate from college.

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

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

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

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

All students complete an iReady Diagnostic Assessment in Math and ELA. All new incoming 5th and 6th students complete a Reading and Math Inventory assessment. All Kindergarten, first, and second grade students are assessed using Fountas and Pinnell. NWP 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 630 students and having structured time scheduled to support the social and emotional needs of each child. Grades 6, 7, and 8<sup>th</sup> contain at most 5 classes of approximately 25 students in a class. Our Kindergarten contains 4 sections of approximately 21 students in a class, 1st grade contains 3 sections of approximately 22 students in a class, and 2nd grade contains 2 sections of approximately 21 students in a class. By keeping the school population and class size small, we create a school community where each student is known and supported.

Additionally, students in all grade levels participate in a structured advisory program that functions to further develop relationships that support learning. For advisory in grades 6, 7, and 8, a teacher is assigned a group of approximately 18 students to whom they serve as an advisor/mentor. Kindergarten, 1st, 2nd and 5th graders participate in morning meetings with their classroom teacher. That teacher establishes a relationship not only with the students but their families as well.

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

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

## ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	0	0	0	0	0	0	127	127	120	0	0	0	0	374
2017-18	0	0	0	0	0	0	130	120	125	0	0	0	0	374
2018-19	0	0	0	0	0	41	131	126	114	0	0	0	0	412
2019-20	66	56	0	0	0	62	135	127	122	0	0	0	0	569
2020-21	78	67	50	0	0	64	123	128	120	0	0	0	0	630

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

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

#### BACKGROUND

NWP uses a balanced comprehensive literacy approach to accomplish our mission of producing students who meet or exceed the Common Core State ELA standards (Next Generation ELA Learning Standards pending.) 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.

The main component of the English language arts literature curriculum in 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.

For the 2020-21 school year all K - 2, 5th, and 6th grade ELA curriculum was supported by Journeys Common Core (Houghton Mifflin Harcourt) which offers instructional support, including complete whole-group Instruction, five-day small group instruction, intervention, enrichment, and ELL support. NWP decided upon Journeys because evaluation of the curriculum found it to have an excellent balance of non-fiction and fiction texts, a balance and diversity of text genres, as well as a text complexity analysis for the main texts. The lessons are scripted and guided reading books are

incorporated that can be used for ELL support, differentiation, and small group instruction in addition to which they address a range of complexity levels.

Journeys curriculum provides a consistent structure that is supportive of our school's comprehensive balanced literacy program and guided reading approach. It includes more content and comprehensive strategies to teach reading, writing, speaking and active listening, providing a tighter alignment to Common Core and New York State Learning Standards. Journeys provide our teachers with better tools to differentiate instruction for struggling and accelerated learners, English language learners (ELLs) and students with disabilities. Guided reading books address a range of complexity levels. We believe that Journeys provides a clearer and more focused reading instructional strategy appropriate for teachers with varying degrees of experience and competencies.

The Journeys curriculum includes a full library of leveled readers, interactive whiteboard activities, and a home component entitled, Think Central. We believe the latter will improve our connection between home and school and increase the time students spend reading, because the web-based software enables parents to see what their children are learning and provides strategies they can use to support classroom instruction. This program can also support the tutorial support components of our Comprehensive Intervention Program.

A second 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. The K-2 and 5-8 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 their analytical thinking abilities as well in order 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 high order and critical thinking skills. The Writing Revolution strategies are used across the curriculum in all content areas.

The third component of the English Language Arts Program is the Literacy Block Program in grades 5-8 and iRead in grades K - 2. The Literacy Block allows NWP staff members and students to become leaders of literacy. The program's goal is to improve students' reading performance. Students receive skill-based instruction to develop their reading proficiency.

The grades 5 - 8 Literacy Block is broken up into three programs- System 44, Read 180, and Literacy Leaders. Student placement in each of these programs is based on their performance on the Reading and Phonics Inventories, which assesses their current Lexile Level. Students in System 44 and Read 180 are administered the Inventories two more times throughout the year and based on their performance throughout the year, they may be moved into the appropriate intervention program that meets their Literacy needs.

Each program follows a specific framework to support aspects of reading. System 44 is a blended learning program that is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics,

comprehension, and writing. Read 180 Universal is the leading blended learning program that supports students in mastering their reading comprehension skills required for success with the new standards, college, and career through explicit instruction using key instructional shifts to support teachers in enhancing their pedagogy and accelerate student achievement. In Literacy Leaders school-wide academic vocabulary words are taught. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels identified by the iReady ELA Diagnostics Assessments. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups as well as individually.

For Kindergarten, 1st, and 2nd Grade iRead provides a systematic sequence of explicit, recursive instruction with mastery-based interactive practice in the alphabet, phonological awareness in the context of alphabet activities, phonics, spelling, high-frequency/high-utility sight words, syllabication combined with morphology, spelling, and fluency aligned with foundational skills of rigorous state standards for English language arts and literacy. Technology holds the promise of improving foundational reading instruction in a variety of ways. Students' needs for individualized instruction are addressed through embedded formative assessment and adaptive technology including intensive practice for struggling readers on the skills they have yet to master. Coordinated visual and audio presentation of sounds, letters, and words and instant, tailored multimedia response to student choices help develop decoding skills and build critical connections between decoding and understanding words in context. Student motivation and engagement are boosted by appropriate levels of challenge and innovative design features that draw on important findings from cognitive science and game design research.

During the 2020 - 2021 student year, a cross-curricular, culminating *Day of Excellence* project, an annual event in June for grades 5-8, was produced by all students. These projects were created through collaboration by the content-area teachers/grade-level team, incorporating elements of all four core content areas (English Language Arts, Math, Science, Social Studies). Students then had the opportunity to present their projects to their peers, virtually or in-person while adhering to DOH protocols for distancing and capacity.

#### **Additional Intervention**

- Skills Readiness

New World Prep's Skills Readiness Program takes place during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours three days a week. Students are chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation. During the 2020-2021 school year, students worked virtually in small groups with a teacher in the Skills Readiness program. Teachers presented meaningful, targeted lessons to the students, based on identified focus standards in which students demonstrate their need for more support. These lessons help strengthen their understanding of core content and develop organizational skills to help them

academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Live Academic Enrichment

In order to provide targeted additional virtual academic support for the lower level learners, teachers worked in grade level teams to Tier Students who were academically at risk, based on their academic needs and promotional status. Time was provided during two days for teachers to hold tutorials for students for an hour and a half, Teachers targeted specific tiers of students and provided small group instruction based on a targeted skill or standard for 45 minutes each session. Students could have received one or two sessions based on their needs and received instruction in Math, ELA, Science, and/or Social Studies. The goal of these live academic enrichment sessions were to provide the necessary additional support needed by the students who were most at risk, outside of the classroom environment to support their academic growth and allow them to be more successful within the classroom environment.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade), and Living Environment (select 8th grade students). During the 2020-2021 school year, the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

- 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 students' progress is closely monitored and communicated between Title 1 and ELA classroom teachers. NWP identified two designated Title 1 teachers for the 2020-2021 school year. One teacher serviced students for the Elementary grades, the other teacher serviced students in the Middle School grades. Students were identified based on preliminary data and/or teacher recommendation. Teachers' schedules were created based on where the biggest need was identified. Teachers push into ELA and / or SS to provide additional support to the students who have been identified as Title 1.

- ELL Services

NWP has a growing ELL population and as the school expands our ELL program continues to grow. NWP currently has three designated ELL teachers who provide support to our students in grades K-2, 5-6, and 7-8 who have been identified as ELLs based on the home language survey and ongoing NYSESLAT data. During the 2020-2021 school year the teachers pushed-in to ELA classes to provide support to students by making modifications to the classroom teachers' lesson plans using ELL specific strategies. The K-2 ELL teacher also had a pull out program where she was able to provide

additional instruction to supplement the iRead program. The 5-8 ELL teachers supported students using the System 44 or Read 180 Intervention Programs during their Literacy Block class.

### 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 grades K - 8. Students who were hybrid took their iReady diagnostic in their ELA classes on in-person days. Students who were 100% virtual took the diagnostic during their live virtual classes monitored by their ELA teacher. The data gathered from these diagnostic exams were used to determine and monitor the ELA intervention/enrichment support needed for students both in the classroom and for after school intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set and monitored for each student.

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

Common Core standard aligned ELA assessments were given to students in grades 5-8 three times per year. The standards that were identified as focus standards were re-assessed using past state exams released questions. Grade teams analyzed the data to determine whether students were on track to performing 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 analyzed 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 lesson. Data from the benchmark assessments is analyzed during SAMS meetings and next steps for instruction were determined by the ELA team.

- HMM Reading and Phonics Inventories

In late October Kindergarten, 1st grade, 2nd grade and new students in grades 5th and 6th took a Reading Inventory Exam, through the Houghton Mifflin Harcourt (HMM) Intervention Program. Based on the Lexile Level achieved on the Reading Inventory, students in grades 5-6 who scored below a specific Lexile Level were administered the Phonics Inventory. The data gathered from these inventory assessments was used to determine grades 5-6 students' placement into the Read 180 or System 44 Reading Intervention Programs or into Literacy Leaders. Returning students and students in grades 7 and 8 continued in their program from the 2019-2020 school year. In January and May, all students grades K, 1, and 2, and students in grades 5-8 in the Read 180 or System 44 programs were reassessed. The data gathered through the inventory assessment were monitored, analyzed, and necessary next steps were determined. If students demonstrated the appropriate growth as outlined by the program, they were automatically moved from System 44 to Read 180, or they tested out of Read 180 into the Literacy Leaders program.

- iRead Screener and Formative Assessments

At the beginning of the school year students in grades K-2 are administered an initial screener. This assessment is used to place them at the appropriate level to begin their course of study in the iRead program. Students progress through the program and are assessed by the work they complete while

using the software. The program provides students with adaptive technology, personalized learning paths, and corrective on-the-spot feedback which offer intervention before learning gaps have a chance to surface. Teachers have instant access to monitor student's progress using growth reports, performance data, and the dynamic Groupinator which informs differentiated, small group instruction.

- Fountas and Pinnell

Students in grades K- 2 were assessed three times throughout the year using the Fountas and Pinnell (F&P) Benchmark Assessment System (BAS) to determine student's independent and instructional reading levels. Assessments were administered to students in person regardless of their learning selection. Students who were 100% virtual came in on two designated Saturdays during each of the three assessment periods to be tested. Teachers were able to observe student's reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling, and make informed decisions that connect assessment to instruction.

- The Writing Revolution (TWR) - The Cold Writing Prompt

The TWR Cold Writing Prompt is given three times a year to all students in grades 1-8. The Cold Writing Prompt helps teachers assess how well students write without any prompting or support. The students are given a topic to write about that has not been previously discussed by the teacher. This gives the students the opportunity to apply previously taught TWR skills to their writing. This assessment is used to determine areas of focus in writing curriculum, set individual goals, and establish groups. All teachers assessed The Cold Writing Prompt using the No More Marking System. No More Marking is a comparative judgement which assesses writing more reliably than traditional marking. Comparative judgement is a process where judges, groups of teachers on a grade level compare two responses and decide which one is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. Research has shown the process to be as reliable as double marking, but much quicker. Teachers are trained in it and it provides norming of the grading of the writing samples.

- The Writing Skills Assessment

The Writing Skills Assessment, developed to assess the skills from The Writing Revolution, monitors student's progress with individual TWR writing goals. The assessment is given three times a year to all students in grades 1-8. This assessment is used to determine areas of focus on the writing curriculum, set individual goals, and establish groups.

- Incoming Kindergarten Screener (ELA 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 how many letters, sounds and sight words they 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

In order 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 2:00PM in order to provide a two-hour weekly time slot for Professional Development for teachers. In addition, time each day is provided for grade level team meetings for professional learning including: Data Review, Kid Talk, Turns Key PD, etc.

Professional development on all Houghton Mifflin Harcourt program's curricula (Journey's, Read 180, System 44, and iRead) was provided to the faculty throughout the school year. Teachers receive ongoing professional development throughout the year in these programs to develop and share their skills and to maximize the effectiveness of their instructional practices. For the 2020-21 school year additional professional development days were identified to support the roll out of this curriculum (for grade 2) and the teachers' learning of all of its multiple components.

- Scholar Achievement Meetings (SAMS)

Scholar Achievement Meetings with ELA teachers were held bi-weekly by the Literacy Instructional Specialist for grades 5-8 and the Assistant Principals for grades K-2. During these meetings the teachers analyzed and discussed data from class and schoolwide assessments (Journeys, iReady, reading inventories, and F&P). Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

The new full time Literacy Specialist that was hired in the 2019-20 school year continued to support the ELA staff in all components of English Language Arts in order to target our student's strengths and weaknesses.

The Literacy Instructional Specialist supported both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts. In addition to meeting with the 5-8 ELA teachers and Literacy Block teachers bi-weekly, the Literacy Instructional Specialist also met with the ELL and TWR Coordinator monthly to review school wide implementation progress.

The data reviewed in SAMs included ELA State Exam Scores, iReady Diagnostics performance levels, Reading/Phonics Inventory Lexile Levels and performance, ELA Benchmark Assessments, and formative and summative classroom assessments. This improved the level of differentiation in the instruction offered to students. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. The Literacy Instructional Specialist conducted weekly walkthroughs to support teachers in the implementation of their instruction. Teachers were provided feedback on these walkthroughs in the school's Feedback In Action template.

- Vertical Team Meetings

For the 2020-2021 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning for upcoming vertical team meetings. The Vertical Team Meetings provided an opportunity for ELA 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 ELA's curriculum with success. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided 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

- Grade Level Team Meetings

For the 2020-2021 school year, Grade Level leaders were identified on each grade level. These leaders met with 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 for including the Day of Excellence culminating project.

- The Writing Revolution (TWR)

NWP continues to partner with TWR for training and implementation support. During the 2020-2021 school year there were four virtual site visits conducted from January through April where the TWR team visited classes to observe TWR lessons and give constructive, non-evaluative feedback. Teachers use this feedback to improve their implementation of the TWR strategies. Also, NWP sent 10 elementary teachers to Advanced Thinking Through Writing K-2 course, 6 Middle school teachers from various content areas to the Advancing Thinking Through Writing 1 course.

Additionally, the school identified two teachers who participated in the teacher intensive training and two in the teacher leader intensive training in order to build capacity in the building. The teacher intensive training is a workshop intended for teachers who have demonstrated exemplary TWR planning and instruction, and will be supporting the school-wide implementation of TWR. During this workshop, teachers learned how to support colleagues with TWR planning and instruction, use writing assessments to monitor implementation progress and inform school-wide pacing, and become a TWR resource for the school.

The teacher leader workshops deepened the teachers' understanding of the core values of TWR and the key components of a successful schoolwide implementation of the Hochman Method. These components include how to give teachers feedback on their TWR instruction and achieve consistency of implementation across grade levels and content areas. This allows teachers to take a leadership role and coach their colleagues in this program as the school continues to expand. We now have staff in house who can train, coach others and provide non-evaluative feedback on the TWR methods.

## Changes in School's Modality

The 2020-2021 reopening plan for NWP included two choices for parents: students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model were placed in either Cohort A or Cohort B. Students in both Cohorts attended school for in-person instruction alternating two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

Students who opted for full 100% Virtual Online learning followed the same schedule as their peers in the Hybrid Cohort (In- person and remote learning). When the cohort met for in-person instruction, the students who were working 100% virtually received virtual content area instruction in ELA through the use of Live Virtual Instruction sessions, from their teachers.

On the two - three days students were in school for in-person learning, they received a double block of time for ELA. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students in grades K - 2 participated in Live Virtual Instructional sessions with their teachers and received ELA Intervention on their remote days.

All students K-8 received two hours of ELA instruction on in-person days. Students in grades 5-8 received one hour to complete ELA assignments on remote days. Students in K-2 received one hour for their ELA assignment and intervention on remote days. Students in grades 5 - 8 received one hour for their ELA assignment. During 2020 - 2021 School year, the Literacy Block component of the ELA Curriculum was implemented virtually on the student's remote days. In Grades 5 - 8, the literacy block component of the student's schedule included a double block which provided students with one period of individualized software usage and one period of live virtual instruction.

NWP continued to use curricula that are research based and aligned to the New York State Common Core Learning Standards. Teachers implemented engaging digital resources such as Kahoot, Quizizz, Newsela, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Our 1 to 1 Laptop program across all grade levels K-8 supported a continuous academic program both for in-person learning and remote learning. This instructional tool has been utilized in our Middle School Program for the last three years and expanded to K-8 during the 2020-21 School

Year. Our students are accustomed to using Google Classroom, which not only provided numerous instructional opportunities, but most importantly provided a setting for school work and communication with the teacher to occur when the student is in the virtual setting. Students in K-2 utilized ClassDojo for work submission and parent communication. ClassDojo provided the opportunity for students to annotate .pdf files of their work, which was developmentally appropriate as students received Chromebooks that also doubled as touch-screen tablets when folded in the appropriate manner.

HMH's ThinkCentral Curricula contained digital resources, which were utilized by Teachers and Teachers' Assistants during core and remote instruction days (on- and off-campus). Synchronous classes for all-virtual students and remote (off-campus) ELA Intervention periods were held through Google Meets, as part of Google Classroom. Through the use of the aforementioned virtual resources, differentiated instruction was provided to all of the students. iReady, HMH Reading/Phonics Inventories and ThinkCentral resources were provided and data was reviewed.

## METHOD

During the 2020 - 2021 school year, the school assessed and evaluated the achievement and growth of all students in grades K, 1, 2, 5, 6, 7, and 8 through the use of the nationally norm-referenced exam - iReady ELA Diagnostic by Curriculum Associates. In addition to the data from standardized classroom assessments provided, the iReady Diagnostic was used as a continual measure to closely monitor student progress throughout the school year. The diagnostic was provided to students at three benchmarks throughout the year; September 2020, January of 2021 and the final in May of 2021. After their initial diagnostic assessment, all students conferenced with their teacher regarding their performance level and their Typical and Stretch Goals. Based on the student's performance on their Mid Year and End of Year Diagnostic, teachers conference with students once again regarding their progress. All students, both virtual and hybrid, completed their End of Year ELA Diagnostic during ELA class, either in person or during the live virtual session, based on their learning model. During the administration of these diagnostic assessments, teachers monitored students progress as they completed the assessment, either in person or virtually.

The table below summarizes participation information for the 2020 - 2021 End of Year iReady ELA Diagnostic assessment administration. The table indicates the total number of students tested and not tested. This assessment was administered during students' ELA classes. Hybrid students completed this in person while 100% virtual students completed it virtually with supervision of their teacher. Note that this table includes all students according to grade level, indicating a 99% completion rate for K-2 and 5-8 students:

Reading iReady Diagnostic Assessment End of Year Participation 2020-2021		
Grades	Number Not Tested	Number Tested
K	0	75
1	0	65
2	0	51
3		
4		
5	0	66
6	0	122
7	1	123
8	2	118
All	3	620

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: iReady Diagnostic

### Results and Evaluation

iReady Reading End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	429	80%	NO
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%	209	86%	NO
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	83%	131	81%	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%	294	20%	NO

Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
5	113%	66	107%	38	100%	21	140%	12
6	47%	122	50%	82	48%	28	50%	28
7	100%	123	106%	88	97%	30	0%	15
8	62%	118	72%	85	75%	28	53%	14
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
5	103%	16	169%	7	138%	5		
6	43%	11	0%	11	57%	17		
7	159%	20	275%	5	0%	10		
8	59%	20	20%	6	123%	8		

**1. Did students grow at the normed rate according to the beginning of year baseline score?**

During the 2020 - 2021 school year, NWP followed a hybrid learning model in which students had their core content area instruction two to three times per week. Compared to prior school years when continuous learning occurred 100% in person, this was equivalent to approximately half a school year’s worth of in person instruction. Based on the data collected from the beginning of the year iReady ELA diagnostic to the end of the year diagnostic assessment, the progress made by students was a median of 80% towards their Annual Typical growth goal set by the iReady program.

Although the target median of 100% was not met as a whole in grades 5 - 8, the median percent of growth that students made throughout the year was more than half a year’s growth (50%), despite the challenges our students faced through a lack of consistent in person learning opportunities. These challenges students had to overcome with the hybrid and 100% virtual learning models during the 2020-2021 school year included the unpredicted movement to 100% virtual learning, technical issues occurring in the home, and home learning environment issues, just to name a few.

On the initial Diagnostic assessment, 209 out of the 429 (49%) students tested were two or more grade levels below. Out of the 429 Students tested, above the median percent, only 14 students had a median annual percent growth between 80% and 100%, and 199 students met or exceeded their annual goal.

Based on the data table titled “Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups,” which is disaggregated by grade level and by subgroup, the target was met in 5th Grade and 7th Grade, where the median annual growth was 113% and 100%, respectively. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that there was still growth made in grades 5-8 on the iReady ELA Diagnostic, (median annual growth 80%). The school, even with non continuous learning in person days as well as 100% virtual schedule, continued to provide the students with needed ELA services that maximize the double blocks, utilized standards based curriculum, and assessed students with benchmark assessments three times a year, which led to the growth made by students.

Reading iReady Diagnostic Assessment Median Annual Growth Percent Comparison 2019 - 2020 VS 2020 - 2021				
Grades	Median Percent of Annual Typical Growth 2019 - 2020 School Year	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021 School Year	Number Tested
3				
4				
5	163%	60	113%	66
6	175%	132	47%	122
7	106%	125	100%	123
8	177%	120	62%	118
All	165%	437	80%	429

In comparing the median annual growth percent to the 2019 - 2020, it is evident that with the use of continuous daily instruction, students show more growth throughout the 2019 - 2020 school year. It is evident that students made more than a half year’s growth despite the hybrid and 100% virtual learning models which did not enable continuous in person daily instruction as well as other previously described obstacles. This growth is 30% more than half of a year’s worth of growth.

During the 2019 - 2020 school year, each grade level made more than 100% annual growth and as a whole made a median annual growth of 165% compared to the 80% annual growth made during the 2020-2021 school year. However, the administration of the end of year diagnostic in the 2019 - 2020 school year may have had an impact on the data, it was administered in a 100% virtual setting and students took the assessment independently without teacher supervision. Although this may have impacted the accuracy of the results, moving forward to 2021 - 2022 school year planning for continuous in person instruction five days a week, we expect to see growth that mirrors a full year’s worth of in person instruction.

**2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school’s general education students?**

Based on the data collected and presented in the table titled “iReady Reading End of Year Diagnostic 2020 - 2021” the median annual growth of Students with Disabilities was 81% compared to the median annual growth of General Education students, which was 83%. Although the median annual growth did not exceed the General Education population, the difference was only 2%. However, it is evident that both student populations made more than half a year’s growth.

During the 2020 - 2021, interventions continued to be implemented both inside and outside of the classroom, both virtually and in person. These interventions were implemented for all students, but also focused on Students with Disabilities and students academically at risk. Although the measure included Special Education students, all subgroups are included on the chart above titled, "Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups."

Based on the disaggregated data, on specific grade levels, the target was close to being met or exceeded the median annual progress made by General Education population for some of the subgroup populations. Some highlights include:

- The median annual growth made by all students in 5th grade was 107% compared to 138% progress of the students who are identified as Special Education and are an English Language Learner (ELL). In addition, the students identified as Special Education, their median annual growth was 100% as compared to the General Education Population, which was 107%. Furthermore, all students who are English Language Learners in 5th grade exceeded the General Education population's growth of 107%, making a median annual growth of 140%.
- In 6th Grade, the median annual growth for students identified as Special Education/ELL was 57%, which was higher than the median growth of the whole grade level as well as the General education population subgroup. The Special Education/ELL population made a median growth that was 10% higher than the grade level as a whole (47%) and 7% higher than the General Education Population (50%).
- In 7th Grade, General Education students had a median growth of 106% compared to the Special Education students, whose median progress was 159%, which exceeded the target on this specific grade level by 53%. In addition, students who are identified as Special Education Only and ELL Only exceeded the growth of the General Education Population growth of 106%, making a median annual growth of 159% and 275%, respectively.
- Finally, in 8th Grade, the median progress of students identified as Special Education/ ELL was 123% compared to the General Education population which had a median growth of 72%, which also exceeded the target by 51% in 8th Grade.

### **3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?**

As presented in the table titled, "iReady Reading End of Year Diagnostic 2020 - 2021," the median growth of students with low initial absolute achievement, performing at two or more grade levels below on their first diagnostic assessment was 86% over the course of the year. This was higher than the median typical group percent of all students, which was 80%. This progress of a median growth of 86% was more than half a year's growth, which was the approximate equivalent of the 2020 - 2021 school year amount of teacher led instruction.

The placement of 209 out of 429 (49%) students two or more grade levels below grade level on their initial diagnostic may be attributed to the learning regression caused by the pandemic and the abrupt movement to 100% virtual from March 2020 to September 2020. All students experienced a gap in their learning during the 2019 - 2020 school year due to the unexpected and abrupt need to change to an unfamiliar and new form of learning modality. Students were faced with the challenge of asynchronous learning for the first time for a few months before the schedule was adjusted for

the Summer 2020 with live virtual instruction. This change may have contributed to the low initial placement on the beginning of year assessment. However, even with the continuation of a change in learning modalities for the 2020-2021 school year, the hybrid and 100% virtual learning models and targeted interventions, provided the students the opportunity for growth. The students with low initial absolute achievement demonstrated growth throughout the year, which was 6% higher than the median percent growth of all students.

**4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?**

Based on the data collected and presented in the table below titled “Reading iReady Diagnostic Assessment 2020 - 2021”, 20% of students in their second year performed at Mid- On Grade Level or Above on their End of Year Diagnostic assessment. This was 2% higher than the percent of all students, which was 18% Mid- On Or Above grade level. Although this school year posed many challenges because of the various learning modalities, grade level standard proficiency was achieved.

Reading iReady Diagnostic Assessment 2020 - 2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
3				
4				
5	9%	66		
6	16%	122	15%	53
7	23%	124	23%	124
8	23%	118	23%	118
All	18%	430	20%	295

With 20% achieving Mid - On or Above Grade Level on their End of year Diagnostic, it is evident in the table below titled, “Reading iReady Diagnostic Growth 2020 - 2021 - % of Students Mid, Late, or Above Grade Level,” that growth was made in each grade level in the percent of students who perform Mid - On Grade Level or Above on the Beginning of year Diagnostic compared to the End of Year Diagnostic. Based on the data collected, 11% of all students in grades 5 - 8 achieved proficiency on their beginning of year diagnostic and increased 7% by the end of year diagnostic. Students enrolled in at least their second year Students that had an initial placement of Mid - On or Above grade level was 13% and increased to 20% by the end of the year. This also demonstrates a 7% increase for the school year.

<b>Reading iReady Diagnostic Growth 2020 - 2021</b> <b>*% of Students Mid, Late or Above Grade Level</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled In their Second Year</b>	
	<b>Beginning of Year Diagnostic</b>	<b>End of Year Diagnostic</b>	<b>Beginning of Year Diagnostic Two or More Years</b>	<b>End of Year Diagnostic</b>
<b>3</b>				
<b>4</b>				
<b>5</b>	0%	9%		
<b>6</b>	12%	16%	11%	15%
<b>7</b>	13%	23%	13%	23%
<b>8</b>	16%	23%	16%	23%
<b>All</b>	11%	18%	13%	20%

In the 2018-19 school year, NWP expanded its grade configuration and served 5<sup>th</sup> grade students for the first time. The result of this expansion was just one grade level, 5<sup>th</sup> grade, composed entirely of students enrolled at the school for less than one year when taking the iReady End of Year ELA Diagnostic. When reviewing NWP’s 2020-21 ELA results, the grade with the lowest percentage of students achieving proficiency on the exam was the students in their first year at the school in 5th grade. As you can see from the table above, 0% of 5th Grade students performed at Mid - On Grade Level or Above on their beginning of year diagnostic and 9% on their end of Year Diagnostic, increasing 9%. Students in 6th Grade - 8th Grade enrolled in their second year, for example, 11%, 13%, and 16% of students performed on Mid - On Grade Level or Above on their beginning of Year Diagnostic. When comparing the percentage of students achieving proficiency in grades 5-8 the grades composed mostly of students enrolled at the school for at least two academic years, the percentage is significantly higher than the grade where students have been enrolled at the school for only one year.

In analysis of the data presented in the table titled, “Reading iReady Diagnostic Growth 2020 - 2021,” when students were administered their first iReady ELA Diagnostic, the percent of students performing at Mid - On Grade Level or Above was low. This is often the case in ELA because many of the grade level standards have to be taught in order for students to accurately demonstrate their understanding of the grade level concept. The fact that students completed the last three months of the previous year remotely could have attributed to the low percentage of students performing at Mid - on grade level or above. In addition, student

instruction was disrupted multiple times of moving from Hybrid learning to 100% virtual due to COVID Cases.

Although NWP did not meet its targets for ELA, the End of Year iReady Diagnostic assessment showed growth based on the tables presented above. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that growth was made in grades 5-8 on the iReady ELA Diagnostic. Although the schedule significantly decreased the amount of teacher-led instruction both in person and virtually, this growth can be attributed to the fact that the school was able to continue to support students providing double blocks of ELA on their core content days, utilizing standards based curriculum, supporting flipped learning lessons, and assessing students with benchmark assessments three times a year.

### ADDITIONAL CONTEXT AND EVIDENCE

First and foremost the school community faced significant challenges with the unpredictable movement from in person to 100% virtual because of intermittent COVID cases.

The time needed to administer these assessments impacted the already limited time dedicated for teacher- student instructional engagement.

Students only had a double block of ELA live instruction two to three times per week of teacher-student instructional engagement while in previous years students had it five times per week.

Another challenge which impacted learning was inconsistent logins for virtual classes, whether on remote days or 100% virtual students. This was especially evident when the school moved to 100% virtual due to COVID cases. These disruptions often led to inconsistent logins by students into their live virtual sessions and many more distractions in the home environment for all students, hybrid and 100% virtual. In order to address this challenge, the Student Support Services Team conducted a total of 103 Home Visits throughout the school year in addition to holding 1,104 parent meetings. Academic progress was discussed during the visits and home visits and the team stressed the importance of consistent logins for students to be able to receive the instruction being presented by the teacher.

Additional engagement strategies were implemented in the live virtual sessions by the teachers to increase the level of engagement. As mentioned, teachers implemented engaging digital resources such as Kahoot, Quizizz, Newsela, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class. Although these strategies assisted with instruction, the lack of daily in person interaction was a continuous challenge.

**Supplemental Additional Quantitative Evidence**

<b>NWP School Wide Reading Median Percent Growth At A Glance</b>	
<b>Grades K - 2</b>	<b>69%</b>
<b>Grades 5 - 8</b>	<b>80%</b>
<b>NWP</b>	<b>74%</b>

As a school, after the first diagnostic assessment was administered, iReady set individualized year long goals for each student based on their initial placement. Teachers conference with the students about their year long goals and determine with each of the students, their Mid Year Goals, Typical and Stretch. This allowed students to understand their level of proficiency and develop an action plan that enables them to reach their set goals.

After the second diagnostic was administered students conferenced again with their teacher to self assess their progress and made the necessary accommodations to their action plan. After students completed their third diagnostic, a final conference took place regarding their year long progress toward their goal. As you can see from the table above titled, "NWP School Wide Reading Median Percent Growth at a Glance", progress was made towards the annual goals, with both K - 2 (69%) and 5 - 8 (80%) making more than half a year's worth of growth.

<b>iReady Reading Diagnostic Performance At A Glance Percent of Students Mid - On Or Above Grade Level</b>			
	<b>Beginning of Year Diagnostic</b>	<b>End of Year Diagnostic</b>	<b>Growth</b>
<b>K - 2</b>	12%	27%	15%
<b>5 - 8</b>	11%	19%	8%
<b>NWP</b>	11%	21%	10%

As presented in the table above titled, "iReady Reading Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level", although growth was made by all grade levels, regardless of the student's initial placement on their beginning of the year diagnostic assessment, as a school the percent of students who were placed Mid-On or Above grade level on their End of Year Diagnostic increased by 10% from their beginning of year diagnostic placement. The largest increase was in grades K - 2 with 15%. Although many challenges were faced during the 2020-2021 school year including the abrupt disruption of virtual learning beginning in March of 2020, 21% of the student population at NWP were able to achieve grade level proficiency.

Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
K	67%	75	71%	47	48%	23	47%	9
1	67%	65	68%	42	62%	16	70%	10
2	74%	51	84%	36	15%	9	72%	7
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
K	65%	18	55%	4	35%	5		
1	82%	13	76%	7	63%	3		
2	12%	6	57%	4	72%	3		

The table above titled, "Reading Median Percent of Annual Typical Growth 2020 - 2021 School Year Grades K - 2," presents the growth made by grade levels in grades K - 2 as well as the subgroups.

Some areas of growth to highlight include:

- All grade levels in K - 2 as a whole made more than half a year's growth, having a median growth of 67%, 67%, and 74% respectively.
- In the first grade, 55 out of 65 students (84%) were enrolled in their second year and had a median growth percent of 67%.
- There are multiple subgroups in 1st Grade that outperformed the grade level as a whole. These subgroups include General Education (68%), Special Education Only (82%), All ELL(70%), and ELL Only (76%).
- In the 2nd grade, it is noted that 43 out of 51 students (84%) are enrolled in at least their second year. 2nd grade as a whole has the highest median growth at 74% and their General Education Population had a median growth of 84%, which was higher by 10%.

Reading iReady Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021 Grades K - 2				
Grades	Median Percent of Annual Typical Growth 2019 - 2020 School Year	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021 School Year	Number Tested
K	320%	61	67%	75
1	176%	49	67%	65
2			74%	51
<b>ALL</b>	<b>267%</b>	<b>110</b>	<b>69%</b>	<b>191</b>

The table above titled, “Reading iReady Median Percent of Annual Growth Comparison,” in 2019 - 2020, on the Reading Diagnostic indicates significant growth was made by students in grades K and 1 compared to the 2020 - 2021 school year. This confirms a school concern regarding the reliability of some assessment comparisons. The end of year assessment for the 2019-2020 school year was given in a 100% virtual setting without teacher supervision. In 2020 - 2021, when the diagnostic assessments were administered, students were monitored by the classroom teacher either in person for hybrid students or during their live ELA session for virtual students to ensure consistent test administration without additional support given to any individual student.

During the 2020-2021 school year a median growth percent of 69% was made by students in grades K - 2, even without daily face to face instruction due to the hybrid model, 100% virtual option learning model, or unpredictable movement to 100% virtual learning because of COVID cases. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students.

Reading iReady Diagnostic Assessment 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested	Percent Mid-On Grade Level or Above End of Year Diagnostic	Number Tested
<b>K</b>	28%	75		
<b>1</b>	26%	65	27%	55
<b>2</b>	25%	51	26%	43
<b>ALL</b>	27%	191	27%	98

New World Prep began its expansion to include grades Kindergarten to 5th grade in the 2019-20 school year. The 2020 - 2021 school year was the first year NWP had a second grade, which allowed for a total of 98 students in first and second grade who have been enrolled in at least their second year at NWP. A purpose for our expansion is to allow the school to provide the necessary support at the lower grade levels for students to achieve or exceed proficiency at an earlier grade. The table above titled, “Reading iReady Diagnostic Assessment 2020 - 2021,” presents the data of students who were placed at Mid-On or Above grade level on their End of Year Diagnostic and disaggregated by the number of years enrolled at New World Prep. During the 2020-2021 school year, the percent of students who were placed Mid-On or above grade level on their End of Year Diagnostic in Grades K - 2 was 27% in all grade levels and for students enrolled in last year their second year.

In order to present the growth made over the course of the school year, the table below titled, “Reading iReady Diagnostic Assessment Growth 2020 - 2021,” displays the growth that was made towards proficiency from the beginning of the year to the end of the year on the diagnostic assessment. On average, all students who placed Mid-On or above grade level at the beginning of the year increased by 15% at the end of the year. Students enrolled in at least their second year, increased by 20%. The amount of increase made on each grade level is: Kindergarten - 14% increase, 1st Grade - 12% increase by All Students and 18% increase by students enrolled in their second year,

2nd Grade - 21% increase by all students and 21% increase by students enrolled in at least their second year.

Reading iReady Diagnostic Assessment Growth 2020-2021				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic	Percent Mid-On Grade Level or Above Beginning of Year Diagnostic	Percent Mid-On Grade Level or Above End of Year Diagnostic
K	14%	28%		
1	14%	26%	9%	27%
2	4%	25%	5%	26%
ALL	12%	27%	7%	27%

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

iReady Reading End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	429	80%	NO
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%	209	86%	NO
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	83%	131	81%	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%	294	20%	NO

In Grades 5 - 8, the data collected from the End of Year Diagnostic did not meet the targets set. The target for Measure 3 differentiated from the results by only 2%.

## ACTION PLAN

During the 2021- 22 school year the focus will be to ensure a continuous rigorous alignment to Common Core Learning Standards and Next Generation Standards (pending) as well as with Engage NY.

In order to continue to assist our students achieve ELA proficiency and beyond, New World Prep has reviewed its present ELA instructional practices. Several action steps will take place for the 2021-22 school year that will strengthen our program. We will also offer additional programs in order to support our students' ELA growth.

In the 2021-22 school year, NWP will be introducing 3rd grade for the first time, and will continue serving Kindergarten through 2nd, and 5th through 8<sup>th</sup> grades. A review of the 5th through 8<sup>th</sup> grade curriculum will take place in order to make any necessary adjustments based on data. With the intent to return to 100% in person learning, curriculum maps, unit plans, and lesson plans will be adjusted to allow for a deeper and more thorough implementation of the grade level standards.

With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of nonfiction texts. An additional ELL Teacher will be hired to support ELL services. In addition, our ELL consultant's coaching responsibilities will be increased in order to support ELA teachers and programs. Additional resources for the ELA program are being considered.

During the 2021-22 school year, the school will continue to implement the Houghton Mifflin curriculum Journeys to all of our Kindergarten, 1<sup>st</sup>, and 2nd grade students, as well as 5<sup>th</sup> and 6<sup>th</sup> grade students. Journeys will also be the primary curriculum in our new 3rd grade.

Journeys provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success. Coaching days for the Journey's curriculum provided by the HMH company will be provided to ensure continued effective implementation of the program.

We will continue to implement an additional ELA program, iRead, and strategies to support the *Journeys* curriculum that enhances the focus of our school intervention program in grades Kindergarten, 1st and 2nd. Similarly to the Journey's program, Coaching days will be provided for the iRead program through the HMH company to ensure continued effective implementation of the program. In addition, during the 2021-22 school year, all students in grades K - 3 will be administered the Reading and Phonics Inventories Assessment 3 times

throughout the year to monitor their Reading progress. This additional assessment will provide teachers with another individualized reading data point (student Lexile Level) which will allow them to monitor their ELA proficiency and provide targeted intervention or enrichment as needed.

Our iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and areas needed for improvement in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weaknesses and to move towards ELA and/or Math proficiency.

For the 2021-22 school year, students in grades Kindergarten through 2nd grade and for the first time 3rd grade students will be administered the ELA iReady Diagnostic Exam three times throughout the year. Students in grade 5 - 8 will continue to be administered the iReady ELA Diagnostic exam three times throughout the year in addition to utilizing the iReady instruction component of the program. This will allow ELA teachers to offer more individualized assistance through iReady and as they move to small instructional groups. For the 2021-22 school year, the school has developed systems for monitoring the time students are on iReady and their progress. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math.

Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments

During the 2021-22 school year NWP will return to the full format of the Literacy Leaders Program, which had to be altered due to the needed change in learning modalities in the 2020 - 2021 school year. The Literacy Leaders Program at NWP allows staff members and students to become leaders of literacy. The program aims to improve student performance, specifically in reading. Students receive skill-based instruction to develop their reading and writing proficiency. The Literacy Leaders program follows a specific framework to support all aspects of reading, writing, speaking, and listening. School-wide academic vocabulary words are taught to all students. Teachers model fluent reading and comprehension strategies. Students are grouped homogeneously into guided reading groups according to their instructional reading levels. Once in a group, student progress is carefully monitored by a Literacy Leaders teacher through conferencing and individualized learning goals. Students are expected to practice and apply their reading skills in guided groups, as well as individually. Teachers receive ongoing

professional development to develop and share their skills as well as to maximize the effectiveness of their instruction throughout the year.

## GOAL 2: MATHEMATICS

### ELEMENTARY AND MIDDLE MATHEMATICS

#### Goal 2: Mathematics

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

#### BACKGROUND

Each year the school explores math curriculum and strategies to enhance the school's curriculum framework and curriculum for mathematics. In grades K, 1, 2, 5, and 6 the Houghton Mifflin Harcourt's *Go Math!* curriculum is implemented. It is a comprehensive Kindergarten—Grade 6 mathematics program developed to support the Common Core and New York State Learning Standards for Mathematics (Next Generation Mathematics Learning Standards pending and the NCTM Curriculum Focal Points). The program emphasizes big ideas and depth of understanding through interactive lessons; research based instructional approaches, and best practices from around the world, and differentiated instructional resources to ensure success for all students.

Evaluation of this *Go Math!* curriculum found a strong alignment to the common core standards. Overviews and lesson introductions promoted coherence and there are opportunities to support both fluency and deep understanding. The materials provide varied modes of curriculum-embedded assessments that are well sequenced. The materials also provide strong support for teachers in planning and creating an effective learning experience. They were comprehensive and readily accessible. Finally, the materials provided the appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners, including ELL students and student's whose home language is not English. In addition, response to intervention is embedded in the program to support diverse learners.

Similar to *Journeys*, *Go Math!* also includes an online component entitled, *Think Central*. This program improves our connection between home and school and increases the time students spend on math, because the web-based software enables parents to see what their children are learning and provide strategies they can use to support classroom instruction. This program also supports the tutorial support components of our Comprehensive Intervention Program.

In an effort to create a challenging seventh, eighth grade and Algebra curriculum with high expectations for all students, NWP uses a variety of resources including Big Ideas Math by Big Ideas Learning, Engage NY, Crosswalk Coach by Triumph Learning, and Ready NY by Curriculum

Associates to develop and differentiate rigorous and engaging lessons. All resources are aligned to the Common Core and 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.

In Grades 5 - 8, a cross-curricular, culminating *Day of Excellence* project, an annual event in June, was produced by all students. These projects were created through collaboration by the content-area teachers/grade-level team, incorporating elements of all four core content areas (English Language Arts, Math, Science, Social Studies). Students then had the opportunity to present their projects to their peers, virtually or in-person while adhering to DOH protocols for distancing and capacity.

#### **Additional Intervention**

- Skills Readiness

New World Prep's Skills Readiness Program takes place virtually during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn, practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours three days a week. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation.

During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Live Academic Enrichment

In order to provide targeted additional virtual academic support for the lower level learners, teachers worked in grade level teams to Tier Students who were academically at risk, based on their academic needs and promotional status. Time was provided during two days for teachers to hold tutorials for students for an hour and a half, Teachers targeted specific tiers of students and provided small group instruction based on a targeted skill or standard for 45 minutes each session. Students could have received one or two sessions based on their needs and received instruction in Math, ELA, Science, and/or Social Studies. The goal of these live academic enrichment sessions were to provide the necessary additional support needed by the students who were most at risk, outside of the classroom environment to support their academic growth and allow them to be more successful within the classroom environment.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade) and Living Environment (select 8th grade students). During the 2020-2021 school year, the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation Standards (Science).

## Assessments

- Math iReady Diagnostic

Throughout the year all students were administered 3 Diagnostic Exams in Math, through the iReady - Curriculum Associates Program, in grades K - 8. 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 after school intervention/enrichment programs. Data were analyzed during data review meetings and individualized goals were set for each student.

Students that were in the Hybrid learning model took the diagnostic in their Math classes on in-person days. Students who were 100% virtual took the diagnostic during their live virtual classes monitored by their Math teacher.

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

Common Core standards aligned Math assessments are given to students in grades 5-8 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 performing 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 lesson. Data from the benchmark assessments was analyzed during Scholar Achievement Meetings (SAMS) and next steps for instruction were determined by the Math team.

- HMH Math Inventory

All students in Kindergarten through 2nd Grade took the Math Inventory in February 2021 and May 2021 on their remote (off-campus) days during their Math Intervention period, supervised by their class' Teacher's Assistant. The HMH Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments. Smart praise, based on mindset research, reinforces student knowledge and keeps confidence high throughout the assessment. Once complete, teachers are provided with data that have been transformed into actionable teaching strategies for each student.

- 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 student's ability to identify numbers up to 20, on how far they can count, as high as they could (capping at 100), 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

In order 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 2:00PM 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.

Professional development on the Houghton Mifflin Harcourt program's curriculum *Go Math!* was provided to the faculty throughout the school year. For the 2020-21 school year additional professional development days were identified to support the roll out of this new curriculum (2nd grade) and the teachers' learning of all of its components. A consultant knowledgeable on the curriculum supported both the instructional leadership and the faculty to ensure fidelity in delivery of the curriculum and understanding of its multiple parts.

In addition, a Math Consultant who has been with the school for eight years, continued to come on campus and provide coaching support to Math teachers in all grades once per week. Support around planning, instruction, data analysis was included on the coach's agenda. Throughout the year, Math Teachers met with their Assistant Principal during bi-weekly Scholar Achievement

Meetings (SAMs) where current data (classroom and school wide) were analyzed and next steps decided on instruction.

- Scholar Achievement Meetings

Scholar Achievement Meetings with Math teachers were held bi-weekly by the Assistant Principals. The data reviewed in SAMs included Math State Exam Scores, iReady Diagnostics performance levels, Math Inventory Proficiency Levels and performance, Benchmark Assessments, and formative and summative classroom assessments. In addition to data reflection and the actionable data-driven instruction born from reflection, Scholar Achievement Meetings provided teachers the opportunity to review curriculum, share best practices, insights into student motivation, achievement level, and provided time, space and place to brainstorm opportunities for cross-curricular instruction as well. Next steps for instruction were decided on as well as additional scaffolds and supports that would be provided to help students successfully meet the standards and reading level goals.

- Vertical Team Meetings

For the 2020-2021 school year, Vertical Team leaders were identified for grades 5-8. These leaders met with administration weekly to review school wide goals and planning 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. Similar to Scholar Achievement Meetings (SAMs), Vertical Team meetings provided 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.

- Grade Level Team Meetings

For the 2020-2021 school year, Grade Level leaders were identified on each grade level. These leaders met with 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 for including the Day of Excellence culminating project.

## Changes In School's Modality

The 2020-2021 reopening plan for NWP included two choices for parents: students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model were placed in either Cohort A or Cohort B. Students in both Cohorts attended school for in-person instruction alternating two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

On the two - three days students were in school for in-person learning, they received a double block of time for Math. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

On the two - three days students were in school for in-person learning, they received a double block of time for Math. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students in grades K - 2 participated in Live Virtual Instructional sessions with their teachers and received Math Intervention on their remote days.

All students K-8 received two hours of Math instruction on in-person days. Students in grades 5-8 received one hour to complete Math assignments on remote days. Students in K-2 received one hour for their Math assignment and intervention on remote days. Students in grades 5 - 8 received one hour for their Math assignment.

NWP continued to use curricula that are research based and aligned to the New York State Common Core Learning Standards. Teachers implemented engaging digit resources such as Delta Math, Prodigy, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Our 1 to 1 Laptop program across all grade levels K-8 supported a continuous academic program both for in-person learning and remote learning. This instructional tool has been utilized in our Middle School Program for the last three years and expanded to K-8 during the 2020-21 School Year. Our students are accustomed to using Google Classroom, which not only provided numerous instructional opportunities, but most importantly provided a setting for school work and communication with the teacher to occur when the student is in the virtual setting. Students in K-2 utilized ClassDojo for work submission and parent communication. ClassDojo provided the opportunity for students to annotate .pdf files of their work, which was developmentally appropriate as students received Chromebooks that also doubled as touch-screen tablets when folded in the appropriate manner.

HMH's ThinkCentral Curricula for the Go Math program in grades K - 6 contained digital resources, which were utilized by Teachers and Teachers' Assistants during core and remote instruction days (on- and off-campus). Synchronous classes for all-virtual students and remote (off-campus) Math Intervention periods were held through Google Meets, as part of Google Classroom. Through the use of the aforementioned virtual resources, differentiated instruction was provided to all of the students. iReady, HMH Math Inventories and ThinkCentral resources were provided and data was reviewed.

## METHOD

During the 2020 - 2021 school year, the school assessed and evaluated the achievement and growth of all students in grades K, 1, 2, 5, 6, 7, and 8 through the use of the nationally norm-referenced exam - iReady Math Diagnostic by Curriculum Associates. In addition to the data from standardized classroom assessments provided, the iReady Diagnostic was used as a continual measure to closely monitor student progress throughout the school year. The diagnostic was provided to students at three benchmarks throughout the year; September 2020, January of 2021 and the final in May of 2021. After their initial diagnostic assessment, all students conferenced with their teacher regarding their performance level and their Typical and Stretch Goals. All students, both virtual and hybrid, completed their End of Year Math Diagnostic during Math class, either in person or during the live virtual session, based on their learning model. During the administration of these diagnostic assessments, teachers monitored students progress as they completed the assessment, either in person or virtually.

The table below summarizes participation information for 2020-2021's End of Year iReady Math Diagnostic assessment administration. The table indicates the total number of students tested and not tested. This assessment was administered during students' Math classes. Hybrid students completed this in person while virtual students completed it virtually with supervision of their teacher. Note that this table includes all students according to grade level, indicating a 98.8% completion rate for K-2 and 5-8 students:

Math iReady Diagnostic Assessment End of Year Participation 2021		
Grades	Number Not Tested	Number Tested
K	0	75
1	0	65
2	0	51
3		
4		
5	0	66
6	1	121
7	5	119
8	1	119
<b>All K - 8</b>	<b>7</b>	<b>616</b>

RESULTS AND EVALUATION

iReady Math End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	425	111%	YES
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%	173	107%	NO
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	121%	114	92%	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%	295	27%	NO

Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
5	63%	66	81%	38	39%	21	50%	12
6	107%	121	107%	81	107%	28	114%	28
7	150%	119	167%	85	54%	29	146%	14
8	142%	119	143%	84	138%	30	151%	14
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
5	30%	16	50%	7	0%	5		
6	79%	11	133%	11	113%	17		
7	92%	20	233%	5	27%	10		
8	107%	22	80%	6	245%	8		

**1. Did students grow at the normed rate according to the beginning of year baseline score?**

During the 2020 - 2021 school year, NWP followed a hybrid learning model in which students had their core content area instruction two to three times per week. Compared to prior school years when continuous learning occurred 100% in person, this was equivalent to approximately half a school year’s worth of in person instruction. Based on the data collected from the beginning of the year iReady Math diagnostic to the end of the year diagnostic assessment, the progress made by students was a median of 111% towards their Annual Typical growth goal set by the iReady program.

This median annual growth exceeded the normed rate of 100% according to the beginning of the year baseline score. Using the data from the first two columns in the table provided titled, “Math Median Percent of Annual Typical Growth 2020 - 2021,” grades 6th through 8th grade exceeded the target with median annual growths of 107%, 150%, and 142% respectively. In 5th grade, more than

Math iReady Diagnostic Assessment Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021				
Grades	Median Percent of Annual Typical Growth 2019 - 2020	Number Tested	Median Percent of Annual Typical Growth 2020 - 2021	Number Tested
3				
4				
5	106%	60	63%	66
6	129%	132	107%	121
7	142%	125	150%	119
8	129%	120	142%	119
<b>All</b>	<b>125%</b>	<b>437</b>	<b>111%</b>	<b>425</b>

half a year's progress was made with a median annual growth percent of 63%. Through the use of the Go Math and Engage NY aligned curriculums to grade level standards in addition to the multiple interventions in place to support student's academic math progress, teachers were able to present instruction to students to help them achieve throughout the year, even though there were many challenges faced with the hybrid and 100% virtual learning models, including the inconsistent daily in person instruction.

In comparing the median annual growth percent to the previous school year, it is evident that with the use of continuous daily instruction, students show more growth throughout the 2019 - 2020 school year. It is evident that students made more than a year's growth despite the hybrid and 100% virtual learning models which did not enable continuous in person daily instruction as well as other previously described obstacles. This growth of 111%, is 11% more than a year's worth of growth.

During the 2019 - 2020 school year, each grade level made more than 100% annual growth and as a whole made a median annual growth of 125% compared to the 111% annual growth made during the 2020 - 2021 school year. However, the administration of the end of year diagnostic in the 2019 - 2020 school year may have had an impact on the data, it was administered in a 100% virtual setting and students took the assessment independently. Although this may have impacted the accuracy of the results, moving forward to 2021 - 2022 school year planning for continuous in person instruction five days a week, we expect to see growth that mirrors a full year's worth of in person instruction.

## **2. Gap closing - How does the median growth of students with disabilities, English language learners, and/or other disadvantaged student groups compare to the median score of the school's general education students?**

Based on the data collected and presented in the table titled "iReady Math End of Year Diagnostic 2020 - 2021" the median annual growth of Students with Disabilities was 92% compared to the median annual growth of General Education students, which was 121%. Although the median annual growth did not exceed the General Education population, the difference was 29%. However, it is evident that the Special Education population made more than half a year's growth.

During the 2020 - 2021, interventions continued to be implemented both inside and outside of the classroom, both virtually and in person. These interventions were implemented for all students, but also focused on Students with Disabilities and students academically at risk. Although the measure included Special Education students, all subgroups are included on the chart above titled, "Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups."

Based on the disaggregated data, on specific grade levels, the target was close to being met or exceeded the median annual progress made by General Education population for some of the subgroup populations. Some highlights include:

- The average growth of the General Education population in grades 6th through 8th grade were all higher than one year's worth of growth. The median growth made by the General Education population on each grade level was 107%, 167%, and 143%, respectively. In addition, the General Education population in grades 7th (167%) and 8th (143%), exceeded the overall 5th - 8th Grade General Education population's median growth of 121%.

- The English Language Learners only in grades 6th and 7th also exceeded the growth of the General Education population of 121%, with a median growth rate of 133% and 233%, respectively.
- The Special Education population in 6th Grade made the same median growth as the 6th Grade General Education population, which was 107%.
- The median growth of the Special Education population in 8th grade was 138%, which exceeded the median growth made by the 5th through 8th grade General education population of 121%, by 17%.
- In 8th Special Education / English Language Learners exceeded the median growth of the General Education Population of 121%, with an annual growth median of 245%, which was 124% higher.

### **3. Gap closing - How does the median growth of students with low initial absolute achievement compare to typical growth of all students?**

As presented in the table titled, "iReady Math End of Year Diagnostic 2020 - 2021," the median growth of students with low initial absolute achievement, performing at two or more grade levels below on their first diagnostic assessment was 107% over the course of the year. This compared to the median typical group percent of all students, which was 111% and has a difference of 4%. This progress of a median growth of 107% was more than a year's growth, even with the hybrid and 100% virtual learning models. It is evident that the low initial achieving students made a median of 107% growth throughout the school year with the use of targeted interventions in person and remotely as well as inside and outside of the classroom.

The placement of 209 out of 429 (40%) students two or more grade levels below grade level on their initial diagnostic may be attributed to the learning regression caused by the pandemic and the abrupt movement to 100% virtual from March 2020 to September 2020. All students experienced a gap in their learning during the 2019 - 2020 school year due to the unexpected and abrupt need to change to an unfamiliar and new form of learning modality. Students were faced with the challenge of asynchronous learning for the first time for a few months before the schedule was adjusted for the Summer 2020 with live virtual instruction. This change may have contributed to the low initial placement on the beginning of year assessment. However, even with the continuation of a change in learning modalities for the 2020-2021 school year, the hybrid and 100% virtual learning models and targeted interventions, provided the students the opportunity for growth.

### **4. Absolute- What percentage of students enrolled in at least their second year at the school performed at the equivalent of grade level standards?**

Based on the data collected and presented in the table below titled "Math iReady Diagnostic Assessment 2020 - 2021", 27% of students in their second year performed at Mid- On Grade Level or Above on their End of Year Diagnostic assessment. This was 5% higher than the percent of all students, which was 22% Mid- On Or Above grade level. Although this school year posed many challenges because of the various learning modalities, grade level standard proficiency was achieved.

<b>Math iReady Diagnostic 2020 - 2021</b>				
<b>*% of Students Mid, Late or Above Grade Level</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>
<b>3</b>				
<b>4</b>				
<b>5</b>	3%	66		
<b>6</b>	16%	121	9%	53
<b>7</b>	28%	119	28%	119
<b>8</b>	33%	119	33%	119
<b>All</b>	<b>22%</b>	<b>430</b>	<b>27%</b>	<b>295</b>

With 27% of students enrolled in at least their second year and 22% of all students achieving Mid - On or Above Grade Level on their End of year Diagnostic, it is evident in the table below titled, "Math iReady Diagnostic Growth 2020 - 2021 - % of Students Mid, Late, or Above Grade Level," that growth was made in each grade level in the percent of students who perform Mid - On Grade Level or Above on the Beginning of year Diagnostic compared to the End of Year Diagnostic. Based on the data collected, 10% of all students in grades 5 - 8 achieved proficiency on their beginning of year diagnostic . This increased 12% by the end of year diagnostic with 22% of students achieving grade level proficiency. In addition, 11% of students enrolled in at least their second year were placed Mid on or above grade level on the beginning of the year diagnostic and 27% at the end of the year, increasing the number of students achieving grade level proficiency by 16%.

<b>Math iReady Diagnostic Growth 2020 - 2021</b>				
<b>*% of Students Mid, Late or Above Grade Level</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>
<b>3</b>				
<b>4</b>				
<b>5</b>	0%	3%		
<b>6</b>	4%	16%	0%	9%
<b>7</b>	8%	28%	8%	28%
<b>8</b>	26%	33%	26%	33%
<b>All</b>	<b>10%</b>	<b>22%</b>	<b>11%</b>	<b>27%</b>

When students were administered their first iReady Math Diagnostic, the percent of students performing at Mid - On or Above grade level was low compared to the end of the year diagnostic assessment. This is often the case in Math because many of the grade level standards have to be taught in order for students to accurately demonstrate their understanding of the concept. The fact that students completed the last three months of the previous year remotely attributed to the low percentage of students performing at mid, late or above grade level. In addition, student in person instruction was disrupted multiple times throughout the 2020 - 2021 school year because of the need to move from Hybrid learning to 100% virtual due to Covid Cases.

Although NWP did not meet its target of 75% for students enrolled in at least their second year on the the End of Year iReady Diagnostic assessment, it was evident that growth was made. For all students, there was a significant increase in the percent of students achieving grade level proficiency. In 6th grade it was a 12% increase (all students) and 7th Grade in a 20% increase (all students and students enrolled in at least their second year).

Although NWP did not meet all of the targets for Math, the End of Year iReady Diagnostic assessment showed growth based on the tables presented above. With the two learning models: hybrid (some students being in school two to three times a week) or 100% virtual (where students were working remotely from home every day), it is evident that growth was made in grades 5-8 on the iReady Math Diagnostic. Although the schedule significantly decreased the amount of teacher-led instruction both in person and virtually, this growth can be attributed to the fact that the school was able to continue to support students providing double blocks of Math on their core content days, utilizing standards based curriculum, supporting flipped learning lessons, and assessing students with benchmark assessments three times a year.

### ADDITIONAL CONTEXT AND EVIDENCE

First and foremost the school community faced significant challenges with the unpredictable movement from in person to 100% virtual because of intermittent COVID cases. The time needed to administer the iReady diagnostic assessments impacted the already limited time dedicated for teacher- student instructional engagement.

Students only had a double block of Math live instruction two to three times per week of teacher-student instructional engagement while in previous years students had it five times per week.

Another challenge which impacted learning was inconsistent logins for virtual classes, whether on remote days or 100% virtual students. This was especially evident when the school moved to 100% virtual due to COVID cases. These disruptions often led to inconsistent logins by students into their live virtual sessions and many more distractions in the home environment for all students, hybrid and 100% virtual. In order to address this challenge, the Student Support Services Team conducted a total of 103 Home Visits throughout the school year in addition to holding 1,104 parent meetings. Academic progress was discussed during the visits and home visits and the team stressed the importance of consistent logins for students to be able to receive the instruction being presented by the teacher.

Additional engagement strategies were implemented in the live virtual sessions by the teachers to increase the level of engagement. As mentioned, teachers implemented engaging digital resources such as Delta Math, Kahoot, Prodigy, Khan Academy, Google Meets Plus Pro, and Edpuzzle to supplement and reinforce the instruction in a virtual setting. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class. Although these strategies assisted with instruction, the lack of daily in person interaction was a continuous challenge.

**Supplemental Additional Quantitative Evidence**

<b>NWP School Wide Math Median Percent Growth At A Glance</b>	
<b>Grades K - 2</b>	<b>55%</b>
<b>Grades 5 - 8</b>	<b>111%</b>
<b>NWP</b>	<b>83%</b>

As a school, after the first diagnostic assessment was administered, iReady set individualized year long goals for each student based on their initial placement. Teachers conference with the students about their year long goals and determine with each of the students, their Mid Year Goals, Typical and Stretch. This allowed students to understand their level of proficiency and develop an action plan that enables them to reach their set goals.

After the second diagnostic was administered students conferenced again with their teacher to self assess their progress and made the necessary accommodations to their action plan. After students completed their third diagnostic, a final conference took place regarding their year long progress toward their goal. As you can see from the table above titled, "NWP School Wide Math Median Percent Growth at a Glance", progress was made towards the annual goals, with both K - 2 (55%) and 5 - 8 (111%) making more than half a year's worth of growth.

<b>iReady Math Diagnostic At A Glance Percent of Students Mid - On Or Above Grade Level</b>			
	<b>Beginning of Year Diagnostic</b>	<b>End of Year Diagnostic</b>	<b>Growth</b>
<b>K - 2</b>	12%	16%	4%
<b>5 - 8</b>	11%	22%	11%
<b>NWP</b>	<b>12%</b>	<b>20%</b>	<b>8%</b>

Math Median Percent of Annual Typical Growth 2020 - 2021 School Year by Subgroups								
Grades	ALL Students	Number Tested	ALL Gen Ed	Number Tested	ALL SPED	Number Tested	ALL ELL	Number Tested
K	75%	75	66%	47	78%	23	31%	9
1	45%	65	61%	42	14%	16	52%	10
2	54%	51	60%	36	27%	9	50%	7
Grades	SPED ONLY	Number Tested	ELL ONLY	Number Tested	SPED / ELL	Number Tested		
K	80%	18	56%	4	25%	5		
1	14%	12	69%	7	24%	3		
2	12%	6	52%	4	50%	3		

As presented in the table above titled, "iReady Math Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level", although growth was made by all grade levels, regardless of the student's initial placement on their beginning of the year diagnostic assessment, as a school the percent of students who were placed Mid-On or Above grade level on their End of Year Diagnostic increased by 8% from their beginning of year diagnostic placement. The largest increase was in grades 5 - 8 with 11%. Although many challenges were faced during the 2020-2021 school year including the abrupt disruption of virtual learning beginning in March of 2020, 20% of the student population at NWP were able to achieve grade level proficiency.

The students in grades K - 2 had median growth percentages that differed from grades 5 - 8. This difference can be directly attributed to the need for consistent, daily face to face instruction that was unable to be provided this school year because of the pandemic. This is particularly true for our K-2 student population. Families are not always able to provide the necessary support at home because of other responsibilities with work, etc. Although only 16% of students in grades K - 2 attained proficiency on their End of Year Diagnostic, according to the table above titled, "iReady Math Diagnostic Performance at a Glance - Percent of Students Mid - On or Above Grade Level" it is evident that growth was made, throughout the year.

Some areas of growth to highlight include:

- Grades K and 2 made more than a half year's growth.
- The Kindergarten Special Education population had the highest median growth of 80% out of all of the subgroups. In addition, the Special Education Population had a higher median growth percent than the general education population as well as the grade level as a whole.
- In 1st grade, the whole English Language Learner population had a higher median growth of 52% compared to the grade level as a whole with a median growth of 45%.

<b>Math iReady Median Percent of Annual Typical Growth Comparison 2019 - 2020 VS 2020 - 2021 Grades K - 2</b>				
<b>Grades</b>	<b>Median Percent of Annual Typical Growth 2019 - 2020 School Year</b>	<b>Number Tested</b>	<b>Median Percent of Annual Typical Growth 2020 - 2021 School Year</b>	<b>Number Tested</b>
<b>K</b>	369%	56	75%	75
<b>1</b>	166%	46	45%	65
<b>2</b>			54%	51
<b>ALL</b>	<b>300%</b>	102	<b>55%</b>	191

The table above titled, “Math iReady Median Percent of Annual Growth Comparison,” in 2019 - 2020, on the Math Diagnostic indicates significant growth was made by students in grades K and 1 compared to the 2020 - 2021 school year. This confirms a school concern regarding the reliability of some assessment comparisons. The end of year assessment for the 2019-2020 school year was given in a 100% virtual setting without teacher supervision. In 2020 - 2021, when the diagnostic assessments were administered, students were monitored by the classroom teacher either in person for hybrid students or during their live Math session for virtual students to ensure consistent test administration without additional support given to any individual student.

During the 2020-2021 school year a median growth percent of 55% was made by students in grades K - 2, even without daily face to face instruction due to the hybrid model, 100% virtual option learning model, or unpredictable movement to 100% virtual learning because of COVID cases. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students.

<b>Math iReady Diagnostic Assessment 2020-2021</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Number Tested</b>
<b>K</b>	25%	75		
<b>1</b>	15%	65	15%	55
<b>2</b>	4%	51	5%	43
<b>All K - 2</b>	<b>15%</b>	191	<b>10%</b>	98

New World Prep began its expansion to include grades Kindergarten to 5th grade in the 2019-20 school year. The 2020 - 2021 school year was the first year NWP had a second grade, which allowed for a total of 98 students in first and second grade who have been enrolled in at least their second year at NWP. A purpose for our expansion is to allow the school to provide the necessary support at the lower grade levels for students to achieve or exceed proficiency at an earlier grade. The table above titled, "Math iReady Diagnostic Assessment 2020 - 2021," presents the data of students who were placed at Mid-On or Above grade level on their End of Year Diagnostic and disaggregated by the number of years enrolled at New World Prep. During the 2020-2021 school year, the percent of students who were placed Mid-On or above grade level on their End of Year Diagnostic in Grades K - 2 was 15% in all grade levels and 10% for students enrolled in last year their second year.

In order to present the growth made over the course of the school year, the table below titled, "Math iReady Diagnostic Assessment Growth 2020 - 2021," displays the growth that was made towards proficiency from the beginning of the year to the end of the year on the diagnostic assessment. On average, all students who placed Mid-On or above grade level at the beginning of the year increased by 3% at the end of the year. Students enrolled in at least their second year, also increased by 3%. During the 2021-2022 school year, the plan to return to 100% in person learning five days a week will provide the needed consistent in person learning and instruction for students to allow more students to achieve grade level proficiency.

<b>Math iReady Diagnostic Assessment Growth 2020-2021</b>				
<b>Grades</b>	<b>All Students</b>		<b>Enrolled in at least their Second Year</b>	
	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above Beginning of Year Diagnostic</b>	<b>Percent Mid-On Grade Level or Above End of Year Diagnostic</b>
K	17%	25%		
1	11%	15%	9%	15%
2	6%	4%	5%	5%
<b>All K - 2</b>	<b>12%</b>	<b>15%</b>	<b>7%</b>	<b>10%</b>

<b>Algebra 1 Regents Assessment 2020 - 2021</b>	
Number of Students Eligible to Take the Regents	<b>25</b>
Number of Students Who Took the Regents	<b>13</b>
Number of Students Who Opted out of the Regents	<b>7</b>
Percent of Students Who Passed the Regents	<b>100%</b>

8th Grade Students who are enrolled in the Accelerated Algebra Regents Course were given the option to take 2020-2021's Algebra 1 Regents in June. Students were encouraged to take the regents exam. In the end, 52% of the students eligible to take the regents opted to take the exam. Out of the students who took the regents assessment, all 13 students received a passing score of 65% or

higher. Furthermore, out of the 13 students who took the regents assessment, 69% of students received above 80%. It is evident that although many challenges were faced during the 2020-2021 school year with the hybrid model of learning and unpredictable movements to 100% virtual, disrupting the hybrid in person learning environment, students were able to overcome these challenges and achieve proficiency on this assessment.

In order to provide the targeted support and instruction needed for the Algebra students to demonstrate proficiency of the Algebra 1 standards, an Interim Assessment was administered to all Algebra 1 scholars in May. On the interim assessment, out of the 25 students who took the assessment, all students receive a passing score of above 65%. 13 out of the 25 (52%) students scored above 80%. The data collected from this interim assessment was analyzed and an action plan was developed to implement targeted classroom interventions to support the individual needs of the students and their progress towards proficiency on the grade level Algebra standards.

It can be noted that the interim assessment was a fully simulated regents exam taken from a previously administered regents exam. All students enrolled in the course participated in the Interim Assessment and all students received a passing score.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

iReady Math End of Year Diagnostic Grades 5 - 8 2020 - 2021					
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%	425	111%	YES
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%	173	107%	NO
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	121%	114	92%	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%	295	27%	NO

In grades 5 - 8, based on the target's set for the End of Year iReady Diagnostic Measures 1 - 4, Measure 1 was met since the median growth was 111%, compared to the target of 100%. Although not met the Measure 2 results differed from the target by only 3%. Measures 2 - 4 were not met.

## ACTION PLAN

In order to continue to assist our students achieve Math proficiency and beyond, New World Prep has reviewed its present Math instructional practices. Several action steps will take place for the 2021-22 school year that will strengthen our present program. We will also offer additional programs in order to support our students' Math growth.

In the 2021-22 school year, NWP will be introducing 3rd grade for the first time, and will continue serving Kindergarten, 1st, 2nd, and 5th through 8<sup>th</sup> grades.

All students in grades 2, 5 and 6 were assessed using the Houghton Mifflin Harcourt Math Inventory. This allowed for each student's progress in math concepts and skills to be monitored and analyzed and classroom interventions implemented. In the 2020 - 2021 school year, the intervention program, Do the Math was implemented in grades 1 - 2, but recently we were informed that this program is being discontinued. A new research based math intervention program is currently being explored before being adopted and implemented in grades 1 and 2.

In planning for the 2021 - 2022 school year, Houghton Mifflin Harcourt Math 180 intervention program will be implemented once again to provide additional support in Mathematics in grades 5 and 6. Because of the changes in learning modalities for the 2020 - 2021 school year, the Math 180 program was unable to be fully implemented. Math 180 is a revolutionary math intervention program that focuses on deepening student's understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. Students progress—through carefully scaffolded instruction—from the basics to more complex operational work. Students are identified for their participation in the intervention program based on their performance on the Math Inventory. As students progress is monitored throughout the lessons and tasks provided by the program as well as through the use of the Math Inventory, which is administered two more times throughout the year. The data gathered through the inventory assessment will be monitored and analyzed and necessary next steps determined.

In addition to the Math 180 Intervention program, an additional Title 1 Math teacher will be hired for the 2021 - 2022 school in order to support students who are identified as Title 1 in Math. Based on the students performance on the iReady Math Diagnostic at the beginning of the year in addition to their Math Inventory (In grades 1 - 6), students will be identified to receive Title 1 Math services. The Title 1 Math teacher will provide additional support for students who are considered at risk in Mathematics by implementing research based strategies to supplement the classroom instruction.

During the 2021-22 school year, the school will continue to implement the Houghlin Mifflin curriculum *Go Math!* to all of our Kindergarten 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade students, as well as 5<sup>th</sup> and 6<sup>th</sup> grade students. *Go Math!* will also be the primary curriculum in 2nd grade.

*GO Math!* provides teachers with in-depth instructional support, embedded Professional Development videos and tips, and a wealth of differentiated instruction resources to ensure the depth of instruction required for student success. A calendar will be created to implement this program as well as provide teachers with additional days for professional development to utilize this program for student success.

A review of the 5<sup>th</sup> through 8<sup>th</sup> grade and Algebra curricula, will take place in order to make any necessary adjustments based on data. With a high number of ELL students and students who come from homes where English is not the primary language, we will continue to incorporate strategies that are suggested in the EngageNY curriculum materials for ELL students. These suggestions support language processing, vocabulary and literacy to support reading of real-world applications and word problems. An additional ELL Teacher will be hired to support ELL services.

In all grades, K - 8, the iReady program has been utilized in both ELA and Math and has allowed the school to identify our students' strengths and weaknesses in reading and in mathematics. It has provided our students with the ability to access online lessons that enable them to address their weakness and to move towards ELA and/or Math proficiency in grades 5 - 8. For the 2021-22 school year, students will continue to make use of our iReady program as part of their blended learning experience. This structural change will allow math teachers to offer more individualized assistance through iReady and as they move to small instructional groups.

For the 2021-22 school year, the school has developed systems for monitoring the time students are on iReady and their progress. This allows for teachers and students to receive feedback and to utilize the iReady Dashboard to monitor student progress resulting in improved planning for next step strategies that will lead to increased proficiency in ELA and Math. Based on their initial diagnostic results, students work with their teachers to review their yearly Typical and Stretch goals set by iReady. Typical Growth Goal is the average annual growth for students at this grade and placement level. Stretch Growth Goal for below-grade level students is an ambitious, but attainable level of annual growth that puts below-grade level students on a path toward proficiency. Stretch Growth Goal for on- or above-grade level students is an ambitious, but attainable level of annual growth that puts on-grade level students on a path to achieve/maintain advanced proficiency levels. Student progress toward their goals is monitored through additional diagnostic assessments.

For the 2021 - 2022 school year, the Math Consultant as well as the Assistant Principals will continue to work closely with teachers in all grade levels to support their classroom instruction and alignment to grade level standards, assessment development, and data analysis. This will allow for teachers to utilize the formative and summative data to provide targeted interventions within the classroom in order to support all student achievement. The intent to return to 100% in person learning 5 days a week, will provide for greater consistency in instruction and will allow for necessary support to be implemented for all students.

## GOAL 3: SCIENCE

### ELEMENTARY AND MIDDLE SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

In the 2019-2020 school year, the Amplify Science Program was fully implemented in Grades K, 1, 5, 6, 7, and 8 for the first time. Thus, during the 2020-2021 school year, Amplify was in its second year of implementation. We selected this 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 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 are aligned to the New York City Department of Education Science Scope and Sequence and will allow our students to engage in science practices and apply crosscutting concepts to deepen their knowledge of the disciplinary core ideas across the science disciplines.

#### Additional Intervention

- Skills Readiness

New World Prep's Skills Readiness Program takes place virtually during the Mid-Winter break in February and Spring Break in April. The program is designed to support students in ELA and Math and Science (8th Grade). In addition, students were also provided an opportunity to learn, practice, and strengthen their organizational skills in grades 5 - 8 to allow them to be more successful learning asynchronously. Skills Readiness is offered to an identified group of students in all grade levels (K, 1, 2, 5, 6, 7, and 8) for three hours, three days a week. Students were chosen based on their most recent iReady Diagnostic performance, teacher, and/or parent recommendation.

During the Skills Readiness program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of core content and develop organizational skills to help them academically. The lessons taught are aligned to the common core standards or Next Generation Standards (Science) and are determined based on the data collected through classroom and school wide assessments.

- Saturday Enrichment Academy (SEA)

NWP's Saturday Enrichment Academy (SEA) is designed to support students in ELA, Math, Science (8th Grade) and Living Environment (select 8th grade students). During the 2020-2021 school year,

the program took place virtually from 9am-10:30am (K-2) and 9am – 12pm (5-8) on approximately two Saturdays per month. Students in the SEA program are chosen based on their Promotion in Doubt Status, iReady Diagnostic Performance, and Living Environment Enrollment (8th Grade). During the SEA program, students work in small groups with a teacher. Teachers present meaningful lessons to the students, to help strengthen their understanding of grade level core content in addition to bridging the gaps in their learning and develop organizational skills to help them academically. The lessons taught are aligned to the Common Core and Next Generation standards (Science).

### **Assessments**

- NYS Grade 8 Science Written Interim Assessment

The Standards aligned assessment is given to all 8th grade students in the spring time 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 performing 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.

### **Professional Development**

In order 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 2:00PM 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 2020-2021 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 eleven years, continued to come on campus and provide coaching support to Science teachers in all grades once per week. Support around planning, instruction, data analysis were included on the coach's agenda.

### **Changes in the School's Modality**

The 2020-2021 reopening plan for NWP included two choices for parents: Students could be hybrid or they could choose to have their child attend 100% virtually. In either learning model, the student's schedule reflected the extended school day schedule. Each student received a class schedule which expected students to participate in the various core classes and electives at a particular time with the teacher either in-person or online remotely. Students who opted in for the Hybrid model of instruction attended school for in-person instruction two days a week. On the other two days, the students participated in remote learning from home. The final day was a rotation of in-person instruction between the two cohorts.

On the two - three days students were in school for in-person learning, they received their Science class. While the students were learning remotely we implemented a flipped learning approach that takes the conventional notion of classroom-based learning and inverts it. Our Students were introduced to the learning material before class, which allowed the instructional time with the teacher being used to deepen understanding through discussion with peers and problem solving activities and support facilitated by teachers. The students completed their assignments for their core classes in preparation for their next in person learning day.

Students who opted for full 100% Virtual Online learning followed the same schedule as their cohort (In- person and remote learning). When the cohort met for in-person instruction, the students who were working 100% Virtually received virtual content area instruction in Science through the use of Live Virtual Instruction sessions, from their teachers. Students in grades 5-8 received one hour of Science instruction on in-person days and received 30 minutes to complete Science assignments on remote days. Students in K-2 received one hour of Science instruction on in person days two to three times per week and received one hour for their Science assignment on remote days with the support of a Teacher Assistant two to three times.

NWP continued to use curricula that are research based and aligned to the Next Gen Standards and the New York State Common Core Learning Standards. Teachers implemented digital resources to maximize and supplement their instruction through the use of the NWP Science Website, Amplify's Digital Resources, Gimkit, Gismo, Edpuzzle, just to highlight a few. Training for our new students and families occurred early in August, as well as throughout the first quarter, in order to build the capacity for teachers, students and families to work together in use of the technology in the virtual setting. Additional parent workshops were provided, and were video-recorded in English and Spanish for parents to best understand how to support their students while they were in class.

Amplify updated their curriculum and developed @Home supports to assist in the continuity of science instruction in both the remote and hybrid learning models. During the 2020-2021 school year, New World Prep utilized Amplify's @Home Videos, @Home Units, Hands-on videos, and digital book access and/or Read-Aloud videos.

## METHOD

During the 2020-2021 school year, the school administered the written New York State Science Assessment to students in 8<sup>th</sup> grade in spring 2021. Each student's raw score was converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

On the 2020-2021 state assessment exam, which only included multiple choice responses, 32% of NWP students, in at least their second year at the school, performed at a proficient level. Since New York State did not administer the Science Exam during the 2019-20 school year, there is no comparative measure to the year prior. The district results for the state science assessments have not been released at this time. Thus, there are no comparative measures to report.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency			
	2019-20		2020-2021	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	N/A	N/A	32%	93
All	N/A	N/A	32%	93

The lower level of proficiency could have been attributed to the numerous factors including the different learning models and the students not being in school in person five days a week. In addition, the Amplify Science curriculum modified their original curriculum to the @Home units. The units featured key activities from the main unit that were optimized for remote learning, all while taking approximately 50% less instructional time compared to the original Amplify Science unit. Each @Home Unit included a Teacher Overview, a Family Overview, and both digital and print-based options for student materials (which include slides and student sheets). The Family Overview and the student materials are available in both English and Spanish. While the materials in the @Home Units were implemented during the Hybrid learning model, it curtailed some of components from the original Amplify units.

Also, Amplify Science utilized @Home Videos which are recordings of real Amplify Science teachers teaching the lessons in Amplify Science units. This was assigned for students to follow along on their Remote days. These videos supported the flipped classroom learning, and reinforced learning for students who would benefit from hearing lesson content more than once. However, it was not interactive or provided the level of support that synchronous lessons would provide.

ADDITIONAL CONTEXT AND EVIDENCE

While the school performed at a 56.1% proficiency level in the 2017-2018 school year and a 46% proficiency level in 2018-2019 school year, it is important to note that the state did not administer the Performance part of the exam during the 2020-2021 school year. The exclusion of the Performance Exam could have contributed to the decrease in proficiency level for the 2020-2021 school year.

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2017-18		2018-19		2019-20		2020-2021	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	56.1%	123	46.0%	111	N/A	N/A	32%	93
All	56.1%	123	46.0%	111	N/A	N/A	32%	93

During the 2017-2018 and 2018-2019 school year, New World Prep administered the Science state exam to 100% of the students in 8th grade. However, during the 2020-2021 school year, New World Prep administered the 8th grade Science Exam to 93 of the 120 8th grade students. These 78% of students followed the Hybrid model allowing the school to administer the test in person. The 27 students who did not take the exam followed the school's 100% virtual model, however, all students were given the opportunity to take the NYS Science assessment if they preferred to take it.

Living Environment Regents Assessment 2020 - 2021	
Number of Students Eligible to Take Regents	17
Number of Students Who Took the Regents	8
Number of Students Who Opted out of the Regents	9
Percent of Students Who Passed the Regents	100%

In addition to the Grade 8 Science State Assessment, the Living Environment Regents Assessment was administered in June, to students who were enrolled in the Living Environment Course and opted to take the Regents. In the table below titled, Living Environment Regents assessment, it is evident that all of the students who took the assessment scored proficiency on the assessment, overcoming the challenges faced with this school year. Out of the students who took the regents assessment, all 8 students received a passing score of 65% or higher. Furthermore, out of the 8 students who took the regents assessment, 50% of students received above 80%. In order to support student's performance in this accelerated course, multiple interventions with additional instructional time were put in place throughout the year to support student's learning in the Living Environment Course because of the loss of live instructional time because of the hybrid model.

In order to provide the targeted support and instruction needed for the Living Environment students to demonstrate proficiency of the Living Environment standards, an Interim Assessment was administered to all Living Environment scholars in May. On the interim assessment, out of the 18 students who took the assessment, 16 received a passing score of above 65%. 9 out of the 18 (50%) students scored above 80%. The data collected from this interim assessment was analyzed and an action plan was developed to implement targeted classroom interventions to support the individual

needs of the students and their progress towards proficiency on the grade level Living Environment standards.

It can be noted that the interim assessment was a fully simulated regents exam taken from a previously administered regents exam. 18 students enrolled in the course participated in the Interim Assessment and 16 received a passing score.

### SUMMARY OF THE ELEMENTARY AND MIDDLE SCIENCE GOAL

Using the measurements provided in prior years below, NWP did not achieve its absolute goal and its comparative goal could not be measured, as the district 8th grade science score is not available.

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

### ACTION PLAN

In order to continue to assist our students achieve proficiency in Science, New World Prep has reviewed its present Science instructional practices. Beginning with the 2021-22 school year, NWP will be serving Kindergarten, 1<sup>st</sup> grade, 2nd grade, 3rd grade, as well as 5<sup>th</sup> through 8<sup>th</sup> grades. Several action steps will be implemented for the 2021-22 school year that strengthens our present program.

Across grades K, 1, 2, 3 and 5-8, the science coach and teachers will receive additional targeted professional development by implementing Amplify, which is aligned to the newly adopted NGSS, in all grade levels. This shift will allow for extended opportunities to engage in science and develop key skills including communication, inquiry, critical thinking and problem solving. Furthermore, our students will have greater opportunities to investigate scientific phenomena, use real-time data to build sophisticated arguments around theories of the natural world and finally, to mirror the work of engineers as they build models and design systems to respond to complex problems in our real world.

During the 2021-2022 school year, the school will be using The Amplify NGSS Benchmark Assessments in grades 5-8 to help teachers measure student progress toward the three dimensions and the performance expectations of the Next Generation Science Standards (NGSS). The data provide important insight into how students are progressing toward mastery of different standards ahead of high-stakes, end-of-year- assessments.

We will continue to offer students who have an aptitude in science the opportunity to complete the high school level course of *Living Environment*. Offering this course will further student interest and knowledge in science and our students will enter high school with one science credit completed towards the New York State graduation requirements. Furthermore, we believe that offering this high-level course will raise all of our students' interest in building both their knowledge base and scientific skills as this is a prerequisite for being selected to enroll in this course.

Greater exposure to the format and content of the State Exam will continue to be implemented. The science department is committed to fostering student awareness and confidence in test taking strategies aimed at the culminating middle school exam in eighth grade. To do this, all students during the 2020-2021 school year will engage in review of past state test questions where appropriate in lessons across all science modules. We believe that as students approach the eighth-grade exam, they will be more prepared for the type and format of the written and performance exams.

Also, if available again in the 2021-2022 school, our students will participate in the College of Staten Island STEP summer and Saturday programs. STEP is an enrichment program that services students from Staten Island in grades 7 through 12, who demonstrate an interest in and have a potential for a career in the fields of science, health, engineering, technology, and the licensed professions come to the College of Staten Island and engage in science, math, computers, communication arts, PSAT, SAT, and college prep with an interdisciplinary learning approach. The STEP Program focuses on helping students to build self-esteem and develop positive behaviors toward learning. We believe that students will begin to understand the processes of learning science and math by encouraging them to strive and aim for good grades throughout their secondary school years. Students will then have a broader range of choices when pursuing a career.

With the addition of our Kindergarten, 1<sup>st</sup> grade, 2nd grade, and 3rd grade students for the 2021-22 school year, and the addition of a 5<sup>th</sup> grade in the 2018-19 school year, we are now able to engage our students prior to entering middle school in investigating real-world science through learning experiences aligned to the Next Generation Science Standards (NGSS). These learning experiences and our curriculum adoption of Amplify Science will strengthen student learning specific to the *science practices*, including developing and using models, planning and carrying out investigation, analyzing and interpreting data, engaging in the *disciplinary core ideas*, and identifying the *cross-cutting concepts* found throughout all science disciplines such as patterns, cause and effect, and structure and function. Having our additional grades engage in science across all three dimensions of learning through effective curriculum development and instruction, will result in our fifth graders being prepared to learn science at the middle school level. This preparedness will result in the improvement of science readiness, thus improving our overall science program and resulting test scores.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state's testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 7: Absolute Measure

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.

### METHOD

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.

### RESULTS AND EVALUATION

The school met the measure of being in Good standing for the 2020 - 2021 school year.

### ADDITIONAL EVIDENCE

Accountability Status by Year

Year	Status
2018-19	Good
2019-20	Good
2020-21	Good



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	New World Preparatory Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Eugene Foley
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Ncheng, LLP
School Audit Contact Name:	Miaoling Lin
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	



**NEW WORLD PREPARATORY CHARTER SCHOOL**

**Statement of Activities  
as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 10,143,060	\$ -	\$ 10,143,060	\$ 8,990,301
Students with disabilities	2,524,612	-	2,524,612	2,242,015
Grants and Contracts				
State and local	47,539	-	47,539	150,303
Federal - Title and IDEA	639,886	-	639,886	515,677
Federal - Other	1,225,823	-	1,225,823	-
Other	-	-	-	-
NYC DoE Rental Assistance	1,258,595	-	1,258,595	670,000
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>15,839,515</b>	<b>-</b>	<b>15,839,515</b>	<b>12,568,296</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 8,961,473	\$ -	\$ 8,961,473	\$ 7,850,556
Special Education	2,463,717	-	2,463,717	2,026,315
Other Programs	-	-	-	-
Total Program Services	11,425,190	-	11,425,190	9,876,871
Management and general	1,262,192	-	1,262,192	1,147,163
Fundraising	13,041	-	13,041	27,471
<b>TOTAL OPERATING EXPENSES</b>	<b>12,700,423</b>	<b>-</b>	<b>12,700,423</b>	<b>11,051,505</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>3,139,092</b>	<b>-</b>	<b>3,139,092</b>	<b>1,516,791</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ 12,000	\$ -	\$ 12,000	\$ 46,378
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	-	-	-	-
Interest income	40,173	-	40,173	75,305
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>52,173</b>	<b>-</b>	<b>52,173</b>	<b>121,683</b>
<b>CHANGE IN NET ASSETS</b>	<b>3,191,265</b>	<b>-</b>	<b>3,191,265</b>	<b>1,638,474</b>
NET ASSETS BEGINNING OF YEAR	5,563,690	-	5,563,690	3,925,216
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ 8,754,955</b>	<b>\$ -</b>	<b>\$ 8,754,955</b>	<b>\$ 5,563,690</b>

**NEW WORLD PREPARATORY CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<u>2020-21</u>	<u>2019-20</u>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ 3,191,265	\$ 1,638,474
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	292,229	260,750
Grants Receivable	(55,022)	(125,763)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	116,734	202,433
Accounts Payable	(202,110)	326,910
Accrued Expenses	33,393	444,216
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	(1,225,823)	-
Deferred Revenue	59,329	22,631
Interest payments	-	-
Other	-	-
Other	(33,333)	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ 2,176,662</b>	<b>\$ 2,769,651</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	(3,918,542)	(700,828)
Other	-	(31)
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ (3,918,542)</b>	<b>\$ (700,859)</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	53,772,909	1,225,823
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ 53,772,909</b>	<b>\$ 1,225,823</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ 52,031,029</b>	<b>\$ 3,294,615</b>
Cash at beginning of year	3,849,295	554,680
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ 55,880,324</b>	<b>\$ 3,849,295</b>



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**NEW WORLD PREPARATORY CHARTER  
SCHOOL AND SUBSIDIARY**

**Consolidated Financial Statements  
with Supplementary Information**

For the years ended June 30, 2021 and 2020

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidated Financial Statements**  
June 30, 2021 and 2020

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## **Independent Auditors' Report**

To the Board of Trustees of  
New World Preparatory Charter School and Subsidiary

### **Report on the consolidated financial statements**

We have audited the accompanying consolidated financial statements of New World Preparatory Charter School and Subsidiary, which comprise the consolidated statements of financial position as of June 30, 2021 and 2020, and the related consolidated statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the consolidated financial statements.

### **Management's responsibility for the consolidated financial statements**

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditors' responsibility**

Our responsibility is to express an opinion on these consolidated financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in the *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### **Opinion**

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of New World Preparatory Charter School and Subsidiary as of June 30, 2021 and 2020, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### **Other reporting required by government auditing standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2021 on our consideration of New World Preparatory Charter School and Subsidiary's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering New World Preparatory Charter School and Subsidiary's internal control over financial reporting and compliance.

### **Report on supplementary information**

Our audits were conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The accompanying supplementary financial information is presented for the purpose of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the consolidated financial statements as a whole.

NCheng LLP

New York, New York  
October 28, 2021



**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY****Consolidated Statements of Financial Position**

As of June 30,

	<u>2021</u>	<u>2020</u>
<b><u>Assets</u></b>		
<b>Current assets</b>		
Cash and cash equivalents	\$ 9,197,689	\$ 3,773,895
Grants receivable	352,385	297,363
Security deposits	33,333	-
Prepaid expenses	230,833	347,567
	<hr/>	<hr/>
Total current assets	9,814,240	4,418,825
<b>Property and equipment, net - Note 5</b>	8,256,716	4,630,403
<b>Other assets</b>		
Restricted cash and escrow reserves - Note 6	46,682,635	75,400
	<hr/>	<hr/>
Total assets	<u>\$ 64,753,591</u>	<u>\$ 9,124,628</u>
<b><u>Liabilities and Net Assets</u></b>		
<b>Current liabilities</b>		
Accounts payable and accrued expenses	\$ 471,696	\$ 673,806
Accrued salaries and other payroll-related expenses	1,504,566	1,471,173
Refundable advances	249,465	190,136
	<hr/>	<hr/>
Total current liabilities	2,225,727	2,335,115
<b>Long Term Liabilities</b>		
Bonds payable, net	53,772,909	-
SBA loan - paycheck protection program	-	1,225,823
	<hr/>	<hr/>
Total long term liabilities	53,772,909	1,225,823
	<hr/>	<hr/>
Total liabilities	55,998,636	3,560,938
<b>Net assets without donor restrictions</b>		
Undesignated	8,679,541	5,488,290
Reserve - contingency	75,414	75,400
	<hr/>	<hr/>
Total net assets without donor restrictions	8,754,955	5,563,690
	<hr/>	<hr/>
Total liabilities and net assets without donor restrictions	<u>\$ 64,753,591</u>	<u>\$ 9,124,628</u>

The accompanying notes are an integral part of these consolidated financial statements.

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidated Statements of Activities**  
For the years ended June 30,

	<u>2021</u>	<u>2020</u>
<b><u>Operating revenue and other support</u></b>		
<b>State and local per pupil operating revenue</b>		
General education	\$ 10,143,060	\$ 8,990,301
Special education	2,524,612	2,242,015
Facility lease assistance	<u>1,258,595</u>	<u>670,000</u>
Total state and local per pupil operating revenue	13,926,267	11,902,316
<b>Grants, contract and other support</b>		
State and local grants	47,539	150,303
Federal grants	639,886	515,677
Contributions	12,000	46,378
Cancellation of debt	1,225,823	-
Interest and other income	<u>40,173</u>	<u>75,305</u>
Total operating revenue and other support	<u>15,891,688</u>	<u>12,689,979</u>
<b><u>Expenses</u></b>		
<b>Program expenses</b>		
Regular education	8,961,473	7,850,556
Special education	<u>2,463,717</u>	<u>2,026,315</u>
Total program expenses	11,425,190	9,876,871
<b>Supporting services</b>		
Management and general	1,262,192	1,147,163
Fundraising	<u>13,041</u>	<u>27,471</u>
Total program and supporting services expenses	<u>12,700,423</u>	<u>11,051,505</u>
Change in net assets	3,191,265	1,638,474
Net assets without donor restrictions - beginning of year	<u>5,563,690</u>	<u>3,925,216</u>
Net assets without donor restrictions - end of year	<u><u>\$ 8,754,955</u></u>	<u><u>\$ 5,563,690</u></u>

The accompanying notes are an integral part of these consolidated financial statements.

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidated Statement of Functional Expenses**

For the year ended June 30, 2021

	Program expenses			Supporting services		Total Program and Supporting Services
	Regular education	Special education	Total programs	Fundraising	Management & general	
<b>Salaries</b>						
Instructional personnel	\$ 4,381,118	\$ 1,384,304	\$ 5,765,422	\$ -	\$ -	\$ 5,765,422
Administrative staff personnel	682,474	26,955	709,429	-	413,216	1,122,645
Non-instructional personnel	370,230	14,623	384,853	-	224,162	609,015
Total salaries	<u>5,433,822</u>	<u>1,425,882</u>	<u>6,859,704</u>	<u>-</u>	<u>637,378</u>	<u>7,497,082</u>
<b>Operating expenses</b>						
Payroll taxes and fringe benefits	1,097,763	288,063	1,385,826	-	128,766	1,514,592
Retirement	129,239	33,914	163,153	-	15,160	178,313
Contracted services	312,643	125,057	437,700	-	165,495	603,195
Administrative	63,437	16,646	80,083	-	7,441	87,524
Marketing and recruitment	43,176	11,330	54,506	-	5,064	59,570
Legal and professional fees	35,219	4,023	39,242	-	20,682	59,924
Insurance	79,248	20,795	100,043	-	83,036	183,079
Repairs and maintenance	389,901	102,314	492,215	-	45,735	537,950
Occupancy	497,248	130,482	627,730	-	58,326	686,056
School and staff development	202,306	53,087	255,393	-	23,730	279,123
Student services	4,284	74,684	78,968	-	549	79,517
Food service	94,622	26,688	121,310	-	-	121,310
Supplies and instructional materials	103,515	27,163	130,678	-	12,142	142,820
Building supplies and equipment leasing	87,658	23,002	110,660	-	10,282	120,942
Technology	34,111	8,951	43,062	-	4,001	47,063
Utilities	95,552	25,074	120,626	-	11,208	131,834
Depreciation	218,573	50,900	269,473	-	22,756	292,229
Other expenses	39,156	15,662	54,818	13,041	10,441	78,300
Total operating expenses	<u>3,527,651</u>	<u>1,037,835</u>	<u>4,565,486</u>	<u>13,041</u>	<u>624,814</u>	<u>5,203,341</u>
Total expenses	<u>\$ 8,961,473</u>	<u>\$ 2,463,717</u>	<u>\$ 11,425,190</u>	<u>\$ 13,041</u>	<u>\$ 1,262,192</u>	<u>\$ 12,700,423</u>

The accompanying notes are an integral part of these consolidated financial statements.

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidated Statement of Functional Expenses**

For the year ended June 30, 2020

	Program expenses			Supporting services		Total Program and Supporting Services
	Regular education	Special education	Total programs	Fundraising	Management & general	
<b>Salaries</b>						
Instructional personnel	\$ 3,624,980	\$ 1,095,338	\$ 4,720,318	\$ -	\$ -	\$ 4,720,318
Administrative staff personnel	623,246	23,540	646,786	-	367,674	1,014,460
Non-instructional personnel	442,741	16,723	459,464	-	261,188	720,652
Total salaries	<u>4,690,967</u>	<u>1,135,601</u>	<u>5,826,568</u>	<u>-</u>	<u>628,862</u>	<u>6,455,430</u>
<b>Operating expenses</b>						
Payroll taxes and fringe benefits	948,646	229,650	1,178,296	-	127,174	1,305,470
Retirement	104,191	25,223	129,414	-	13,968	143,382
Office Expense	51,109	12,374	63,483	-	6,852	70,335
Contracted services	322,643	125,057	447,700	-	83,372	531,072
Marketing and recruitment	30,232	7,319	37,551	-	4,053	41,604
Legal and professional fees	43,125	8,308	51,433	-	29,057	80,490
Insurance	91,349	22,114	113,463	-	72,875	186,338
Repairs and maintenance	274,554	66,465	341,019	-	36,806	377,825
Occupancy	216,263	50,216	266,479	-	27,688	294,167
School and staff development	226,111	54,737	280,848	-	30,312	311,160
Student services	5,479	95,531	101,010	-	702	101,712
Food service	157,049	44,296	201,345	-	-	201,345
Supplies and instructional materials	255,574	33,922	289,496	-	18,785	308,281
Building supplies and equipment leasing	66,003	15,978	81,981	-	8,848	90,829
Technology	37,423	9,059	46,482	-	5,017	51,499
Utilities	84,277	20,402	104,679	-	11,298	115,977
Depreciation	187,740	46,935	234,675	-	26,075	260,750
Other expenses	57,821	23,128	80,949	27,471	15,419	123,839
Total operating expenses	<u>3,159,589</u>	<u>890,714</u>	<u>4,050,303</u>	<u>27,471</u>	<u>518,301</u>	<u>4,596,075</u>
Total expenses	<u>\$ 7,850,556</u>	<u>\$ 2,026,315</u>	<u>\$ 9,876,871</u>	<u>\$ 27,471</u>	<u>\$ 1,147,163</u>	<u>\$ 11,051,505</u>

The accompanying notes are an integral part of these consolidated financial statements.

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY****Consolidated Statements of Cash Flows**

For the years ended June 30,

	<u>2021</u>	<u>2020</u>
<b>Cash flows from operating activities</b>		
Change in net assets	\$ 3,191,265	\$ 1,638,474
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	292,229	260,750
Cancellation of debt	(1,225,823)	-
Changes in operating assets and liabilities		
Grants receivable	(55,022)	(125,763)
Security deposits	(33,333)	-
Prepaid expenses	116,734	202,433
Accounts payable and accrued expenses	(202,110)	326,910
Accrued salaries and other payroll-related expenses	33,393	444,216
Refundable advances	59,329	22,631
Net cash provided by operating activities	<u>2,176,662</u>	<u>2,769,651</u>
<b>Cash flows from investing activities</b>		
Acquisition of fixed assets	<u>(3,918,542)</u>	<u>(700,828)</u>
Net cash used in investing activities	<u>(3,918,542)</u>	<u>(700,828)</u>
<b>Cash flows from financing activities</b>		
Proceeds from bonds payable	53,772,909	-
Proceeds from SBA loan - paycheck protection program	-	1,225,823
Net cash provided by financing activities	<u>53,772,909</u>	<u>1,225,823</u>
Net change in cash, cash equivalents and restricted cash	52,031,029	3,294,646
Cash, cash equivalents and restricted cash - beginning of year	<u>3,849,295</u>	<u>554,649</u>
Cash, cash equivalents and restricted cash - end of year	<u><u>\$ 55,880,324</u></u>	<u><u>\$ 3,849,295</u></u>
<b>Cash, cash equivalents and restricted cash as reported within the consolidated statements of financial position</b>		
Cash and cash equivalents	\$ 9,197,689	\$ 3,773,895
Restricted cash and escrow reserves	<u>46,682,635</u>	<u>75,400</u>
	<u><u>\$ 55,880,324</u></u>	<u><u>\$ 3,849,295</u></u>

The accompanying notes are an integral part of these consolidated financial statements.

## NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY

### Notes to the Consolidated Financial Statements

June 30, 2021 and 2020

#### Note 1 Organization

New World Preparatory Charter School (the “School”), a 501(c)(3) tax-exempt organization, is a public charter school located in Staten Island, New York. The School was granted a five-year charter in February 2010 and commenced sixth grade classes in September 2010. Seventh and eighth grades were added in 2011 and 2012. The School is currently operating under its second charter renewal which is effective January 9, 2018 for an additional five years and was granted the expansion from Kindergarten to Fifth Grade, effectively making it a Kindergarten to Eighth Grade school. In September 2018, Fifth Grade was added and in September 2019, Kindergarten and 1st Grade were added. The School provides an exceptional education for students by employing research-proven strategies to raise middle school academic achievement including academic rigor and relevance, personalization, focused professional development, and meaningful engagement of families and the larger community.

Friends of New World Prep, Inc. (the “Friends of NWP”), is a non-profit organization, founded in September 2018 under Section 402 of the Not-for-Profit Corporate Law of the State of New York. Friends of NWP is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The board of trustees of the School has control over the board of trustees of Friends of NWP and as a result the two entities are being consolidated.

From hereon in, the School and Friends of NWP are referred to as the “Organization”.

#### Note 2 Summary of significant accounting policies

**Principles of consolidation.** The financial statements are consolidated to include the accounts of the School and the Friends of NWP. All significant intercompany transactions and balances have been eliminated in the consolidation.

**Basis of presentation and use of estimates.** The consolidated financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America (“U.S. GAAP”), which requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**Operating risk.** The coronavirus outbreak may have an adverse effect on the results of operations. Given the uncertainty around the extent and timing of the potential future spread or mitigation of the coronavirus and around the imposition or relaxation of protective measure, the Organization cannot reasonably estimate the impact to future results of operations.

**Cash and cash equivalents.** The Organization considers all short-term, highly liquid investments, such as money market funds, to be cash equivalents.

## NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY

### Notes to the Consolidated Financial Statements

June 30, 2021 and 2020

#### Note 2 Summary of significant accounting policies – (continued)

**Financial statements presentation.** The consolidated financial statements of the Organization follows the accounting standard for not-for-profit organization, which require the Organization to report information regarding its consolidated statements of financial position and consolidated statements of activities according to the following net asset classifications:

**Net Assets without donor restrictions.** Net assets that are not subject to donor-imposed restrictions and may be expended for any purpose in performing the primary objectives of the Organization.

**Net Assets with donor restrictions.** Net assets subject to stipulations imposed by donors, and grantors. Some donor restrictions are temporary in nature; those restrictions will be met by actions of the Organization or by the passage of time. Other donor restrictions are perpetual in nature, where by the donor has stipulated the funds be maintained in perpetuity.

Donor restricted contributions are reported as increases in net assets with donor restrictions. When a restriction expires, net assets are reclassified from net assets with donor restrictions to net asset without donor restrictions in the consolidated statements of activities.

**Revenue recognition.** The Organization recognizes revenue from the state and local governments based on the School's charter status and the number of students enrolled. Such revenue is recorded when services are performed, in accordance with the charter agreement. The New York State Department of Education mandates the rate per pupil. Such revenue is recognized ratably over the related school year in which it is earned.

Grants and contracts revenue are recognized when qualifying expenditures are incurred and/or services are provided to the students during the applicable school year. Funds received in advance or any unspent funds for which qualifying expenditures have not been incurred are recorded as refundable advances. Any unspent amounts might be returned to the granting agency or the granting agency can approve that those amounts be applied to a future grant period.

**Grants receivable.** Grants receivable are recorded at net realizable value and do not bear interest. The allowance for doubtful accounts is the Organization's best estimate of the amount of probable credit losses in existing receivables. Management determines the allowance based on historical write-off experience and reviews its allowance for doubtful accounts periodically. Past due balances are reviewed individually for collectability. Grants receivable are \$352,385 and \$297,363 at June 30, 2021 and 2020, respectively. There is no allowance recorded at June 30, 2021 and 2020 as all amounts are deemed collectible.

**Reserve contingency.** Under the provisions of its charter, the Organization established an escrow amount to pay for legal and audit expenses that would be associated with dissolution, should such event occur.

## NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY

### Notes to the Consolidated Financial Statements

June 30, 2021 and 2020

#### Note 2 Summary of significant accounting policies – (continued)

**Property and equipment.** Property and equipment are recorded at cost. Donated assets are capitalized at the estimated fair value at date of receipt. Maintenance and repairs are charged to expense as incurred; significant improvements are capitalized. The Organization capitalizes additions and significant improvements in excess of \$1,000. Items with an acquisition cost of less than \$1,000 or a useful life of less than one year are expensed in the year purchased. Depreciation is computed using the straight-line method over estimated useful lives of the respective asset. The estimated depreciable lives of the different classes of property are as follows:

<u>Asset</u>	<u>Useful Life</u>
Building	39 years
Furniture and fixtures	7 years
Leasehold improvements	5 years
Computer and office equipment	3 years

Construction-in-progress at June 30, 2021 and 2020 consists of costs incurred for architecture, engineering, and professional fees related to the construction of the Organization's new facility. Construction-in-progress is stated at cost. No provision for depreciation is made on construction-in-progress until such time as the relevant assets are completed and put into use.

**Refundable advances.** Funds received in advance for which qualifying expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying consolidated statements of financial position.

**Donated goods and services.** The Organization receives donated services from unpaid volunteers. No amounts have been recognized in the accompanying consolidated statements of activities, since the services do not meet the specialized skill criteria for recognition under U.S. GAAP.

The Organization received donated transportation and food service services from the local district. The Organization was unable to determine a value for these services.

**Reclassifications.** Certain accounts in the prior year financial statements have been reclassified for comparative purposes to conform with the presentation in the current year financials. These reclassifications have no effect on the changes in net asset.

**Functional Expenses.** The costs of providing program and other activities have been summarized on a functional basis in the consolidated statements of activities. Accordingly, certain costs have been allocated among program services, administrative and fundraising. Such allocations are determined by management on an equitable basis.

## NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY

### Notes to the Consolidated Financial Statements

June 30, 2021 and 2020

#### Note 2 Summary of significant accounting policies – (continued)

The expenses that are allocated include the following:

Salaries	Time and effort
Payroll taxes and fringe benefits	Time and effort
Financial and administrative	Time and effort
Insurance	Square Footage
Repairs and maintenance	Time and effort
Building, equipment leasing and furnishings	Square Footage

**Income taxes.** The School and Friends of NWP are tax-exempt under Section 501(c)(3) of the Internal Revenue Code (IRC) and have been classified as a publicly supported organization as described in IRC sections 509(A)(1) and 170(B)(1)(A)(II).

Accounting principles generally accepted in the United States of America require management to evaluate tax positions taken and recognize a tax liability (or asset) if the Organization has taken an uncertain position that more likely than not would not be sustained upon examination by taxing authorities. Management has analyzed the tax positions taken and has concluded that, as of June 30, 2021, there are no uncertain positions taken or expected to be taken that would require recognition or disclosure in the accompanying consolidated financial statements.

The Organization is no longer subject to income tax examination by federal, state or local tax authorities for years before June 30, 2018.

#### Note 3 Liquidity and availability

Financial Assets:	2021	2020
Cash and cash equivalents	\$ 9,197,689	\$ 3,773,895
Grants receivable	352,385	297,363
Amount available for general expenditure within one year	\$ 9,550,074	\$ 4,071,258

#### Note 4 Accrued salaries and other payroll-related expenses

Accrued salaries and other payroll-related expenses consist of amounts earned by the staff during the school year which are paid out over the summer months. For the years ended June 30, 2021 and 2020, accrued bonuses relating to a retention plan were approximately \$419,146 and \$527,435, respectively. Also included in accrued salaries and other payroll-related expenses is accrued salary of \$1,085,420 and \$943,738 as of June 30, 2021 and 2020, respectively.

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Notes to the Consolidated Financial Statements**  
June 30, 2021 and 2020

**Note 5 Property and equipment**

Property and equipment consist of the following as of June 30,

	<u>2021</u>	<u>2020</u>
Leasehold improvements	\$ 1,338,575	\$ 1,185,198
Land	1,919,232	1,919,232
Building	959,356	959,356
Furniture and fixtures	234,429	175,076
Computer equipment	1,310,142	970,287
Office equipment	60,859	39,959
Construction-in-progress	4,839,606	1,494,549
	<u>10,662,199</u>	<u>6,743,657</u>
Less, accumulated depreciation	<u>(2,405,483)</u>	<u>(2,113,254)</u>
	<u>\$ 8,256,716</u>	<u>\$ 4,630,403</u>

**Note 6 Restricted cash and escrow reserves**

Restricted cash and escrow reserve accounts as of June 30, are as follows:

	<u>2021</u>	<u>2020</u>
Debt service reserve fund	\$ 2,875,600	\$ -
Project fund	39,606,599	-
Capitalized interest fund	4,125,022	-
Reserve - contingency	75,414	75,400
	<u>\$ 46,682,635</u>	<u>\$ 75,400</u>

**Note 7 Retirement plan**

The Organization offers a 401(k) plan for all qualifying employees. Employees are eligible for the plan immediately upon employment. Participation in the plan is voluntary. Employees can make pretax contributions up to a maximum of 100% of their annual compensation, up to IRS limits for each calendar year. The Organization matches 100% of an employee's contribution up to 4% of the employee's annual compensation. For the years ended June 30, 2021 and 2020, the Organization's matching contribution was \$178,313 and \$143,382, respectively. Such plan assets are held in a separate trust and are not included in the accompanying consolidated financial statements. All plan assets are held for the exclusive benefit of the Plan's participants and beneficiaries.

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Notes to the Consolidated Financial Statements**  
June 30, 2021 and 2020

**Note 8 Concentration of credit risk**

The Organization maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The Organization has not experienced any losses in such accounts. The management of the Organization believes it is not exposed to significant credit risk on cash and cash equivalents.

The Organization received approximately 88% and 94% of its operating revenue, which is subject to specific requirements, from per pupil funding from the New York State Department of Education during the years ended June 30, 2021 and 2020, respectively. Additionally, the Organization’s grants receivable as of June 30, 2021 and 2020 consists of approximately 100% and 83%, respectively, from the New York State Department of Education.

**Note 9 Commitments**

The Organization is a lessee under various operating leases, principally for classroom space and administrative offices, which expire from June 30, 2023 to July 31, 2025. For the years ended June 30, 2021 and 2020, rent expense was \$686,056 and \$294,167, respectively.

Future minimum lease payments, as follows:

Year Ending June 30,	Amount
2022	\$ 749,946
2023	804,673
2024	513,750
2025	529,163
Thereafter	44,204
	<u>\$ 2,641,736</u>

**Note 10 Contingency**

The Organization participates in a number of federal and state programs. These programs require that the Organization comply with certain laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government grants and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying consolidated financial statements.

## NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY

### Notes to the Consolidated Financial Statements

June 30, 2021 and 2020

#### Note 11 SBA loan-paycheck protection program

On May 5, 2020, the Organization obtained a loan of \$1,225,823 (the “PPP loan”) from a commercial bank pursuant to the Paycheck Protection Program (“PPP”) administered by the Small Business Administration (the “SBA”) pursuant to the Coronavirus Aid Relief and Economic Security Act (“CARES Act”). The PPP Loan and accrued interest will be forgivable after twenty-four weeks as long as the Organization uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The PPP loan matures on May 5, 2022 and bears an interest rate of 1% per annum, with interest accruing on the unpaid principal balance. No payments of principal or interest were due during the six-month period beginning on the date of the PPP loan (the “Deferral Period”). The PPP loan balance as of June 30, 2020 was \$1,225,823. During fiscal year 2021, the Organization received notification that the PPP loan had been forgiven. The Organization recorded cancellation of debt in the amount of \$1,225,823.

#### Note 12 Bonds payable

On June 15, 2021, Build NYC Resource Corporation provided construction and permanent financing of \$52,125,000 through the issuance of \$51,160,000 in Tax-Exempt Revenue Bonds (the “Series 2021A Bonds”), bearing interest at 2.75% to 3.30% per annum, with principal due at varying amounts annually through maturity on June 15, 2056, and \$965,000 in Taxable Revenue Bonds bearing interest at 4.375% per annum which will be repaid in varying amounts through maturity on June 15, 2025. The proceeds of the bonds will be used to construct a three-story building at Staten Island, New York, to be used as classroom and administration space.

Future minimum principal payments for the next five years and in the aggregate thereafter are as follows:

Year Ending June 30,	Amount
2022	\$ -
2023	-
2024	775,000
2025	820,000
2026	850,000
Thereafter	49,680,000
Bonds payable	52,125,000
Unamortized bond issuance costs and issuance premium, net	1,647,909
Bonds payable, net	<u>\$ 53,772,909</u>

## NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY

### Notes to the Consolidated Financial Statements

June 30, 2021 and 2020

#### Note 13 Master lease

The School has entered into a master lease agreement with the Friends of NWP for its rental space for a period of 40 years commencing May 1, 2020. The School is required to pay rent as defined in the master lease agreement except for the two months ended June 30, 2020, where the School paid a fixed amount of \$375,000. The rent expense is calculated on a straight-line basis over the term of the lease. At June 30, 2021 deferred rent payable in the amount of \$1,102,091 represents the excess of the rent expense recognized over the actual rent paid. Rent expense under the master lease and deferred rent payable were eliminated on the consolidated financial statements.

Minimum lease payments for the next five years is as follows:

Year ending June 30,	Amount
2022	\$ 3,636,300
2023	4,088,772
2024	4,297,892
2025	4,297,892
2026	4,297,892
Thereafter	145,412,027
	<u>\$ 166,030,775</u>

#### Note 14 Subsequent events

Management has evaluated subsequent events for disclosure and/or recognition in the consolidated financial statements through October 28, 2021, the date that the consolidated financial statements were available to be issued. There were no events requiring adjustments or disclosure to the consolidated financial statements.

## **Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards**

To the Board of Trustees of  
New World Preparatory Charter School and Subsidiary

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the consolidated financial statements of New World Preparatory Charter School and Subsidiary, which comprise the consolidated statement of financial position as of June 30, 2021 and the related consolidated statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements, and have issued our report thereon dated October 28, 2021.

### **Internal control over financial reporting**

In planning and performing our audit of the consolidated financial statements, we considered New World Preparatory Charter School and Subsidiary's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of New World Preparatory Charter School and Subsidiary's internal control. Accordingly, we do not express an opinion on the effectiveness of New World Preparatory Charter School and Subsidiary's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's consolidated financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

## **Compliance and other matters**

As part of obtaining reasonable assurance about whether New World Preparatory Charter School and Subsidiary's consolidated financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

## **Purpose of this report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the organization's internal control or on compliance. This report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

NChing LLP

New York, New York  
October 28, 2021

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidating Statement of Financial Position**  
As of June 30, 2021

	NWPCS	Friends of NWP	Eliminations	Consolidated
<b><u>Assets</u></b>				
<b>Current assets</b>				
Cash and cash equivalents	\$ 6,046,689	\$ 3,151,000	\$ -	\$ 9,197,689
Grants receivable	352,385	-	-	352,385
Rent receivable	-	3,520,425	(3,520,425)	-
Security deposits	33,333	-	-	33,333
Prepaid expenses	230,833	-	-	230,833
Due from related party	3,713,504	-	(3,713,504)	-
Deferred rents receivable	-	1,102,091	(1,102,091)	-
	10,376,744	7,773,516	(8,336,020)	9,814,240
<b>Property and equipment, net</b>	587,719	7,668,997	-	8,256,716
<b>Other assets</b>				
Restricted cash and escrow reserves	75,414	46,607,221	-	46,682,635
Total assets	\$ 11,039,877	\$ 62,049,734	\$ (8,336,020)	\$ 64,753,591

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidating Statement of Financial Position - continued**  
As of June 30, 2021

	NWPCS	Friends of NWP	Eliminations	Consolidated
<b><u>Liabilities and Net Assets</u></b>				
<b><u>Current liabilities</u></b>				
Accounts payable and accrued expenses	\$ 3,962,121	\$ 30,000	\$ (3,520,425)	\$ 471,696
Due to related party	-	3,713,504	(3,713,504)	-
Deferred rents payable	1,102,091	-	(1,102,091)	-
Accrued salaries and other payroll-related expenses	1,504,566	-	-	1,504,566
Refundable advances	249,465	-	-	249,465
<b>Total current liabilities</b>	<b>6,818,243</b>	<b>3,743,504</b>	<b>(8,336,020)</b>	<b>2,225,727</b>
<b><u>Long Term Liabilities</u></b>				
Bonds payable, net	-	53,772,909	-	53,772,909
<b>Total liabilities</b>	<b>6,818,243</b>	<b>57,516,413</b>	<b>(8,336,020)</b>	<b>55,998,636</b>
<b><u>Net assets without donor restrictions</u></b>				
Undesignated	4,146,220	4,533,321	-	8,679,541
Reserve - contingency	75,414	-	-	75,414
<b>Total net assets without donor restrictions</b>	<b>4,221,634</b>	<b>4,533,321</b>	<b>-</b>	<b>8,754,955</b>
<b>Total liabilities and net assets without donor restrictions</b>	<b>\$ 11,039,877</b>	<b>\$ 62,049,734</b>	<b>\$ (8,336,020)</b>	<b>\$ 64,753,591</b>

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidating Statement of Financial Position**  
As of June 30, 2020

	NWPCS	Friends of NWP	Eliminations	Consolidated
<b>Assets</b>				
<b>Current assets</b>				
Cash and cash equivalents	\$ 3,773,895	\$ -	\$ -	\$ 3,773,895
Grants receivable	297,363	-	-	297,363
Rent receivable	-	375,000	(375,000)	-
Prepaid expenses	347,567	-	-	347,567
Loans receivable from Friends of	4,373,137	-	(4,373,137)	-
	8,791,962	375,000	(4,748,137)	4,418,825
<b>Property and equipment, net</b>	281,864	4,348,539	-	4,630,403
<b>Other assets</b>				
Restricted cash and escrow reserves	75,400	-	-	75,400
Total assets	\$ 9,149,226	\$ 4,723,539	\$ (4,748,137)	\$ 9,124,628

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidating Statement of Financial Position - continued**  
As of June 30, 2020

	NWPCS	Friends of NWP	Eliminations	Consolidated
<b><u>Liabilities and Net Assets</u></b>				
<b><u>Current liabilities</u></b>				
Accounts payable and accrued expenses	\$ 1,028,806	\$ 20,000	\$ (375,000)	\$ 673,806
Loans payable to New World Prep	-	4,373,137	(4,373,137)	-
Accrued salaries and other payroll-related expenses	1,471,173	-	-	1,471,173
Refundable advances	190,136	-	-	190,136
Total current liabilities	2,690,115	4,393,137	(4,748,137)	2,335,115
<b><u>Long Term Liabilities</u></b>				
SBA loan - paycheck protection program	1,225,823	-	-	1,225,823
Total liabilities	3,915,938	4,393,137	(4,748,137)	3,560,938
<b><u>Net assets without donor restrictions</u></b>				
Undesignated	5,157,888	330,402	-	5,488,290
Reserve - contingency	75,400	-	-	75,400
Total net assets without donor restrictions	5,233,288	330,402	-	5,563,690
Total liabilities and net assets without donor restrictions	\$ 9,149,226	\$ 4,723,539	\$ (4,748,137)	\$ 9,124,628

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidating Statement of Activities**  
For the year ended June 30, 2021

	NWPCS	Friends of NWP	Elimination	Consolidated
<b>Operating revenue and other support</b>				
State and local per pupil operating revenue				
General education	\$ 10,143,060	\$ -	\$ -	\$ 10,143,060
Special education	2,524,612	-	-	2,524,612
Facility lease assistance	1,258,595	-	-	1,258,595
Total state and local per pupil operating revenue	13,926,267	-	-	13,926,267
<b>Grants, contract and other support</b>				
State and local grants	47,539	-	-	47,539
Federal grants	639,886	-	-	639,886
Contributions	12,000	-	-	12,000
Rental income	-	4,247,091	(4,247,091)	-
Cancellation of debt	1,225,823	-	-	1,225,823
Interest and other income	40,173	-	-	40,173
Total operating revenue and other support	15,891,688	4,247,091	(4,247,091)	15,891,688
<b>Expenses</b>				
<b>Program expenses</b>				
Regular education	11,995,556	44,172	(3,078,255)	8,961,473
Special education	3,271,479	-	(807,762)	2,463,717
Total program expenses	15,267,035	44,172	(3,886,017)	11,425,190
<b>Supporting services</b>				
Management and general	1,623,266	-	(361,074)	1,262,192
Fundraising	13,041	-	-	13,041
Total program and supporting services expenses	16,903,342	44,172	(4,247,091)	12,700,423
Change in net assets	(1,011,654)	4,202,919	-	3,191,265
Net assets without donor restrictions - beginning of year	5,233,288	330,402	-	5,563,690
Net assets without donor restrictions - end of year	\$ 4,221,634	\$ 4,533,321	\$ -	\$ 8,754,955

**NEW WORLD PREPARATORY CHARTER SCHOOL AND SUBSIDIARY**  
**Consolidating Statement of Activities**  
For the year ended June 30, 2020

	NWPCS	Friends of NWP	Elimination	Consolidated
<b>Operating revenue and other support</b>				
State and local per pupil operating revenue				
General education	\$ 8,990,301	-	-	\$ 8,990,301
Special education	2,242,015	-	-	2,242,015
Facility lease assistance	670,000	-	-	670,000
Total state and local per pupil operating revenue	11,902,316	-	-	11,902,316
<b>Grants, contract and other support</b>				
State and local grants	150,303	-	-	150,303
Federal grants	515,677	-	-	515,677
Contributions	46,378	-	-	46,378
Rental income	-	375,000	(375,000)	-
Interest and other income	75,305	-	-	75,305
Total operating revenue and other support	12,689,979	375,000	(375,000)	12,689,979
<b>Expenses</b>				
<b>Program expenses</b>				
Regular education	8,180,958	44,598	(375,000)	7,850,556
Special education	2,026,315	-	-	2,026,315
Total program expenses	10,207,273	44,598	(375,000)	9,876,871
<b>Supporting services</b>				
Management and general	1,147,163	-	-	1,147,163
Fundraising	27,471	-	-	27,471
Total program and supporting services expenses	11,381,907	44,598	(375,000)	11,051,505
Change in net assets	1,308,072	330,402	-	1,638,474
Net assets without donor restrictions - beginning of year	3,925,216	-	-	3,925,216
Net assets without donor restrictions - end of year	\$ 5,233,288	\$ 330,402	\$ -	\$ 5,563,690



### 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

#### Education Corporation, Trustee Name and Position(s)

Name of education corporation: *New World Prep*  
 Name of trustee (print): *Angelo Aponte*  
 Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.): *Chair*  
 Email Address: [Redacted]

#### Home Address

Please complete with *changes* only:  
 Street: [Redacted]  
 City, State Zip: [Redacted]  
 Phone: [Redacted]

#### Business Address

Please complete with *changes* only:  
 Business Name:  
 Street:  
 City, State Zip:  
 Phone:

#### Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].  Yes  No

1a) Description of the position:  
 1b) Salary:  
 1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
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N/A

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

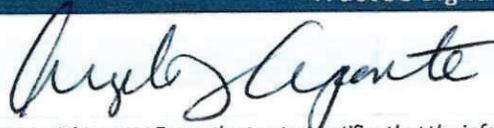
None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
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N/A

**Trustee Signature**

Signature:



*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Wagner College
Name of trustee (print):	Carin Guarasci
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
[REDACTED]	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

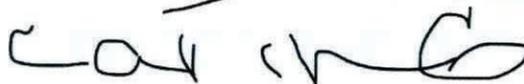
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New World Prep Charter School
Name of trustee (print):	Bernard A. Lopez
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Committee Chair for Security
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <b>changes</b> only:	Please complete with <b>changes</b> only:
Street:	Business Name: n/a
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

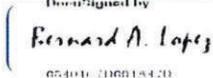
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:  DocuSigned by  
Bernard A. Lopez  
654016-71869184210

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	NEW WORLD PREP
Name of trustee (print):	McVEY, MICHAEL T.
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Member
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

**3)** Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature: **MICHAEL T. McVEY**  
Digitally signed by MICHAEL T. McVEY  
 DN: cn=MICHAEL T. McVEY, o=, email=MTM9713@AOL.COM,  
 ou=US  
 Date: 2021.07.21 18:37:29 -0400

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



This document is now complete.

CLOSE

DocuSign Envelope ID: CCAF1248-75A7-4E82-B97C-B90B5006CEC2



### 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

#### Education Corporation, Trustee Name and Position(s)

<b>Name of education corporation:</b>	New World Preparatory
<b>Name of trustee (print):</b>	John C Minogue
<b>Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):</b>	Board Membet
<b>Email Address:</b>	[REDACTED]

#### Home Address

Please complete with *changes* only:

<b>Street:</b>	[REDACTED]
<b>City, State Zip:</b>	[REDACTED]
<b>Phone:</b>	[REDACTED]

#### Business Address

Please complete with *changes* only:

<b>Business Name:</b>	
<b>Street:</b>	
<b>City, State Zip:</b>	
<b>Phone:</b>	

#### Questions

**1)** Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)].  Yes  No

1a) Description of the position:

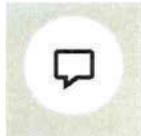
1b) Salary:

1c) Start date:

---

**2)** Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest, transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None



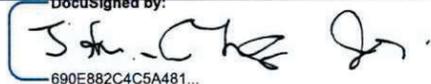
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

DocuSigned by:  
 Signature:   
 690E882C4C5A481...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New World Preparatory School
Name of trustee (print):	Lawrence Miraldi
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice charm
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
[REDACTED]	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

Signature:  5B945E583C6F460...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New World Preparatory Charter School
Name of trustee (print):	Anavelia Romero
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	PTO President
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <b>changes</b> only:	Please complete with <b>changes</b> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

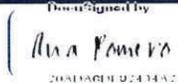
Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
	None			

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"
			None			

**Trustee Signature**

Signature: DocuSigned by  
  
2020100109243442

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New World Preparatory Charter School
Name of trustee (print):	Alice Tobin
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	co-chair nominating committee
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

**Trustee Signature**

DocuSigned by:

Signature:

*Alice Tobin*  
 3F89498E1E98457...

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New World Preparatory C.S.
Name of trustee (print):	Terry Troia
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

NONE

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

NONE

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



## 2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee  
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	New world preparatory charter school
Name of trustee (print):	Pete Weinman
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Director
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check <b>yes</b> , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None



This document is now complete.

CLOSE

group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction: or "Ongoing"

**Trustee Signature**

DocuSigned by:  
**Signature:**   
8256EF4B03774E0..

*By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.*

SUNY Charter Schools Institute | 353 Broadway, Albany, NY 12207 | (518) 445-4250 | charters@suny.edu

CLOSE



**New World Preparatory Charter School**

**Board Meeting**

**Date: Monday, July 27, 2020**

**Time: 4:30 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20200727/>**

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call** Quorum established and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Bernie Lopez, Michael McVey, Jack Minogue, Larry Miraldi, Ana Romero, Alice Tobin, Terry Troia

**Absent:** Carin Guarasci, Peter Weinman

**Others:** Eugene Foley, Amanda Ainley, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Diane Sorensen, Colleen Kelleher

**2. Approval of Minutes:** A motion was made by Bernie Lopez and seconded by Larry Miraldi to accept the board minutes of June 22, 2020. **Unanimously Approved.**

**3. Board Chairman's Remarks:** The meeting opened and passed on the traditional opening of Pledge of Allegiance, and NWP Mission statement. St. Adalbert's lease is being finalized and a board resolution is needed once the lease is complete. The current status of construction and fundraising projects discussed. SPED concerns during covid. Alumni tracking reports needed. Cabrini Foundation grant application is in process. Moving into the new West campus.

**4. President Report:** Eugene Foley provided a written report that is attached. Highlights include: enrollment is currently on track but volatile due to Covid-19. 160 families respond to survey regarding school opening versus virtual and after school activities.

Reports are being submitted to The Department of Health for the state and SUNY along with the SUNY annual report. Town Hall being held on Wednesday, July 29 for staff and families to discuss the three major models for returning to school (all in person, hybrid model and all virtual) and to take any questions.

Thank you to Gary, Amanda and Randi for all of their extra work during the covid environment. American's with Disabilities Act (ADA) regulations are being followed for all staff during covid. State expectations expected in August. Transportation still undetermined and will be addressed once rules are in place.

Alumni interns are helping with packing classrooms for our move to St. Adalbert's, our new West campus.

**5. Principal Report:** Amanda Ainley provided a written report that is attached. Highlights include: the hybrid and virtual models of instruction, plan to cover families with multiple children in different grades along with adaptations for those opting for virtual attendance only. Remote instruction schedule, counselor roles and SPED needs discussed.

The summer program has been via live instruction and ends this week, attendance at 82%. I-Ready diagnostic complete. Fountas and Pinnell testing complete for K-1 this gives a baseline data point for starting the school year.

**6. Committee Reports**

- **Parent Report:** No written report. 1000 facemasks were ordered by PTO for students and staff, cost covered by PTO.
- **Finance Report:** No written report. Paul Augello discussed year-end strategies and uncertainties due to Covid. Bond status discussed.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report. Staff salary increases on hold due to funding cuts, considering

bonuses.

- **Academic Report:** No written report.
- **Strategic Planning:** No written report.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members.

**7. Old Business:** No Old Business.

**8. New Business:** Strategic and Academic Committee meetings will now be held on Wednesdays with the Strategic Committee meeting at 9:15am and the Academic Committee meeting at 10:15am. Board and Committee meeting schedules are attached.

Charles D St fano has offered to speak to our students about participating in available internships this August.

**9. Executive Session:** No Executive Session

**10. Adjournment:**

At 6:01, a motion to adjourn was moved by Bernie Lopez and seconded by Larry Miraldi.

**Unanimously approved.**

Respectfully Submitted,  
Bernie Lopez

## New World Preparatory Charter School

### Board Meeting

**Date:** Monday, August 24, 2020

**Time:** 4:30 PM

**Public Meeting Access:** <http://newworldprep.org/meeting20200824/>

### Minutes of the Meeting of the Board of Trustees

**1. Welcome/Roll Call** Quorum established and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Carin Guarasci, Bernie Lopez, Michael McVey, Jack Minogue, Larry Miraldi, Ana Romero, Alice Tobin, Terry Troia, Peter Weinman

**Absent:** none

**Others:** Eugene Foley, Amanda Ainley, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Diane Sorensen, Colleen Kelleher

**2. Approval of Minutes:** A review of the minutes from the July 27 meeting occurred and the minutes have been updated to include: New Business: The Strategic and Academic Committee meetings will be held on Wednesday's with the Strategic Committee meeting starting at 9:15am and the Academic meeting at 10:15. The meeting schedule is attached. A motion was made by Bernie Lopez and seconded by Larry Miraldi to accept the board minutes of August 24, 2020. **Unanimously Approved.**

**3. Board Chairman's Remarks:** The meeting opened with the Pledge of Allegiance, and NWP Mission statement. The lease with Saint Adalbert's to be completed within the next few days. We are expecting a visit from SUNY this year to our campuses for renewal; preparation is ongoing. We are looking to negotiate space for our 7-8th graders so that no students will be on campus during construction. Discussed possibilities of K-12.

**4. President Report:** Eugene Foley provided a written report that is attached. Highlights include: 94.9 attendance confirmed during covid. Our Guidance Counselors and Teacher are commended for their outreach efforts. Student work and attendance is being closely monitored. Student enrollment goals have been met; over enrollment was necessary to address the possibility of families transferring out of district due to the corona virus. Staffing updates reviewed. Town Hall meetings are ongoing to discuss the reopening process. Our reopening plan has been submitted to SUNY.

1000 cloth masks have been donated to NWP. Parent Academy Workshops are ongoing: Google Classroom, Powerschool which helps to monitor child progress along with Internet Security and Safety.

**5. Principal Report:** Amanda Ainley provided a written report that is attached. Highlights include: parent survey results as of August 20<sup>th</sup> show 32% opting for 100% virtual learning. Academic scheduling is attached. The total hours of school and professional development will remain the same this school year. We will continue to address social, emotional issues for all of our scholars. Smaller cohort sizes will allow for more individualized support for scholars. Other services (speech, occupational and physical therapy and mandated counseling) will be provided via telepractice and/or teletherapy.

Cleaning concerns have been addressed and a plan is in place for cleaning high touch areas throughout the day. Cleaning instructions reviewed with the nightly cleaning company.

Pre-service started today and will include training and/or review on Marzano, Amplify, Fountas and Pinnel, Amplify and in-house professional development. Pre-service details are attached.

Yellow busing has not yet been confirmed by the DOE, we are waiting for an official update.

### 6. Committee Reports

- **Parent Report:** No written report. Facemasks have been purchased by the PTO for distribution to students and staff. The next PTO meeting date is under review, families will be notified once confirmed.
- **Finance Report:** Paul Augello provided a written report that is attached. Discussions include the final financial statements from the past fiscal year, which is up for review by our auditors. The state government may experience additional cuts throughout the year. Reserves put in place will help along

with PPP funding that was received. Staff salary increases were put on hold due to funding cuts.

- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report. Morningstar Road, our new West campus is discussed.
- **Academic Report:** No written report.
- **Strategic Planning:** No written report.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members.

7. **Old Business:** No Old Business.

8. **New Business:** none.

**Resolution 1**

The Board of Trustees of NWPCS hereby formally accepts all updated Board Policies and Manuals for 2020-21.

**Motioned by Jack Minogue and seconded by Peter Weinman. Unanimously approved.**

9. **Executive Session:** No Executive Session

10. **Adjournment:**

At 6:17, a motion to adjourn was motioned by Bernie Lopez and seconded by Ana Romero.

**Unanimously approved.**

Respectfully Submitted,  
Bernie Lopez

New World Preparatory Charter School  
355 Morningstar Road  
Staten Island, NY 10303

**Board Meeting**

**Date:** Monday, September 21, 2020

**Time:** 5:30 PM

**Public Meeting Access:** <http://newworldprep.org/meeting20200921/>

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call** Quorum established and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Bernie Lopez, Jack Minogue, Larry Miraldi, Ana Romero, Alice Tobin, Terry Troia, Peter Weinman

**Conference:** Carin Guarasci, Michael McVey

**Absent:** none

**Others:** Eugene Foley, Amanda Ainley, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Diane Sorensen, Colleen Kelleher

**2. Approval of Minutes:** A motion was made by Bernie Lopez and seconded by Peter Weinman to accept the board minutes of August 24, 2020. **Unanimously Approved.**

**3. Board Chairman's Remarks:** The meeting opened with the Pledge of Allegiance, and NWP Mission statement. Continue to look for new space for our 7-8th graders so that no students will be on the Main campus during construction. Planning for renewal.

**4. President Report:** Eugene Foley provided a written report that is attached. Highlights include: Campus procedures during covid include temperature check twice a day, masks and social distancing. Staff is required to complete self assessment that all staff members each day before entering school. All visitors must enter through a single check point for temperature and mask check. In process of moving the NWP central office to the West site. Enrollment is at 641 which includes the 20% cap from SUNY. Enrollment by Grade, Campus and Educational Setting reviewed. Attendance being kept daily for all students during each period. Staffing updates discussed. Updates to the school Concern/Complaint Policies have been added to the Handbook. Data Privacy and Security Policy reviewed. Busing concerns.

**5. Principal Report:** Amanda Ainley provided a written report that is attached. Highlights include: Hybrid and Virtual; Synchronous versus Asynchronous schedules. All schedules involve an 8 hour work day. A social emotional class was added last week which involves more group work.

**6. Committee Reports**

- **Parent Report:** No written report. Ana has been available to assist parents if needed. Virtual PTO meeting

scheduled 10/14.

- **Finance Report:** Paul Augello provided a written report that is attached. Revenue and expenses updates

reviewed. Bonding for new construction projects.

- **Personnel / HR Report:** No written report.

- **Facilities Report:** No written report. Construction progress discussed. In process of selecting new construction manager.

- **Academic Report:** No written report.

- **Strategic Planning:** No written report.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members.

7. **Old Business:** No Old Business.

8. **New Business:** none.

**Resolution 1**

*The Board of trustees of NWPCS hereby formally accepts the updates to the Concern/ Complaint Policy for the NWP Handbook.*

*Motioned by Terry Troia and seconded by Jack Minogue. Unanimously approved.*

**Resolution 2**

*The Board of Trustees of NWPCS hereby formally accepts data Privacy and Security Policy.*

*Motioned by Terry Troia and seconded by Jack Minogue. Unanimously approved.*

**Resolution 3**

*The Board of trustees of NWPCS hereby formally supports the decision that removes Turner Construction as our building management company.*

*Motioned by Larry Miraldi and seconded by Jack Minogue. Unanimously approved.*

9. **Executive Session:** No Executive Session

**10. Adjournment:**

At 7:27, a motion to adjourn was motioned by Bernie Lopez and seconded by Ana Romero.

**Unanimously approved.**

Respectfully Submitted,  
Bernie Lopez

## New World Preparatory Charter School

### Board Meeting

**Date: Monday, October 26, 2020**

**Time: 5:30 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20201026/>**

### Minutes of the Meeting of the Board of Trustees

**1. Welcome/Roll Call** Quorum established and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Carin Guarasci, Bernie Lopez, Michael McVey, Jack Minogue, Larry Miraldi, Ana Romero, Alice Tobin, Terry Troia

**Absent:** Peter Weinman

**Others:** Eugene Foley, Amanda Ainley, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Diane Sorensen, Colleen Kelleher

**2. Approval of Minutes:** A motion was made by Bernie Lopez and seconded by Jack Minogue to accept the board minutes of September 21, 2020. **Unanimously Approved.**

**3. Board Chairman's Remarks:** The meeting opened and passed on the traditional opening of Pledge of Allegiance, and NWP Mission statement. The current status of construction. Planning: vision for the future, facilities, rental spaces and financial plan discussed. Additional classrooms for 1<sup>st</sup> and 2<sup>nd</sup> needed. New rental space being considered.

**4. President Report:** Eugene Foley provided a written report that is attached. Highlights include student attendance, staffing, 11 staff members out on leave and one SPED teacher has been added. Life at West campus going well. The West campus is an early voting site, no gym available during this time. Immunizations at 97.3%, all virtual students also need immunizations.

Dell supplied 300 computers within 2 weeks, distribution to be complete this week; if we need to close due to covid all students will be able to work from home. Thank you to Angelo for reaching out to Dell and helping procure computers for our Scholars.

A request has been sent to SUNY for enrollment revision.

Activities: track and soccer programs have regular scheduled games. Virtual meetings also available for Cross-country.

Mike Cortese coordinating Alumni event.

**5. Principal Report:** Amanda Ainley provided a written report that is attached. Highlights include: Remote days can now be all online since all scholars have computers. If families have to quarantine they no longer have to switch schedules since Swivl is now available. Spanish being taught to 7-8<sup>th</sup> graders.

Professional Development: NW has been able to maintain all of the PD schedule during covid.

Assessments and data reviews are ongoing; data will be available by the next academic committee meeting.

Academic Intervention: iRead, System 44 and Read180, the use of each package explained, watching stagnant students and moving up.

### 6. Committee Reports

- **Parent Report:** No written report. The PTO is attempting to plan a food drive before Thanksgiving. The PTO calendar has been sent out. October 14<sup>th</sup> was the first PTO meeting and about 10 parents attended. Mr. Foley spoke at the meeting and addressed current Covid concerns. Ms. Ainley also spoke at the meeting and discussed the parent portal. The PTO hopes they will be able to plan student activities and a family social event in the future.
- **Finance Report:** No written report. Paul Augello preparing annual audit report. Enrollment numbers are slightly ahead of what budgeted, SPED students slightly lower, revenue boost due to Kelleher donation. Everything is in line with operating expenses. Possible mid-year budget cuts by government. Monies in reserve to offset any budget cuts. Mid-year budget amendment to be done early for

financial considerations due to construction.

- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.
- **Academic Report:** Academic Report attached. Items discussed in President and Principal reports.
- **Strategic Planning:** Strategic Report attached. Items covered in President and Principal reports.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members.

7. **Old Business:** No old business.

8. **New Business:** No new business.

9. **Executive Session:** No Executive Session

10. **Adjournment:**

At 6:33, a motion to adjourn was moved by Angelo Aponte and seconded by Bernie Lopez.

**Unanimously approved.**

Respectfully Submitted,  
Bernie Lopez

**New World Preparatory Charter School**

**Virtual Board Meeting**

**Date: Monday, November 23, 2020**

**Time: 5:30 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20201123/>**

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call** Quorum established and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Carin Guarasci, Bernie Lopez, Michael McVey, Jack Minogue, Larry Miraldi, Ana Romero, Alice Tobin, Peter Weinman

**Absent:** Terry Troia

**Others:** Eugene Foley, Amanda Ainley, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Colleen Kelleher, Diane Sorensen

**2. Approval of Minutes:** A motion was made by Bernie Lopez and seconded by Carin Guarasci to accept the board minutes of October 26, 2020. **Unanimously Approved.**

**3. Board Chairman's Remarks:** The meeting opened and passed on the traditional opening of Pledge of Allegiance, and NWP Mission statement. The current status of construction, financing, Mt. Carmel lease and the move from 26 Sharpe.

**4. President Report:** Eugene Foley provided a written report that is attached. Highlights include a review of the dashboard, focus on lower student attendance, Student Led Conferences complete, home visits are being planned where needed. Reviewing comparative study of different programs (i.e. iReady).

Covid has caused NWP to go virtual starting today, families were informed last week.

Only those with IEP's eligible for transportation, ongoing city rule.

Alumni data now available, showing graduation rates compared to other schools in the city. Data has been broken down to show sub-groups.

Amanda and Eugene attended the Charter Schools of Staten Island meeting; enrollment issues were a common concern.

**5. Principal Report:** Amanda Ainley provided a written report that is attached. Highlights include: students quickly transitioned to virtual learning.

Professional Development: PD has been ongoing throughout covid. Working with Google Chrome Plus, Teachermade and Jamboard for virtual learning.

Reviewing feedback from GoMath and Journeys.

iReady data available and being reviewed. Necessary supports are being put in place.

Prior state Test Data would normally be reviewed at this time but using iReady as this is not available due to covid.

Fountas and Pinnell data was also reviewed showing where intervention is necessary. Some issues most likely are the result of virtual learning.

Virtual Enterprise Elective Class 289 submitted entries and one of our teams received an honorable mention. NWP was the only school to receive an award under the high school level.

**6. Committee Reports**

- **Parent Report:** No written report. November PTO was well attended. Mr. Foley and Ms. Ainley both attended giving out information regarding covid and academics.
- **Finance Report:** Paul Augello provided written report which is attached. Paul Augello discusses audit report, October Financials. bonding and financing projections.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.

- **Academic Report:** Academic Report attached. Items discussed in President and Principal reports.
- **Strategic Planning:** Strategic Report attached. Items covered in President and Principal reports.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members.

7. **Old Business:** No old business.

8. **New Business:**

Beverly and Eugene discuss key responsibilities of the NWP Board of Trustees and the difference between the NWP and Friends of NWP boards.

9. **Executive Session:** No Executive Session

10. **Adjournment:**

At 6:33, a motion to adjourn was moved by Angelo Aponte and seconded by Bernie Lopez.

**Unanimously approved.**

Respectfully Submitted,  
Bernie Lopez

NWP Board Meeting not held in December 2020.

**New World Preparatory Charter School  
Virtual Board Meeting**

**Date: Monday, January 25, 2021**

**Time: 5:30 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20210125/>**

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call** Quorum established, and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Terry Troia, Carin Guarasci, Larry Miraldi, Ana Romero, Alice Tobin, Peter Weinman, Bernie Lopez

**Absent:** Michael McVey, Jack Minogue

**Others:** Eugene Foley, Amanda Ainley, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Colleen Kelleher, Robert McLaughlin, Diane Sorensen

**2. Approval of Minutes:** A motion was made by Carin Guarasci and seconded by Peter Weinman to accept the board minutes of November 23, 2020. **Unanimously Approved.**

**3. Board Chairman's Remarks:** The meeting opened with the NWP Mission statement and due to virtual meeting passed on the traditional Pledge of Allegiance.

Angelo Aponte discussed the following items: The increase in the budget to be presented for approval; the increase is to include changing the project to a 1 Phase project rather than 2 Phase. Approximately 7 General Contractors have submitted their bids which are being reviewed by our owners rep. The GMP will be submitted for bond; anticipate a closing in March. Anticipate 3<sup>rd</sup> quarter 2022 to be able to move into our new building. The lease and move of our 7<sup>th</sup> and 8<sup>th</sup> graders into Mt. Carmel are complete.

**4. President Report:** Eugene Foley provided a written report that is attached. Highlights include a review of the dashboard, focus on student attendance which has gone up as the result of home visits. Makeup instructional time has been re-implemented.

Gary speaks to the dashboard and has added new breakouts, including where students live in relation to the school, this information will provide additional demographic data.

Eugene discusses staff resignations and a new volunteer that is currently working with El Centro that will be working with our PTO President, Ana Romero.

Covid testing and requirements on campus. State protocol is being followed along with State requirements for reporting staff and student covid information. Addressing staff and student family concerns; considering taking another survey.

Operations has moved over to the East Campus at 285 Clove Rd. 100% virtual for 7<sup>th</sup> and 8<sup>th</sup> grades as there was one covid case on site.

Transportation issues for East and West Campuses have been resolved with the DOE.

Michael Cortese our Athletic Director has introduced new basketball clinics for our students through IStar Sports, a community based organization.

Salary increases for staff approved as the Finance Committee says it is safe and appropriate to give retro pay to staff and to put teachers back on the current pay scale.

**5. Principal Report:** Amanda Ainley provided a written report that is attached. Highlights include: students quickly transitioned to virtual learning.

Year Recognition for Amanda, Dotson and Edwin. Thank you for your continued service to NWP!

Evaluations being conducted as expected to include virtual and hybrid with formal evaluations, Marzano framework being used.

Professional Development: continues with Kid Talk, Scholar Achievement Meeting, UP/SEL and planning.

Assessments: Winter Benchmark Assessments tracks how students are performing on different focused standards.

iReady being used for intervention programs. Fountas & Pinnell being used for K-2. We are still unsure if we will be giving state tests for assessments so it is important to continue with our assessments.

Intervention Programs will be rolled out on February 6 for academics based on the iReady diagnostic. Programs will be held virtually every other Saturday.

Skills Readiness will be held in February and April for 3 days.

Math, ELL and Science All Stars being held after class starting every Monday & Tuesday.

## 6. Committee Reports

- **Parent Report:** No written report. There was a PTO meeting on January 13; Ana started working with Brother Nick who is working to bring resources and workshops for the parents at NWP. Brother Nick Leeper works in El Centro Del Inmigrante and has been volunteering at NWP.
- **Finance Report:** Paul Aguello provided written report which is attached. Paul Augello discusses the budget amendment and the PPE loan.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.
- **Academic Report:** Academic Report attached. Items discussed in President and Principal reports.
- **Strategic Planning:** Strategic Report attached. Items covered in President and Principal reports.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members.

7. **Old Business:** No old business.

## 8. New Business:

**Resolution 1:** Action of the Sole Member.

Motioned by Larry Miraldi and seconded by Carin Guarasci. Unanimously approved.

Resolution is attached.

**Resolution 2:** Authorizing A Shared Services Agreement with the Related Corporation.

Motioned by Larry Miraldi and seconded by Carin Guarasci. Unanimously approved.

Resolution is attached.

**Resolution 3:** Authorizing and Approving a Certain Financing with Build NYC Resource Corporation.

Motioned by Larry Miraldi and seconded by Carin Guarasci. Unanimously approved.

Resolution is attached.

**Resolution :** Amendment to Existing Declaration of Official Intent With Respect To Reimbursement of Temporary Advances Made for Capital Expenditures to be Made from Subsequent Borrowings.

Motioned by Larry Miraldi and seconded by Carin Guarasci. Unanimously approved.

Resolution is attached.

**Resolution :** The Board of Trustees of NWPCS hereby formally accepts the amended budget for fiscal year 2021.

Motioned by Carin Guarasci and seconded by Peter Weinman. Unanimously approved.

Resolution is attached.

9. **Executive Session:** No Executive Session

## 10. Adjournment:

At 6:58, a motion to adjourn was moved by Carin and seconded by Bernie Lopez.

**Unanimously approved**

Respectfully Submitted,

Terry Troia

## New World Preparatory Charter School

### Virtual Board Meeting

Date: Wednesday, February 24, 2021

Time: 5:30 PM

Public Meeting Access: <http://newworldprep.org/meeting20210224/>

### Minutes of the Meeting of the Board of Trustees

**1. Welcome/Roll Call** Quorum established, and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Terry Troia, Carin Guarasci, Michael McVey, Jack Minogue, Larry Miraldi, Ana Romero, Alice Tobin, Peter Weinman, Bernie Lopez

**Absent:** None

**Others:** Eugene Foley, Amanda Ainley, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Colleen Kelleher, Robert McLaughlin, Diane Sorensen

### 2. Approval of Minutes:

A motion was made by Larry Miraldi and seconded by Carin Guarasci to accept the board minutes of January 25, 2021. **Unanimously Approved.**

### 3. Board Chairman's Remarks:

The meeting opened and passed on the traditional opening of the Pledge of Allegiance, and NWP Mission statement.

Angelo Aponte discussed the following items:

- Construction Company Bids: In the process of selecting JRM as construction company after reviewing other bids.
- Financing: New York City's Economic Development Corporation (NYCEDC) is having their public hearing March 4th and Board of Directors meeting on March 9th. CSI letter is being completed and Mayor's approval is needed.
- Anticipate the closing to be the 4<sup>th</sup> week of April. Demolition to begin the end March or early April, date to be determined.
- Angelo met with Port Richmond Mariners Harbor Arlington Subcommittee of Community Board 1 to brief them on the project and address any concerns. They were happy to hear that the facility is safe and that asbestos has been removed.
- Air rights are no longer needed per the current building requirements.
- Councilwoman Debbie Roses' office is aware of the construction project and a meeting is being planned.

**4. President Report:** Eugene Foley provided a written report that is attached.

Highlights include:

- A review of the dashboard, continued focus on student attendance as absenteeism is up for the majority of schools. Lottery Application numbers are down this year, but this same problem has been reported across the state. Two additional application mailings are going out for specific grades and zip codes.
- Thank you to Paul and Ingrid from BoostEd for their assistance with our enrollment numbers which will be submitted to and approved by SUNY. The new enrollment will give us a total of 818 students.
- Staffing highlights: NWP Staff was recognized as the Charter School Weekly Hero of the Week for their donation of holiday baskets.
- Staff concerns have been addressed with them. Items included in the discussion: facility requests, staff covid concerns while working on-site, student needs and the emotional impact of covid on our students.
- Ms. Schafer, Ms. Casimire and Mr. Ainley are to be commended for their work with our student and continued changes and challenges. Ms. Perez and her husband are also recognized for their work with our students outside of the school with athletics.

- After a leave of absence two of our staff members did not return and additional staff members are going out on leave. Additional staff have been hired where needed.
- Operations: we are renting out our facility at the West Campus which will bring additional funds. We are looking for growing partnerships in the community. Plowing concerns and fees are realized after the last few winter storms.
- Ana Romero and Brother Nick are introducing a food program to be held on Friday's, this work is being done with El Centro and Project Hospitality.
- PAL has begun on our West campus.
- NWP hopes to have a community fair as was done in the past and will begin to introduce more programs as allowed due to health concerns.

**5. Principal Report:** Amanda Ainley provided a written report that is attached. Highlights include:

- Professional Development through the Collaborative will cover virtual learning, ELL strategies, testing and assessments. Additional PD will include the Writing Revolution and HMH for math intervention and curriculum.
- Thank you to Francis Mahon for his work ensuring a secure environment for our Google classrooms.
- Response To Intervention RTI: being used to target struggling students. Though designed for the whole school (see pyramid insert) each tier has a more targeted group of students that are struggling and is being monitored by teachers. Referrals for special ed can be identified here.
- Fountas and Pinnel F&P: since testing needs to take place in person there have been postponements due to the snowstorms.
- Saturday Enrichment Academy SEA – being held twice this month. Feb 6th showed 190 scholars attending. Feb 27th is the next SEA session.
- Skills Readiness and Planning – during Mid-Winter Break 247 students attended this virtual intervention program.
- Thank you to all of the NWP Teachers, Operations and Administrative staff that assisted with these programs.

**6. Committee Reports**

- **Parent Report:** No written report. On February 22 Brother Nick began food distribution on the East Campus. March 6 and 20 are scheduled for mental health and parent outreach.
- **Finance Report:** Paul Aguello provided a written report which is attached. Paul Augello discusses the budget amendment approved last meeting. Student numbers to be adjusted after today's vote and SUNY approval. We are trending ahead of budget. General operating expenses are in line. Projections for bonding to be completed.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.
- **Academic Report:** Academic Report attached. Items covered in President and Principal reports.
- **Strategic Planning:** Strategic Report attached. Items covered in President and Principal reports.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members.

**7. Old Business:** No old business.

**8. New Business:**

- Black History Month and a re-emphasis on curriculum that includes the recognition of the black community's contribution to our country.
- Social Emotional Learning SEL material including research and benchmarks that have been established by the state will be sent to board members as this is one of our key charter elements. Amanda and Eugene are attending meetings twice each month with the Charter community that addresses these items. SEL will help us overcome the challenges brought on by covid.

**Resolution:** The Board of Trustees of NWPCS hereby formally accepts the enrollment revision to our charter from 685 students to 818.

**Motioned by Larry Miraldi and seconded by Carin Guarasci. Unanimously approved.**

**9. Executive Session:** No Executive Session

**10. Adjournment:**

At 6:39, a motion to adjourn was moved by Carin Guarasci and seconded by Peter Weinman.  
**Unanimously approved.**

Respectfully Submitted,  
Terry Troia

**New World Preparatory Charter School  
Virtual Board Meeting**

**Date: Wednesday, March 22, 2021**

**Time: 5:30 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20210322/>**

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call** Quorum established, and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Terry Troia, Carin Guarasci, Michael McVey, Larry Miraldi, Ana Romero, Alice Tobin, Peter Weinman, Bernie Lopez

**Absent:** Jack Minogue

**Others:** Eugene Foley, R, Beverly Garcia-Anderson, Gary Bergman, Paul Augello, Colleen Kelleher, Robert McLaughlin, Diane Sorensen

**2. Approval of Minutes:** A motion was made by Carin Guarasci and seconded by Peter Weinman to accept the board minutes of March 22, 2021. **Unanimously Approved.**

**3. Board Chairman's Remarks:** The meeting opened and passed on the traditional opening of the Pledge of Allegiance, and NWP Mission statement.

Angelo Aponte discussed the following items:

- Meetings: with Councilwoman Debi Rose, went well. The Borough President has been informed and we have his backing on our upcoming construction. Waiting on Mayor to sign off. US bank will be bond holder.
- JRM background is discussed: JRM is a New York-based employee-owned company that provides specialized general contracting and construction management services. The Contractor has successfully completed over \$ 264 Million worth of educational facility projects since forming in 2007. A sample of educational buildings built by the Contractor was provided.
- Building timeline: fencing to begin soon, 4-6 weeks demolition expected, beginning of June construction to start, end date expected 18 months after construction start.
- Environmental: removal of asbestos has been verified by 3<sup>rd</sup> party, rodent and pest control requirements to be met prior to construction.
- Project briefing being planned for Community Board 1.
- Bernie continues to update the NYPD Community Counsel at their monthly meeting.
- Building will have the ability to generate its own power. The necessary community heads will be notified as we are willing to provide shelter and assistance to those in need during crisis situation.
- JRM has offered to bring on NWP college students as interns. Michael Cortese to assist in this project.
- Property on Treadwell now available.
- Preparing for renewal with SUNY our authorizer.

**4. President/Principal Report:** Eugene Foley provided a written report that is attached. The Principal's Report is incorporated here as Principal Amanda Ainley is out on maternity leave. Highlights include:

- review of the dashboard; continued focus on student attendance as absenteeism which has increased for the majority of schools since covid.
- In-person learning requires CDC standards be met including masks and 3' distancing; our space limitations prevent full in-person at this time.
- Lottery Application numbers: the numbers are down a bit this year, this is known problem across the state due to covid. April 5<sup>th</sup> is the last day applications can be turned in and the Lottery is on April 7<sup>th</sup>. Any additional applications will be put on our wait list. We now also have more local competition. This problem discussed at the Charter school meetings attended by Eugene and Amanda. Thank you to Terry Troia for your assistance with recruitment.
- El Centro: tax prep, food offerings and vaccinations offered at the East campus
- Covid: continuing to get positive cases, need to quarantine, still poses challenges.
- Graduation: planning for graduation while staying within all guidelines.
- Pictures shown of the main campus after the asbestos cleanup.
- Testing is still required by Federal Government. Scores will not be used against the schools. We have been doing our own standardized testing throughout the year that will help monitor growth using iReady, System44, iRead, GoMath and TWR. We are in the process of preparing for testing.
- VEJV, Virtual Enterprise Junior Ventures had a nationwide writing competition where NWP 8<sup>th</sup> grader Jessica Diaz won the New York State Metro region for her essay and 8<sup>th</sup> grader Randy Nieves and 7<sup>th</sup> grader Camilla Figueroa were semi-finalists.
- North Shore Youth Task Force: Mike Cortese involved in engaging children in athletics and leadership opportunities.
- Afterschool activities: cheerleading, basketball and soccer being offered.
- Thank you to board members and staff for continued commitment. Holding true to our charter and founding board members: John Tobin and Denis Kelleher, Terry Troia.

Randi Schafer shared the following highlights:

- 69% of our student population are in our hybrid model, some of the days in class and working from home other days. 31% are currently virtual. These numbers constantly changing.
- In-person learning requires CDC standards be met including masks and 3-foot distancing; our space limitations prevent full in-person learning at this time.
- 14 of our scholars have been invited to take the Specialist High School's Admissions Test.
- Scholar Led Conferences were held virtually last week in 2 sessions with 89% attending. Our counselors are reaching out to families that did not attend.
- Skills Readiness Program was held virtually during the midwinter break. Students were selected by their i-Ready data and teacher recommendation. The next session will be held during spring break.
- Saturday Enrichment Academy continues virtually every other Saturday.

## 5. Committee Reports

- **Parent Report:** No written report. Dry Food distribution offered each Friday at the East Campus. Distribution to expand to Thursdays.
- **Finance Report:** Paul Aguello provided a written report which is attached. We are trending ahead of budget and should finish the year strong. We have filed the paperwork for the PPE loan to be turned in to grant. Bond financing to be completed soon. The Budget for next year should be rolled out by the end of May once the Governor rolls out his budget.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.
- **Academic Report:** Academic Report attached. Items covered in President and Principal reports.
- **Strategic Planning:** Strategic Report attached. Items covered in President / Principal report.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report. Outreach continues for the recruitment of new board members, requesting resumes from those who are interested. Making sure that our board representation is fully inclusive and diverse including quality members essential to the future success of the NWP.

6. **Old Business:** No old business.

## 7. New Business:

### **Resolution:**

The Board of Trustees of NWPCS hereby formally approves JRM Construction Management to be the general contractor along with the timeline and payment schedule submitted by JRM for the upcoming construction project.

**Motioned by Carin Guarasci and seconded by Alice Tobin. 1 abstention. 1 member not attending. 8 members approved.**

8. **Executive Session:** No Executive Session

## 9. Adjournment:

At 6:53, a motion to adjourn was moved by Peter Weinman and seconded by Carin Guarasci. **Unanimously approved.**

Respectfully Submitted,  
Terry Troia

**New World Preparatory Charter School  
Board Meeting**

**Held Virtually on Monday, April 26, 2021**

**Time: 5:30 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20210426/>**

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call:** Quorum established, and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Terry Troia, Carin Guarasci, Michael McVey, Larry Miraldi,  
Ana Romero, Alice Tobin, Peter Weinman, Bernie Lopez

**Absent:** Jack Minogue

**Others:** Eugene Foley, R, Beverly Garcia-Anderson, Gary Bergman, Paul Augello,  
Colleen Kelleher, Diane Sorensen, Michelle Molina

**2. Pledge of Allegiance**

**2. Approval of Minutes:** A motion was made by Bernie Lopez and seconded by Carin Guarasci to accept the board minutes of March 22, 2021. **Unanimously Approved.**

**4 . Board Chairman's Remarks:**

Angelo Aponte discussed the following items:

- Bonding process is near completion, waiting on sign off from Mayor.
- Fencing to be completed in the next 2 weeks
- Board recruitment process
- SUNY Renewal

**4. President/Principal Report:** Eugene Foley provided a written report that is attached. The Principal's Report is incorporated here as Principal Amanda Ainley is out on maternity leave. Highlights include:

- NYS Assessments for grades 5-8, students on modified schedule, virtual students not required to take. NYSESLAT is for students grades K-8. There will be a written assessment only for 8<sup>th</sup> grade Science. Regents for 8<sup>th</sup> grade is for specific scholars in Living Environment and Algebra.
- Student Attendance data reviewed, attendance showing improvement.
- Student Led Conference data: 87% of our students and families participated.
- We have 14 more students coming back to hybrid learning.
- SEA continues biweekly, 100% virtual, stats reviewed, 5 sessions held so far, staff making calls to those not logged in, 5 sessions remain this school year.
- Spring Break Skills Readiness: session is 3 days, there will be targeted small group instruction in reading and math to help improve academic performance.
- Interventions: The Guidance Staff has made 102 home visits. Outreach and intervention continue to help meet the challenges our students and families face. Attendance has improved since these interventions were put in place. ACS and educational neglect discussed.
- 3<sup>rd</sup> quarter report cards went home last Friday.

- Summer School: an increased number of personnel is needed due to the high number of students that need support and are required to attend.
- Summer School & Alumni: Alumni will be utilized with tutoring during summer and assisting teachers.
- Lottery Application numbers reviewed. The concern with the lower number of applications is the case for schools across the state. 5<sup>th</sup> grade numbers are down as expected because students prefer not to switch schools during 5<sup>th</sup> grade. At the time of the lottery there is a wait list for all but the 5<sup>th</sup> grade.
- Status of vaccines for staff and students was discussed.
- Board Member, Peter Weinman, Esq. has offered to assist with legal issues as we move forward.
- Spring Athletic Programs, including soccer and track, have begun.
- Continued planning of storage of Main Campus items is in the works.
- Assistant Principal, Ms. Randi Schafer shared the returning of the Puma Prep Coupon Initiative. Any staff member can recognize a scholar for PREP recognition. This initiative provides positive reinforcement for students and builds school spirit.

## 5. Committee Reports

- **Parent Report:** No written report.  
The parent workshop on DMV was well attended.  
Brother Nick to assist in coordinating plans for Cinco de Mayo with El Centro and Mt. Carmel Parish.  
Thank you to Terry Troia for her help with El Centro and Project Hospitality.  
The Backpack brunch program is held on the East Campus on Thurs and Fri from City Harvest and Food Bank, we are planning to expand this program to West and South Campuses.
- **Finance Report:** Paul Aguello provided a written report, which is attached.  
Bonding nearing completion, waiting on the Mayor's signature.  
Financials continue positive trend which we expect to maintain through the end of the year.  
Terry has agreed to head the Finance Committee.  
Next years projected budget is being prepared.
- **Academic Report:** Academic Report attached. Items covered in President Principal report.
- **Strategic Planning:** Strategic Report attached. Items covered in President Principal report.
- **Security Committee:** No written report.  
Bernie Lopez to head the Security Committee and has been helping update our security manual. His experience is essential.
- **Nominating Committee:** No written report.  
Alice Tobin is heading the Nominating Committee, Bernie Lopez and Larry Miraldi are assisting.  
The Recruitment document is under review.  
Diversity, equity, and inclusion are key to the recruitment process.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.

**6. Old Business:**

- Ceremony considerations prior to demolition, safe keeping of some items/memorabilia (bell, stained glass, bricks) from the church

**7. New Business:** no new business.

**8. Executive Session:** no Executive Session

**9. Adjournment:**

At 7:01, a motion to adjourn was moved by Peter Weinman and seconded by Carin Guarasci.

**Unanimously approved.**

Respectfully Submitted,  
Terry Troia

**New World Preparatory Charter School  
Board Meeting**

**Held Virtually on Monday, May 24, 2021**

**Time: 5:30 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20210524/>**

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call:** Quorum established, and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Terry Troia, Carin Guarasci, Jack Minogue,  
Larry Miraldi, Ana Romero, Alice Tobin, Peter Weinman, Bernie Lopez

**Absent:** Mike McVey

**Others:** Eugene Foley, R, Beverly Garcia-Anderson, Gary Bergman, Paul Augello,  
Diane Sorensen, Michelle Molina

**2. Pledge of Allegiance & NWP Mission Statement**

**2. Approval of Minutes:** A motion was made by Peter Weinman and seconded by Bernie Lopez to accept the board minutes of April 26, 2021. **Unanimously Approved.**

**4 . Board Chairman's Remarks:**

Angelo Aponte discussed the following items:

- Bonding: The mayor has approved our application so we will be going to the marketplace on June 10 and hope to close on June 24<sup>th</sup>..
- Construction: Fencing around school construction site is complete. The demolition is expected to take about months and will begin soon.
- Currently in negotiations for the property that is for sale on Treadwell Ave beside the school.

**4. President/Principal Report:** Eugene Foley provided a written report that is attached. The Principal's Report is incorporated here as Principal Amanda Ainley is out on maternity leave. Highlights include:

- Dashboard: attendance improving
- Recruitment: social media company, Lincoln Barretta, has been hired to assist with recruitment, social media and updating website.
- Enrollment: Kindergarten and 1<sup>st</sup> grade numbers are going up. 5<sup>th</sup> grade saw the least growth. There is a waitlist for all classes except 5<sup>th</sup>.
- Academics: Planning for summer school and scheduling for the next school year. Four staff members are not returning and we are currently interviewing. Promotion In Doubt meetings with Guidance Counselors and parents are in process. All parents have been well informed.
- NYS Assessments: NYSESLAT ELA tests in process and 8<sup>th</sup> grade Science tests are coming up along with the Regents in June.

- SUNY: due to Covid accountability is being done using iReady. Schools are allowed to use STARS, MAP and iReady since NYS tests are not being used.
- Covid Stimulus Funds: Applications have been completed and budgeting is in process
- Alumni: outreach to alumni to assist with summer school.
- Virtual Enterprise: NWP students won National 1<sup>st</sup> Prize for their project.
- Campus Life/Activities: the final Track meets have taken place, many awards received. It is great to see students enjoying activities outside of the classroom since covid.
- 2021-22 School Calendar reviewed
- 2021-22 Board Calendar reviewed; Strategic & Academic meetings have been moved to Tuesday.
- Full in person instruction is planned for next school year.

## 5. Committee Reports

- **Parent Report:** No written report.  
Many families show for Cinco de Mayo where NWP packets were handed out.  
Vaccinations being offered by El Centro, students were being offered gift card incentives.
- **Finance Report:** Paul Aguello provided a written report, which is attached.  
Bonding is expected to complete by the 3<sup>rd</sup> week of June.  
Financials continue positive trend which we expect to maintain through the end of the year.  
Budget planning for stimulus funds.  
2021-22 Budget to be shared at the next board meeting.
- **Academic Report:** Academic Report attached. Items covered in President / Principal report.
- **Strategic Planning:** Strategic Report attached. Items covered in President / Principal report.
- **Security Committee:** No written report.
- **Nominating Committee:** No written report.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.

## 6. Old Business: None

## 7. New Business:

### Resolution 1:

The Board of Trustees of NWPCS hereby formally approves the 2021-22 NWP School Calendar.

**Motioned by Carin Guarasci and seconded by Bernie Lopez. Unanimously approved.**

### Resolution 2:

The Board of Trustees of NWPCS hereby formally approves the 2021-22 NWP School Calendar.

**Motioned by Carin Guarasci and seconded by Terry Troia. Unanimously approved.**

**8. Executive Session:** no Executive Session

**9. Adjournment:**

At 6:40, a motion to adjourn was moved by Peter Weinman and seconded by Carin Guarasci.  
**Unanimously approved.**

Respectfully Submitted,  
Terry Troia

**New World Preparatory Charter School**

**Board Meeting**

**Monday, June 28, 2021**

**Time: 5:00 PM**

**Public Meeting Access: <http://newworldprep.org/meeting20210628/>**

**Minutes of the Meeting of the Board of Trustees**

**1. Welcome/Roll Call:** Quorum established, and meeting posted with verification from Principal.

**Present:** Angelo Aponte, Jack Minogue, Michael McVey, Larry Miraldi, Ana Romero, Alice Tobin, Peter Weinman, Bernie Lopez, Terry Troia

**Virtual:** Peter Weinman

**Absent:** Carin Guarasci

**Others:** Eugene Foley, Amanda Ainley, Paul Augello, Diane Sorensen

**Conference:** Colleen Sorrentino, Gary Bergman

**2. Pledge of Allegiance & NWP Mission Statement**

**2. Approval of Minutes:** A motion was made by Jack Minogue and seconded by Bernie Lopez to accept the board minutes of May 24, 2021. **Unanimously Approved.**

**4. Board Chairman's Remarks:**

Angelo Aponte discussed the following items:

- Bonding: complete, closed last Thursday, our trustee is US Bank.
- Construction: demolition to begin in the next week or two once approved by the Department of Buildings.
- Area Construction: the Edkin's Auto Salvage property which is directly across from NWP on Richmond Terrace has been purchased, they also have ongoing construction. This construction is a welcome upgrade to the area.
- Fundraising considerations.

**4. President:** Eugene Foley provided a written report that is attached. Highlights include:

- Dashboard: attendance and review.
- Graduation and Moving-Up ceremonies: 8<sup>th</sup> grade prom and graduation held same day, parents not in attendance and Debi Rose was the speaker.
- Enrollment: numbers are fine, some room for additional students in 5<sup>th</sup> grade, otherwise full.
- 9 Teachers that they are leaving, Teacher wanted to work part-time, is going to the DOE, going to Bridge Prep, 4 are moving, 2 live in outer areas requiring long commute or additional tolls.
- Ask the Board to consider the proposal for a reimbursement policy for transportation.
- Cafeteria Service Contract: currently using Preferred Meals, considering changes where the DOE can supply the personal which will help with staffing.
- Medical, Dental, Vision open enrollment is now closed.
- Handbook revisions are in process.

- Summer School to begin July 6 through July 30.
- Incoming parents for grades K, 1, 2, 3, 5 and 6 will be meeting July 7<sup>th</sup> and 8.

**4. Principal Report:** Amanda Ainley provided a written report that is attached Highlights include:

- Summer School is 100% in person with all 3 campuses in use. There will be testing for incoming K-1, Summer Opportunities is offered for review and school introduction for 5-6 graders, Promotional Studies for 2nd, 6th, 7th and 8th grade scholars.
- New Teachers: Pre-Preservice for orientation and PD held before Pre-Service.
- Day of Excellence: Children presenting in front of their peers. Topics were chosen for each grade level. 5th grade: Rainforests, 6<sup>th</sup>: Endangered Species, 7<sup>th</sup> grade: Civil War and 8<sup>th</sup> grade: GMO's; these topics were then connected in all subjects.
- High School Enrollment: acceptance chart attached.
- Shoutout to our Guidance Counselor, Ms. DeAngelo for her work with our scholars on their high school selection process.

**5. Committee Reports**

- **Parent Report:** No written report. Thank you to NWP for assisting our families during a difficult covid year.
- **Finance Report:** Paul Aguello provided a written report, which is attached. Bonding closing is complete! 2021-22 Budget to be shared at the next board meeting. Cares Act & II for the Elementary and Secondary School Emergency Relief Fund.
- **Academic Report:** Academic Report attached. Items covered in President / Principal report.
- **Strategic Planning:** Strategic Report attached. Items covered in President / Principal report.
- **Security Committee:** No written report. Planning meetings with local Police and Fire Departments.
- **Nominating Committee:** No written report.
- **Personnel / HR Report:** No written report.
- **Facilities Report:** No written report.

**6. Old Business:** None

**7. New Business:**

**Resolution 1:**

The Board of Trustees of NWPCS hereby formally approves the FY 2021-22 NWP School Budget.

**Motioned by Bernie Lopez and seconded by Terry Troia. Unanimously approved.**

**Resolution 2:**

The Board of Trustees of NWPCS hereby formally approves the Transportation Supplement.

**Motioned by Larry Miraldi and seconded by Bernie Lopez. Unanimously approved.**

**8. Executive Session:** no Executive Session.

**9. Adjournment:**

At 6:40, a motion to adjourn was moved by Peter Weinman and seconded by Alice Tobin.

**Unanimously approved.**

Respectfully Submitted,  
Terry Troia

DEPARTMENT OF HOUSING AND BUILDINGS

BOROUGH OF RICHMOND, CITY OF NEW YORK

No. 18597 ✓  
Date

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C26-181.0 to C26-187.0 inclusive Administrative Code 2.1.3.1 to 2.1.3.7 Building Code.)

This certificate supersedes C. O. No.

To the owner or owners of the building or premises:

THIS CERTIFIES that the new ~~erected~~ existing building premises located at  
285 Clove Road, E.S. 100<sup>th</sup> S. Castleton Ave. Block 213 Lot 1

conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. or A.E. No. NB 806/58 Construction classification I

Occupancy classification Public Height 1-1/2 stories 31 feet

Date of completion 12/9/59 Located in Bus. & Res. Use District

Area E Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following regulations of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	
Basement	On ground	150	150	300	Cafeteria
1st floor	On ground	200	200	400	Auditorium
1st floor	60	29	29	58	Offices (2)
	60				Waiting Room
	80				Teachers Room
1st floor	60	100	100	200	Dressing Room
	60				Classrooms (3)
2nd floor	60	115	115	230	Kindergarten
	60				Classrooms (5)
	100	In corridors.			
<b>TOTAL OCCUPANCY</b>					
<b>SCHOOL</b>					

25  
+ 00L  
25,000  
✓ M.

**NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT.**

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made; no enlargement, whether by extending on any side or by increasing in height shall be made; nor shall the building be moved from one location or position to another; nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed the specified load; and the use to which any story may be put shall be restricted to that fixed by this certificate except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof, from obtaining such other permits, licenses or approvals as may be prescribed by law for the uses or purposes for which the building is designed or intended; nor from obtaining the special certificates, permits, licenses and operation of elevators, nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary powers of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or not.

If this certificate is marked "Temporary," it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building; it is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Housing Division unless it is also approved and endorsed by them, and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been inspected and it has been found to have been occupied or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that (a) information and belief, since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code; or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Housing and Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

"§ 646 F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.

# DEPARTMENT OF BUILDINGS

BOROUGH OF RICHMOND, THE CITY OF NEW YORK

Date **NOV 1965**

No. **27355**  
**27355**

## CERTIFICATE OF OCCUPANCY

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

This certificate supersedes C. O. No. ~~1000~~  
THIS CERTIFIES that the ~~newly altered premises~~ building—premises located at **259 Clove Road, Co. White Plains** Block **213** Lot **1**

That the zoning lot and premises above referred to are situated, bounded and described as follows:

BEGINNING at a point on the ~~side~~ side of **Clove Road**  
running thence **East 108.92 E. 5.62** feet; thence **North 100 N. 202.33** feet;  
thence **West 188.79** feet; thence **South 318.99** feet;  
running thence \_\_\_\_\_ feet; thence \_\_\_\_\_ feet;

at the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. or Alt. No.— **85763** Public Construction classification— **MIN. 15' 0" (34)** feet.  
Occupancy classification— **Public** Height **3** stories, **34** feet.  
Date of completion— \_\_\_\_\_ Located in **R-5** Zoning District.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: and The City Planning Commission: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY **259-63-A**

Off-Street Parking Spaces \_\_\_\_\_  
Off-Street Loading Berths \_\_\_\_\_

LIVE LOADS PERSONS \_\_\_\_\_

THIS CERTIFICATE OF OCCUPANCY EXPIRES 90 DAYS FROM DATE OF ISSUE.

REVOCABLE AT THE OPTION OF THE BOROUGH SUPERINTENDENT.

OFFICE COPY—DEPARTMENT OF BUILDINGS

Borough Superintendent  
*[Signature]*



# DEPARTMENT OF BUILDINGS

BOROUGH OF ~~REXINGHAM~~, THE CITY OF NEW YORK

Date

Permit No. 28732

**ACT 21983**

## CERTIFICATE OF OCCUPANCY

NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT

This certificate supersedes C. O. No.

THIS CERTIFIES that the ~~new~~ altered ~~existing~~ building—premises located at **285 Clove Road at Corner White Place** Block **213** Lot **1**

That the zoning lot and premises above referred to are situated, bounded and described as follows:

BEGINNING at a point on the **East** side of **Clove Road**  
 distant **at** **East** from the corner formed by the intersection of  
**Clove Road** and **White Place**  
 running thence **East 108.92** feet; thence **North 100** feet;  
 thence **East 9.68** feet; thence **North 208.33** feet;  
 running thence **West 188.79** feet; thence **South 318.00** feet;

to the point or place of beginning, conforms substantially to the approved plans and specifications, and to the requirements of the Building Code, the Zoning Resolution and all other laws and ordinances, and of the rules of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646F of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

Building Alt. No.— **63/63**

Construction classification **Fireproof I (Group 1)**

Occupancy classification— **Public**

Height **2 & 3** stories **31 & 34** feet

Date of completion— **10/21/65**

Located in **E-5** Zoning District.

at time of issuance of permit.

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: and The City Planning Commission:

**259-63-A**

### PERMISSIBLE USE AND OCCUPANCY

Off-Street Parking Spaces \_\_\_\_\_

Off-Street Loading Berths \_\_\_\_\_

STORY	LIVE LOADS lbs. per sq. ft.	PERSONS ACCOMMODATED	USE
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*[Signature]*  
Borough Superintendent  
10/21/65



FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION

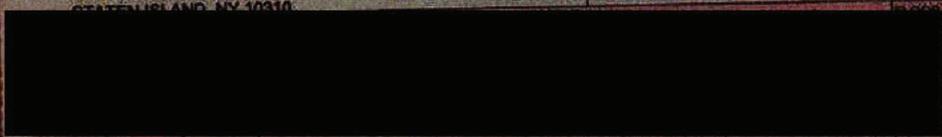


PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER

PERMIT SHALL BE PROMINENTLY DISPLAYED AT ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK **PERMIT** BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
03284578	20	C	06	E157	06/24/20	05/21
PREMISES ADDRESS					ACCOUNT NAME	
285 GLOVE RD STATEN ISLAND, NY 10310					OUR LADY MT CARMEL	



- PERMIT TYPE
- 1-REGULAR
  - 2-SUPPLEMENTAL
  - 3-DUPLICATE

OUR LADY MT CARMEL  
285 GLOVE RD  
STATEN ISLAND NY 10310-1906

"NO FEE" 0.00



FUEL OIL 5000G - NO FEE #2 OIL  
PHONE#938-9711 JOSE ROSSELL  
BURIED OUT SIDE 981-5131

BY ORDER OF THE FIRE COMMISSIONER

By Robert D. ...  
04/19/2016



# Certificate of Occupancy

CO Number: 500745759T002

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<b>A.</b>	<b>Borough:</b> Staten Island	<b>Block Number:</b> 02236	<b>Certificate Type:</b> Temporary
	<b>Address:</b> 100 MERRILL AVENUE	<b>Lot Number(s):</b> 1	<b>Effective Date:</b> 09/22/2005
	<b>Building Identification Number (BIN):</b> 5107367		<b>Expiration Date:</b> 12/21/2005
	<b>Special District:</b> None	<b>Building Type:</b> Altered	

This Certificate supercedes CO Number(s): None

For zoning lot metes & bounds, please see BISWeb.

<b>B.</b>	<b>Construction classification:</b> OLD CODE: 1	<b>Number of stories:</b> 2
	<b>Building Occupancy Group classification:</b> PUB	<b>Height in feet:</b> 28
	<b>Multiple Dwelling Law Classification:</b> None	<b>Number of dwelling units:</b> 0

**C.** **Fire Protection Equipment:**  
None associated with this filing.

**D.** **Type and number of open spaces:**  
None associated with this filing.

**E.** **This Certificate is issued with the following legal limitations:**  
None

**Outstanding requirements for obtaining Final Certificate of Occupancy:**

There are 9 outstanding requirements. Please refer to BISWeb for further detail.

**Borough Comments:** None

  
Aiding Borough Commissioner

Borough Commissioner



Commissioner



# Certificate of Occupancy

CO Number:

500745759T002

## Permissible Use and Occupancy

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Description of use
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*R. de Foe*  
Acting Borough Commissioner

Borough Commissioner

*[Signature]*

Commissioner

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



PERMIT IS NOT TRANSFERABLE TO ANY OTHER PERSON, FIRM OR CORPORATION AND MAY BE REVOKED AT ANY TIME BY THE FIRE COMMISSIONER.

PERMIT SHALL BE PROMINENTLY DISPLAYED AT ALL TIMES ON PREMISES

FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
03001310	20	C	08	E166	03/10/21	02/22

PREMISES ADDRESS	ACCOUNT NAME
100 MERRILL AVE STATEN ISLAND, NY 103143312	CATHOLIC MOORE H.S.

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO	FEE
[REDACTED]					

PERMIT TYPE

1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

CATHOLIC MOORE H.S.  
100 MERRILL AVE  
STATEN ISLAND NY 10314-3312

\*\* NO FEE \*\* 0.00



FO #2 20000GBT NO FEE  
761-9200 J.SMYDER EXT 118  
FRED-718-761-9200/118 MAINTENANCE

BY ORDER OF THE FIRE COMMISSIONER

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



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FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
20005091	10	P	08	E166	03/10/21	02/22

PREMISES ADDRESS

ACCOUNT NAME

100 MERRILL AVE  
STATEN ISLAND, NY 103143312

COUNTESS MOORE H.S.

ITEM CODE	SUB CODE	QTY	DESCRIPTION	FLOOR NO.	FEE

PERMIT TYPE

1

- 1=REGULAR
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COUNTESS MOORE H.S.  
100 MERRILL AVE  
STATEN ISLAND NY 10314-3312

\*\* NO FEE \*\* 0.00



6 TRANE ROOF MTD A/C  
761-9200

BY ORDER OF THE FIRE COMMISSIONER

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



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FIRE DEPARTMENT, CITY OF NEW YORK				PERMIT		BUREAU OF FIRE PREVENTION	
ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES	
22052815			27	E777	08/05/20	05/21	
PREMISES ADDRESS				ACCOUNT NAME			
2ND FL LABS 100 MERRILL AVE STATEN ISLAND, NY 103143312				MOORE CATHOLIC H.S.			
ITEM	DESCRIPTION	FLOOR NO.	FEE				

PERMIT TYPE

1

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- 3=DUPLICATE

MOORE CATHOLIC H.S.  
ATTN: PRINCIPAL  
100 MERRILL AVE  
STATEN ISLAND NY 10314-3312

\*\* NO FEE \*\* 0.00



RMS:B LVL CHEM,BIO,PREP RM, TYPE 4  
SFTY SHWR & FUME HOOD IN CHEM  
COF C14 REQ

BY ORDER OF THE FIRE COMMISSIONER

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



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FIRE DEPARTMENT, CITY OF NEW YORK			<b>PERMIT</b>		BUREAU OF FIRE PREVENTION	
ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
22017446	20	A	29	C008	07/01/20	08/21
PREMISES ADDRESS				ACCOUNT NAME		
100 MERRILL AVE STATEN ISLAND, NY 103143312				MOORE CATHOLIC H.S.		
ITEM CODE	SUB CODE	QTY	DESCRIPTION		FLOOR NO.	FEE



PERMIT TYPE
1

- 1=REGULAR
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- 3=DUPLICATE

MOORE CATHOLIC H.S.  
FRED EMANUELE/APIC  
100 MERRILL AVE  
STATEN ISLAND NY 10314-3312

\*\* NO FEE \*\*      0.00



R102-3GX3/F#2072-04/T14658  
718-761-9200/6A-12A/HTD2015

BY ORDER OF THE FIRE COMMISSIONER

DEPARTMENT OF BUILDINGS

BOROUGH OF RICHMOND, THE CITY OF NEW YORK

No. 20292  
Date JAN 23 1961

CERTIFICATE OF OCCUPANCY

(Standard form adopted by the Board of Standards and Appeals and issued pursuant to Section 646 of the New York Charter, and Sections C-26-181.0 to C-26-187.0 inclusive Administrative Code 2.1.3.1 to 2.1.3.7 Building Code.)

This certificate supersedes C. O. No.

To the owner or owners of the building or premises:

THIS CERTIFIES that the new ~~school~~ ~~public~~ building premises located at

551 Morningstar Road N/W corner of St. Adalbert's Pl. and Willowbrook Expressway Block 1165 Lot 65

conforms substantially to the approved plans and specifications, and to the requirements of the building code and all other laws and ordinances, and of the rules and regulations of the Board of Standards and Appeals, applicable to a building of its class and kind at the time the permit was issued; and

CERTIFIES FURTHER that, any provisions of Section 646E of the New York Charter have been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent.

N.B. No. N.B. 559/59 Construction classification 1  
Occupancy classification Public Height 1 stories, 23 feet  
Date of completion 1-19-61 Located in Residence Use District

D & E Area Height Zone at time of issuance of permit

This certificate is issued subject to the limitations hereinafter specified and to the following resolutions of the Board of Standards and Appeals: (Calendar numbers to be inserted here)

PERMISSIBLE USE AND OCCUPANCY

STORY	LIVE LOADS Lbs. per Sq. Ft.	PERSONS ACCOMMODATED			USE
		MALE	FEMALE	TOTAL	

TOTAL OCCUPANCY: School and Auditorium

3751 000

**CERTIFICATE OF OCCUPANCY**  
**NO CHANGES OF USE OR OCCUPANCY NOT CONSISTENT WITH THIS CERTIFICATE SHALL BE MADE UNLESS FIRST APPROVED BY THE BOROUGH SUPERINTENDENT**

Unless an approval for the same has been obtained from the Borough Superintendent, no change or rearrangement in the structural parts of the building, or affecting the light and ventilation of any part thereof, or in the exit facilities, shall be made, no enlargement, whether by extending on any side or by increasing in height shall be made, nor shall the building be moved, its position or position to another, nor shall there be any reduction or diminution of the area of the lot or plot on which the building is located.

The building or any part thereof shall not be used for any purpose other than that for which it is certified.

The superimposed, uniformly distributed loads, or concentrated loads producing the same stresses in the construction in any story shall not exceed the live loads specified on reverse side; the number of persons of either sex in any story shall not exceed that specified when sex is indicated, nor shall the aggregate number of persons in any story exceed that specified, and the use to which any story may be put shall be restricted to that specified by this certificate, except as specifically stated.

This certificate does not in any way relieve the owner or owners or any other person or persons in possession or control of the building, or any part thereof, from obtaining such other permits, licenses or approvals as may be prescribed by law for the use or purposes for which the building is designed or intended; nor from obtaining the special certificates required for the operation of elevators, nor from the installation of fire alarm systems where required by law; nor from complying with any lawful order for additional fire extinguishing appliances under the discretionary power of the fire commissioner; nor from complying with any lawful order issued with the object of maintaining the building in a safe or lawful condition; nor from complying with any authorized direction to remove encroachments into a public highway or other public place, whether attached to or part of the building or lot.

If this certificate is marked "Temporary", it is applicable only to those parts of the building indicated on its face, and certifies to the legal use and occupancy of only such parts of the building; it is subject to all the provisions and conditions applying to a final or permanent certificate; it is not applicable to any building under the jurisdiction of the Fire Department, and is also approved and endorsed by them; and it must be replaced by a full certificate at the date of expiration.

If this certificate is for an existing building, erected prior to March 14, 1916, it has been duly inspected and it has been found to have been designed or arranged to be occupied prior to March 14, 1916, as noted on the reverse side, and that on March 14, 1916, and since that date there has been no alteration or conversion to a use that changed its classification as defined in the Building Code, or that would necessitate compliance with some special requirement or with the State Labor Law or any other law or ordinance; that there are no notices of violations or orders pending in the Department of Buildings at this time; that Section 646F of the New York City Charter has been complied with as certified by a report of the Fire Commissioner to the Borough Superintendent, and that, so long as the building is not altered, except by permission of the Borough Superintendent, the existing use and occupancy may be continued.

**"§646F. No certificate of occupancy shall be issued for any building, structure, enclosure, place or premises wherein containers for combustibles, chemicals, explosives, inflammables and other dangerous substances, articles, compounds or mixtures are stored, or wherein automatic or other fire alarm systems or fire extinguishing equipment are required by law to be or are installed, until the fire commissioner has tested and inspected and has certified his approval in writing of the installation of such containers, systems or equipment to the Borough Superintendent of the borough in which the installation has been made. Such approval shall be recorded on the certificate of occupancy."**

Additional copies of this certificate will be furnished to persons having an interest in the building or premises, upon payment of a fee of fifty cents per copy.



# Certificate of Occupancy

CO Number: 500745759T002

## Permissible Use and Occupancy

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code habitable rooms	Building Code occupancy group	Zoning dwelling or rooming units	Zoning use group	Description of use
[REDACTED]							
END OF SECTION							

*R. de Foe*  
Acting Borough Commissioner

Borough Commissioner

*[Signature]*

Commissioner

FIRE DEPARTMENT, CITY OF NEW YORK - BUREAU OF FIRE PREVENTION



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FIRE DEPARTMENT, CITY OF NEW YORK

PERMIT

BUREAU OF FIRE PREVENTION

ACCOUNT NUMBER	TYPE	A.P.	D.O.	ADM. CO.	ISSUANCE DATE	PERMIT EXPIRES
03265816	20	C	08	L000	08/19/20	07/21

PREMISES ADDRESS	ACCOUNT NAME
R C SCHOOL 351 MORNINGSTAR RD STATEN ISLAND, NY 103032830	ST ADALBERTS

ITEM CODE	DESCRIPTION	FLOOR NO.	FEE
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

PERMIT TYPE

1

- 1=REGULAR
- 2=SUPPLEMENTAL
- 3=DUPLICATE

ST ADALBERTS  
R C SCHOOL  
351 MORNINGSTAR RD  
STATEN ISLAND NY 10303

\*\* NO FEE \*\* 0.00

2020201558

FUEL OIL #4 10000 GALS  
442-2020

BY ORDER OF THE FIRE COMMISSIONER

U.S. Pat. No. 6,006,407



**NEW WORLD PREPSCHOOL CALENDAR  
2021- 2022 School Year**

July 6 <sup>th</sup> through July 30 <sup>th</sup> ,2021	Summer School
August 16 <sup>th</sup> through August 20 <sup>th</sup>	New Teacher Pre - Service
August 23 <sup>rd</sup> to September 3 <sup>rd</sup> ,2021	Teacher Pre- Service
Monday, September 6 <sup>th</sup> , 2021	SCHOOL CLOSED - Labor Day
Tuesday, September 7 <sup>th</sup>	SCHOOL CLOSED Rosh Hashanah
Wednesday, September 8 <sup>th</sup>	SCHOOL CLOSED - Rosh Hashanah
Thursday, September 9 <sup>th</sup> , 2021	First Day of School
Thursday, September 16 <sup>th</sup> , 2021	SCHOOL CLOSED - Yom Kippur
Monday, October 11 <sup>th</sup> , 2021	SCHOOL CLOSED – Columbus/ Indigenous Peoples’ Day/ Italian Heritage Day
Tuesday, November 2 <sup>nd</sup> , 2021	Virtual Academic Recovery/Enrichment Classes PD for Teachers
Thursday, November 11 <sup>th</sup> ,2021	SCHOOL CLOSED – Veterans’ Day
Wednesday, November 24 <sup>th</sup> , 2021	SCHOOL CLOSED – Thanksgiving Holiday
Thursday, November 25 <sup>th</sup> --	SCHOOL CLOSED – Thanksgiving Holiday
Friday, November 26 <sup>th</sup> , 2021	
Monday, December 20 <sup>th</sup> –	
Friday, December 31 <sup>st</sup> , 2021	SCHOOL CLOSED – Winter Recess
Monday, January 17 <sup>th</sup> ,2022	SCHOOL CLOSED – Martin Luther King, Jr.
Tuesday, February 1 <sup>st</sup> , 2022	SCHOOL CLOSED – Lunar New Year
Monday, February 21 <sup>st</sup> –	
Friday, February 25 <sup>th</sup> , 2022	SCHOOL CLOSED - Mid Winter Break
Friday, April 15 <sup>th</sup> –	
Friday, April 22 <sup>nd</sup> , 2022	SCHOOL CLOSED – Spring Recess
Monday, May 2 <sup>nd</sup> , 2022	SCHOOL CLOSED – Eid al-Fitr
Monday, May 30 <sup>th</sup> , 2022	SCHOOL CLOSED – Memorial Day
Monday, June 20 <sup>th</sup> , 2022	SCHOOL CLOSED -- Juneteenth Day
Monday, June 27 <sup>th</sup> , 2022	Last Day of School
Tuesday, June 28 <sup>th</sup> , 2022	Last Day for Teachers

Board Approved - May 2021 Board Meeting  
6.15.21