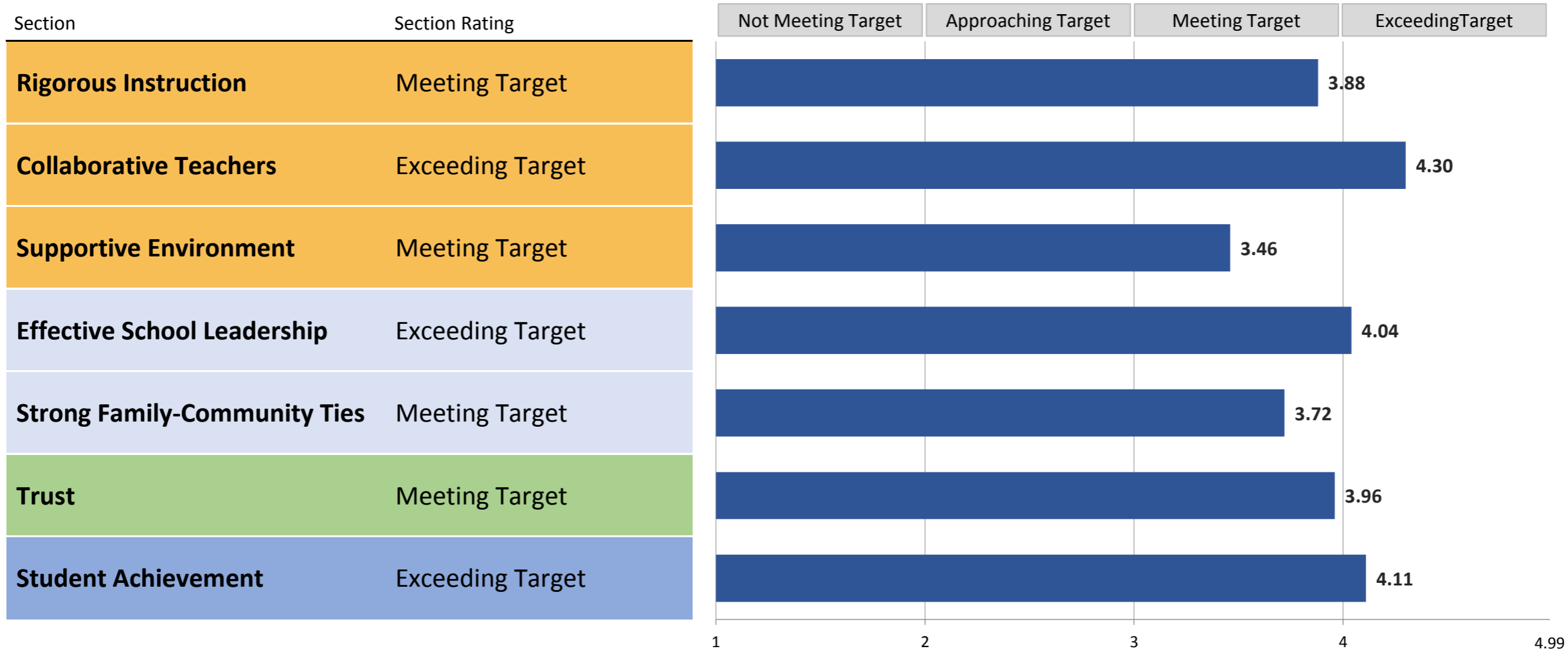


**Framework for Great Schools**

The Framework consists of six elements—Rigorous Instruction, Collaborative Teachers, Supportive Environment, Effective School Leadership, Strong Family-Community Ties, and Trust—that drive Student Achievement. The School Quality Guide shares ratings and data on each of the Framework elements, based on information from Quality Reviews, the NYC School Survey, student attendance, and movement of students with disabilities to less restrictive environments. The School Quality Guide also shares ratings and data on Student Achievement based on a variety of quantitative measures of student growth and performance.



**Section scores** are on a scale from 1.00 - 4.99. The first digit corresponds to the section rating, and the additional digits show how close the school was to the next rating level.

**State Accountability Status: N/A**

This designation is determined by the New York State Department of Education. More information on New York State accountability can be found at:

<http://schools.nyc.gov/Accountability/tools/accountability/default.htm>

**Note**

In addition, an online version of the 2014-15 School Quality Guide, with additional features, can be found at <http://schoolqualityreports.nyc>

**Student Enrollment**

<b>Grade</b>	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
Grade 6	97	132	126
Grade 7	98	103	132
Grade 8	90	89	93
<b>All students</b>	<b>285</b>	<b>324</b>	<b>351</b>

**Student Demographics**

	<b>2012 - 2013</b>	<b>2013 - 2014</b>	<b>2014 - 2015</b>
% English Language Learners	6%	8%	9%
% Free Lunch Eligible	73%	82%	82%
% Student with IEPs	28%	24%	21%
% Student with IEPs (less than 20% time)	1%	0%	4%
% HRA Eligible	-	60%	60%
% Temporary Housing	-	8%	8%
% Asian	2%	2%	1%
% Black	55%	50%	42%
% Hispanic	40%	45%	54%
% White	1%	3%	2%
% Other	0%	1%	1%
Average Incoming ELA Proficiency	2.68	2.36	2.33
Average Incoming Math Proficiency	3.03	2.51	2.52

2014-15 School Quality Guide / MS  
Student Achievement Scoring Appendix

84R073  
New World Preparatory Charter School

Student Achievement Rating	Student Achievement Score
<b>Exceeding Target</b>	<b>4.11</b>

Student Achievement Metrics	n	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Weight Pct
				Approaching Target	Meeting Target	Exceeding Target			
<b>State Test Results - ELA</b>									
● Average Student Proficiency	351	2.45	1.97	2.19	2.31	2.45	2.70	4.00	9.80%
● Percentage of Students at Level 3 or 4	351	22.8%	1.7%	8.8%	14.0%	19.8%	28.0%	4.37	9.80%
Median Adjusted Growth Percentile	345	62.0	46.7	52.8	61.6	67.5	77.9	3.07	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	119	74.0	61.2	67.2	76.0	81.7	92.1	2.77	9.80%
<b>State Test Results - Math</b>									
● Average Student Proficiency	351	2.73	1.81	2.13	2.34	2.58	2.91	4.45	9.80%
● Percentage of Students at Level 3 or 4	351	35.9%	0.0%	9.6%	16.7%	24.7%	34.7%	4.99	9.80%
● Median Adjusted Growth Percentile	347	72.0	41.0	49.0	60.6	68.3	82.0	4.27	9.80%
Median Adjusted Growth Percentile - School's Lowest Third	122	75.0	58.7	64.9	73.8	79.8	90.4	3.20	9.80%
<b>Core Course Pass Rates</b>									
● ELA	341	100.0%	69.4%	78.2%	84.6%	91.8%	100.0%	4.99	1.96%
● Math	341	96.8%	69.3%	78.1%	84.6%	91.8%	100.0%	4.61	1.96%
● Science	341	99.1%	73.0%	80.9%	86.5%	92.8%	100.0%	4.88	1.96%
● Social Studies	341	99.4%	64.5%	74.6%	82.1%	90.4%	100.0%	4.94	1.96%
Percent of 8th Graders Earning HS Credit	92	19.6%	0.0%	13.8%	24.0%	35.4%	48.5%	2.57	3.92%
9th Grade Adjusted Credit Accumulation of Former 8th Graders	79	83.0%	54.0%	67.0%	77.0%	88.0%	100.0%	3.55	9.80%
								<b>Weighted Average Score</b>	<b>3.88</b>

Closing the Achievement Gap (CtAG) Metrics	n	2014-15 School Population %	Population % of Range	2014-15 School Value	Bottom of Target Range	2014-15 Targets			Top of Target Range	Metric Score	Extra Points Possible	Extra Points Earned
						Approaching Target	Meeting Target	Exceeding Target				
<b>ELA - Percent at Level 3 or 4</b>												
○ Self-Contained	25	7.1%	36.8%	0.0%	0.0%	0.4%	0.8%	1.3%	2.2%	1.00	0.030	0.000
Integrated Co-Teaching	45	12.8%	70.3%	4.4%	0.0%	1.6%	3.2%	5.1%	8.4%	3.63	0.030	0.020
SETSS	2	0.6%	6.5%		0.0%	2.6%	5.2%	8.2%	13.6%		0.030	0.000
<b>Math - Percent at Level 3 or 4</b>												
● Self-Contained	25	7.1%	37.6%	8.0%	0.0%	0.7%	1.4%	2.3%	3.8%	4.99	0.030	0.030
● Integrated Co-Teaching	45	12.8%	70.7%	20.0%	0.0%	2.4%	4.8%	7.6%	12.6%	4.99	0.030	0.030
SETSS	2	0.6%	6.5%		0.0%	3.3%	6.6%	10.4%	17.2%		0.030	0.000
<b>ELA - Percent at 75th+ Growth Percentile</b>												
ELL	62	18.0%	40.3%	38.7%	17.2%	27.0%	36.6%	47.8%	68.0%	3.19	0.030	0.016
Lowest Third Citywide	124	35.9%	44.4%	46.0%	31.5%	39.4%	47.2%	56.3%	72.7%	2.85	0.030	0.014
Black and Hispanic Males in Lowest Third Citywide	73	21.2%	47.4%	52.1%	29.6%	38.0%	46.2%	55.9%	73.2%	3.61	0.030	0.020
SC/ICT/SETSS	71	20.6%	46.2%	47.9%	35.0%	42.9%	50.8%	60.0%	76.4%	2.63	0.030	0.012
<b>Math - Percent at 75th+ Growth Percentile</b>												
● ELL	64	18.4%	37.9%	45.3%	12.4%	22.8%	33.0%	45.0%	66.4%	4.01	0.030	0.023
Lowest Third Citywide	104	30.0%	36.6%	54.8%	24.4%	34.1%	43.7%	54.9%	75.0%	3.99	0.030	0.022
Black and Hispanic Males in Lowest Third Citywide	54	15.6%	35.1%	50.0%	24.1%	34.0%	43.7%	55.1%	75.5%	3.55	0.030	0.019
● SC/ICT/SETSS	71	20.5%	47.1%	53.5%	25.8%	34.5%	43.0%	53.1%	71.0%	4.02	0.030	0.023
ELL Progress	30	8.5%	23.5%	23.3%	11.3%	22.8%	34.2%	47.5%	71.3%		0.030	0.000
											<b>CtAG Additional Points</b>	<b>0.23</b>
											<b>Overall Student Achievement Score</b>	<b>4.11</b>

- Filled circle indicates a metric rating of Exceeding Target (and a metric score of 4.00 or higher).
- Empty circle indicates a metric rating of Not Meeting Target (and a metric score of 1.99 or lower).

	Metric Value	Metric Score	Weight Pct
<b>Rigorous Instruction</b>			
Quality Review 1.1			
Quality Review 1.2			
Quality Review 2.2			
NYC School Survey - Rigorous Instruction	91%	3.72	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:*</b>	<b>3.88</b>	

<b>Collaborative Teachers</b>			
Quality Review 4.2			
NYC School Survey - Collaborative Teachers	94%	4.24	100%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:*</b>	<b>4.30</b>	

<b>Supportive Environment</b>			
Quality Review 3.4			
NYC School Survey - Supportive Environment	82%	2.80	65%
Percentage of students with 90%+ attendance			
EMS	86.2%	4.00	
HS			
Overall	86.2%	4.00	30%
Movement of students with disabilities to less restrictive environments			
EMS	0.34	3.00	
HS			
Overall	0.34	3.00	5%
<b>Section Rating: Meeting Target</b>	<b>Section Score:*</b>	<b>3.46</b>	

<b>Effective School Leadership</b>			
NYC School Survey - Effective School Leadership	91%	4.04	100%
<b>Section Rating: Exceeding Target</b>	<b>Section Score:</b>	<b>4.04</b>	

<b>Strong Family-Community Ties</b>			
NYC School Survey - Strong Family-Community Ties	83%	3.72	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.72</b>	

<b>Trust</b>			
NYC School Survey - Trust	93%	3.96	100%
<b>Section Rating: Meeting Target</b>	<b>Section Score:</b>	<b>3.96</b>	

\* These scores have been rescaled so that schools without Quality Review ratings are measured on a comparable scale to schools with Quality Review ratings.

		Survey % Positive	City Range			Percent of Range	Score	
			Bottom of Range	City Avg	Top of Range			
<b>Rigorous Instruction</b>								
•	Common Core shifts in literacy	Teachers	98	79.4	91.4	100.0	0.90	4.60
•	Common Core shifts in math	Teachers	98	68.9	87.1	100.0	0.92	4.68
	Course clarity	Students	86	81.3	89.7	98.1	0.26	2.04
	Quality of student discussion	Teachers	83	53.2	78.4	100.0	0.65	3.60
<b>Section Results:</b>			91%					<b>3.72</b>
<b>Collaborative Teachers</b>								
Cultural awareness:								
	Cultural awareness	Teachers	99	84.5	94.1	100.0	0.90	
	Cultural awareness	Parents	94	87.1	93.3	99.5	0.56	
	Cultural awareness	Students	81	70.6	84.2	97.8	0.40	
	Cultural awareness	Combined	91				0.62	3.48
•	Inclusive classroom instruction	Teachers	100	81.7	93.3	100.0	1.00	4.99
	Quality of professional development	Teachers	88	54.0	77.4	100.0	0.73	3.92
•	School commitment	Teachers	92	59.7	84.3	100.0	0.81	4.24
•	Innovation	Teachers	92	65.8	85.2	100.0	0.77	4.08
•	Reflective dialogue	Teachers	99	86.6	95.8	100.0	0.89	4.56
•	Peer collaboration	Teachers	99	76.7	91.9	100.0	0.94	4.76
•	Focus on student learning	Teachers	96	68.4	88.4	100.0	0.89	4.56
	Collective responsibility	Teachers	86	57.5	82.3	100.0	0.66	3.64
<b>Section Results:</b>			94%					<b>4.24</b>
<b>Supportive Environment</b>								
Safety:								
	Safety	Teachers						
	Safety	Students	75	67.5	82.9	98.3	0.23	
○	Safety	Combined	75				0.23	1.92
Classroom behavior:								
	Classroom behavior	Teachers						
	Classroom behavior	Students	71	63.4	79.2	95.0	0.23	
○	Classroom behavior	Combined	71				0.23	1.92
•	Social-emotional measure	Teachers	100	84.7	95.3	100.0	1.00	4.99
○	Peer interactions	Students	72	67.5	80.7	93.9	0.16	1.64
	Next-level guidance	Students	91	76.9	88.3	99.7	0.62	3.48
Press toward academic achievement:								
	Press toward academic achievement	Teachers						
	Press toward academic achievement	Students	86	80.6	88.2	95.8	0.38	
	Press toward academic achievement	Combined	86				0.38	2.52
	Personal attention and support	Students	85	74.1	85.5	96.9	0.49	2.96
Peer support for academic work:								
	Peer support for academic work	Teachers						
	Peer support for academic work	Parents	92	76.8	88.6	100.0	0.67	
	Peer support for academic work	Students	60	48.0	66.6	85.2	0.32	
	Peer support for academic work	Combined	76				0.49	2.96
<b>Section Results:</b>			82%					<b>2.80</b>

		Survey % Positive	City Range			Percent of Range	Score
			Bottom of Range	City Avg	Top of Range		
<b>Effective School Leadership</b>							
Inclusive principal leadership	Parents	91	82.1	90.7	99.3	0.54	3.16
Teacher influence	Teachers	77	34.5	67.1	99.7	0.65	3.60
• Program coherence	Teachers	95	60.8	85.2	100.0	0.87	4.48
• Principal instructional leadership	Teachers	99	67.2	88.0	100.0	0.97	4.88
<b>Section Results:</b>		91%					<b>4.04</b>
<b>Strong Family Community Ties</b>							
Teacher outreach to parents:							
Teacher outreach to parents	Teachers	97	79.9	92.5	100.0	0.87	
Teacher outreach to parents	Parents	94	81.6	90.6	99.6	0.68	
• Teacher outreach to parents	Combined	96				0.77	4.08
Parent involvement in the schools	Parents	69	47.1	66.3	85.5	0.58	3.32
<b>Section Results:</b>		83%					<b>3.72</b>
<b>Trust</b>							
• Parent-teacher trust	Parents	95	88.9	94.3	99.7	0.75	4.00
• Parent-principal trust	Parents	95	88.6	94.8	100.0	0.75	4.00
Student-teacher trust	Students	78	69.2	82.0	94.8	0.34	2.36
• Teacher-principal trust	Teachers	99	63.2	87.4	100.0	0.97	4.88
• Teacher-teacher trust	Teachers	97	74.2	90.6	100.0	0.89	4.56
<b>Section Results:</b>		93%					<b>3.96</b>

These tables show the values needed in 2015-16 for the school to achieve a rating of Exceeding Target, Meeting Target, Approaching Target, or Not Meeting Target on each metric.

Student Achievement Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>State Test Results - ELA*</b>					
Average Student Proficiency	2.45	2.33 or lower	2.34 to 2.40	2.41 to 2.46	2.47 or higher
Average Student Proficiency - School's Lowest Third	1.97	1.93 or lower	1.94 to 2.01	2.02 to 2.08	2.09 or higher
Percentage of Students at Level 3 or 4	22.8%	15.1% or lower	15.2% to 18.8%	18.9% to 21.8%	21.9% or higher
<b>State Test Results - Math*</b>					
Average Student Proficiency	2.73	2.30 or lower	2.31 to 2.43	2.44 to 2.53	2.54 or higher
Average Student Proficiency - School's Lowest Third	2.06	1.86 or lower	1.87 to 1.98	1.99 to 2.08	2.09 or higher
Percentage of Students at Level 3 or 4	35.9%	15.0% or lower	15.1% to 20.8%	20.9% to 25.6%	25.7% or higher
<b>Core Course Pass Rates</b>					
ELA	100.0%	79.0% or lower	79.1% to 83.9%	84.0% to 87.9%	88.0% or higher
Math	96.8%	80.5% or lower	80.6% to 85.1%	85.2% to 88.8%	88.9% or higher
Science	99.1%	82.8% or lower	82.9% to 86.8%	86.9% to 90.1%	90.2% or higher
Social Studies	99.4%	78.0% or lower	78.1% to 83.2%	83.3% to 87.4%	87.5% or higher
Percent of 8th Graders Earning HS Credit	19.6%	15.1% or lower	15.2% to 23.7%	23.8% to 30.7%	30.8% or higher
9th Grade Adjusted Credit Accumulation of Former 8th Graders	83.0%	78.9% or lower	79.0% to 83.9%	84.0% to 87.9%	88.0% or higher

Closing the Achievement Gap Metrics*	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
<b>ELA - Average Proficiency Rating</b>					
Self-Contained	1.84	1.81 or lower	1.82 to 1.87	1.88 to 1.92	1.93 or higher
Integrated Co-Teaching	2.10	1.98 or lower	1.99 to 2.06	2.07 to 2.12	2.13 or higher
SETSS		2.01 or lower	2.02 to 2.13	2.14 to 2.22	2.23 or higher
ELL	2.18	2.03 or lower	2.04 to 2.15	2.16 to 2.24	2.25 or higher
Lowest Third Citywide	1.97	1.94 or lower	1.95 to 1.98	1.99 to 2.02	2.03 or higher
Black and Hispanic Males in Lowest Third Citywide	1.93	1.90 or lower	1.91 to 1.95	1.96 to 1.99	2.00 or higher
<b>Math - Average Proficiency Rating</b>					
Self-Contained	1.97	1.75 or lower	1.76 to 1.84	1.85 to 1.91	1.92 or higher
Integrated Co-Teaching	2.36	1.94 or lower	1.95 to 2.06	2.07 to 2.16	2.17 or higher
SETSS		1.98 or lower	1.99 to 2.13	2.14 to 2.26	2.27 or higher
ELL	2.47	2.11 or lower	2.12 to 2.27	2.28 to 2.40	2.41 or higher
Lowest Third Citywide	2.04	1.87 or lower	1.88 to 1.94	1.95 to 2.00	2.01 or higher
Black and Hispanic Males in Lowest Third Citywide	1.95	1.85 or lower	1.86 to 1.91	1.92 to 1.99	2.00 or higher
ELL Progress	23.3%	30.1% or lower	30.2% to 39.9%	40.0% to 47.9%	48.0% or higher

\*To earn additional points from the Closing the Achievement Gap section on the 2015-16 School Quality Reports, the school must meet the targets below and have a population percentage (of the relevant high-need group) that is not more than one standard deviation below the citywide average.

Supportive Environment Metrics	2014-15 School Value	2015-16 Targets			
		Not Meeting Target	Approaching Target	Meeting Target	Exceeding Target
Percentage of Students with 90%+ Attendance	86.2%	71.1% or lower	71.2% to 76.9%	77.0% to 81.7%	81.8% or higher
Movement of Students with Disabilities to Less Restrictive Environments	0.34	0.18 or lower	0.19 to 0.29	0.30 to 0.38	0.39 or higher

\* If the participation in state tests is low, the targets may be adjusted to reflect the students at the school that actually take the tests.