

**East Harlem Scholars Academy  
CHARTER SCHOOL**

**2013-2014 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By East Harlem Scholars Academy

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Cheyenne Batista São Roque, Founding Principal, Managing Director; Swaicha Chanduri, Director of Curriculum & Instruction; and Valencia Chapman, Dean of Instruction, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
Iris Chen	Secretary, Ed & Accountability Committee
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Cheyenne Batista São Roque **has served as the Founding Principal since June 2011.**

## INTRODUCTION

East Harlem Scholars Academy opened in August, 2011 with 108 students in grades K-1. Founded upon the 53-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy is a public charter school whose mission is to prepare students with the academic skills, strength of character and social and emotional well-being to excel in high school and college, to lead in their communities and to realize their best possible selves.

67% of East Harlem Scholars students identify as Hispanic, 28% of students identify as Black, 1% of students identify as American Indian or Alaskan Native, 3% of students identify as multi-racial and 1% of students identify as White. 94% of students are eligible for free and reduced lunch. 19% of students qualify for ELL services and 30% of students receive Special Education services.

East Harlem Scholars Academy is a high-performing, student-centered learning environment that shares the philosophy and values of its founding organization, East Harlem Tutorial Program (EHTP). EHTP and East Harlem Scholars Academy are grounded in the following guiding principles:

- **All children can and will succeed when provided a great education.** We challenge our students with a demanding academic program and stimulating learning environment so that they develop the skills necessary to succeed in high school and graduate from competitive colleges.
- **The best learning occurs when children engage in higher-order, critical thinking.** To thrive in the 21st century work force and successfully pursue boundless possibilities, our students learn to question, analyze and apply their learning meaningfully. Students develop the essential critical reasoning and leadership skills to succeed in their endeavors, both inside and outside the classroom.
- **A nurturing and supportive environment supports students' love of learning and of themselves.** We place a premium on students' cognitive, creative, social and emotional growth and physical health, blending rigor with joy to ensure our scholars are inspired to learn. Students explore their individual aspirations through the school experience, developing rich personal connections to their learning.
- **Self-awareness promotes dynamic leadership and global understanding.** Our learning community instills in all scholars a deep sense of self-esteem, cultural pride and global responsibility so that they become active citizens of the 21st century and develop into their best possible selves. Diversity is an asset to our learning space, and our scholars are engaged with and aware of different backgrounds and perspectives as they develop a rich understanding of the world in which they live.
- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with its guiding principles, East Harlem Scholars Academy embraces the idea that each child is unique, and its instructional model employs differentiated learning strategies to help all students achieve at high levels. East Harlem Scholars Academy's approach to teaching supports its

student-centered approach, its goal to promote individualized instruction and its concern for the growth and development of the whole child. The curriculum components facilitate differentiated instruction and strategic, data-based interventions to support the academic achievement of our diverse learners.

East Harlem Scholars Academy strives to ensure that each of our scholars reaches his or her highest potential, and strong academic performance is a critical indicator of our success on this front. As such, we use a multi-faceted assessment program to track student performance in our core subject areas. Assessments include standardized exams, curriculum-based tests and quizzes, and a plethora of formative measures including curriculum-based activities, writing journals, teacher observations and outputs from centers activities. Our data-based approach enables us to provide each child with an educational experience that is tailored to his or her individual needs and gears him or her for success.

East Harlem Scholars has two certified general education teachers in each classroom of 27 students allowing for a low student-teacher ratio of 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

We hold our students to very high standards of academic excellence. Recognizing that each child comes from diverse backgrounds with different learning needs, we provide a wide range of services to ensure that all students are equipped to excel. Our full-time reading specialist and ELL specialist assist learners with literacy and reading comprehension, drawing upon their rich backgrounds in early childhood literacy to help students acquire language and master decoding. Students and their families also have access to our resident social worker, speech and occupational therapists and other services. These support staff members work intensively with classroom teachers to align instruction and offer comprehensive support services. Our collaborative work environment positions teachers to ensure that children are fully supported to become their best possible selves.

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy has a longer school day (7:25 a.m. to 4:00 p.m.) and school year (185 days) than the district public schools. Students have 170-195 minutes of ELA instruction 90 minutes of math instruction daily. The extended day and year also allows students at East Harlem Scholars Academy to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish, which is offered up to four times a week.

Professional development pervades the classroom and the school. It is embedded in the assignments and analyses that teachers perform every day as they continually draw understanding about their performance from student performance. It is the expectation at East Harlem Scholars Academy that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*<sup>1</sup>.

Our after-school program provides meaningful learning opportunities after the formal school day comes to a close. Scholars obtain extra help with their homework and academic planning, and enjoy

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<sup>1</sup> <http://www.nsd.org/standards/>

additional enrichment experiences via "Fascination Stations" that boost academic achievement and encourage exploration.

East Harlem Scholars Academy views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars Academy draws on the expertise of EHTP, which has successfully promoted and facilitated meaningful parent involvement and partnership in supporting the growth and development of the children it has served for over 50 years. East Harlem Scholars Academy engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all families are informed and supported to participate actively in their child's academic experience.

### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11														
2011-12	56	51												107
2012-2013	55	53	53											161
2013-2014	54	53	53	52										212

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at East Harlem Scholars Academy will be proficient readers, writers, and speakers of the English language.

#### Background

The priority to develop strong readers, writers and communicators is reflected by East Harlem Scholars Academy allocating up to 180 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of both the Reading Specialist and the ELL Specialist to differentiate and to meet the needs of all learners. In addition, East Harlem Scholars Academy works collaboratively with a highly qualified Literacy Specialist to lead monthly professional development sessions to staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children.

The ELA program choices at East Harlem Scholars Academy include research-based curricula that rest its foundations on those components and methods of instruction that research<sup>2 3</sup> has shown to be most effective for early literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. This is especially important for students from low-income backgrounds who are likely to enter school with limited literacy experiences.

Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, facilitated by the co-teaching model, teachers alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA is reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies, (2) increases the amount and quality of sustained discussion of reading content, (3) sets and maintains high standards for text, conversation, questions and vocabulary, and (4) increases students' motivation and engagement with reading. In addition, East Harlem Scholars Academy provides academic support to students in ELA in the form of academic intervention services, tutoring and other effective practices.

For ELA, East Harlem Scholars Academy uses Pearson Scott Foresman's *Reading Street* and *EngageNY.org*. Reading Street is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections

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<sup>2</sup> Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

<sup>3</sup> Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

serve as the foundation of the instructional plan. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that is utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.<sup>4</sup> EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. EngageNY.org exposes students to high quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies.

East Harlem Scholars Academy also uses resources from Making Meaning and the Great Books Foundation. In addition to teaching students the critical comprehension skills they need to be college and career ready, our school is dedicated to developing students that can also engage in academic discourse around current events and social themes that are relevant to their lives. Therefore, we have adapted these additional ELA curricula to expose students to engaging, but complex, text and to teach students how to have conversations about text with multiple interpretations, collaborate with peers around ideas and how to disagree respectfully when opinions vary.

Making Meaning is an ELA curriculum that teaches critical reading comprehension skills as well as social development through rich literature that is relevant and applicable to students' lives. Kindergarten uses this curriculum because this is the first year of school for many of our students and in addition to learning key academic skills, they also need to learn how to be in school around other children all day. Making Meaning encourages collaboration, respectful disagreement and ownership of learning.

The higher grades develop these same skills through a program called Junior Great Books. The Great Books Foundation started over 50 years ago as a non-profit with a mission of providing great literature to the general public. Over the years, the foundation expanded this mission to include children (Junior Great Books) and works extensively to empower students to think critically about what they read through discourse and discussion with their peers. At least once a month, students at East Harlem Scholars Academy read high-level text from the Junior Great Books library, engaging in various comprehension activities throughout the week, which ends with a shared inquiry discussion. The shared inquiry forces students to support their claims with evidence in the text and provides them with the opportunity to share their ideas in a structured manner. This program has encouraged students to become closer readers, add to a discussion by building off another person's ideas and to persevere through reading a complex text.

East Harlem Scholars Academy, while focusing on phonics and phonemic awareness in the early grades, also introduces students to the joy of reading with authentic literature. East Harlem

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<sup>4</sup> Vaughan H, Whitelaw G, Craig B, and Stewart C. (2003). Linking ecological science to decision-making: delivering environmental monitoring information as societal feedback. *Environ Monit Assess* 88: 399–408.

Scholars students understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective<sup>5</sup> and the concurrent focus on phonics and phonemic awareness provide them with the tools to do just that.

To measure students’ ELA progress, the school uses weekly Reading Street assessments that are aligned to the content and grade level standards. In addition, students complete Words Their Way spelling tests and are tested every eight weeks on their reading level growth using the Fountas & Pinnell assessment. During weekly professional development, teachers analyze student data and create action plans for each student to ensure they reach their end of year ELA goals. Additionally, at the end of each interim assessment period, accountability teams, which are comprised of grade team teachers, specials teachers and intervention specialists, analyze the data and complete a data reflection process to identify key trends, outline clear next steps for the team, and request specific support from the leadership team to successfully improve student performance in the following instruction cycle.

**Goal 1: Absolute Measure**

Each year, 75 percent of students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts exam.

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>6</sup>			Total Enrolled
		IEP	ELL	Absent	
3	51	0	0	0	52
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-
7	-	-	-	-	-
8	-	-	-	-	-
All	51	17	9	0	52

<sup>5</sup> <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

<sup>6</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Results

On the 2013-14 NYS ELA Exam, 11% of East Harlem Scholars Academy students *in at least their second year* scored as proficient.

### Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	10%	51	11%	46
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	10%	51	11%	46

## Evaluation

East Harlem Scholars Academy's goal was to have 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Arts Exam. The school fell short of the specified measure by 64%. Though internal interim assessments throughout the year have indicated that most students are reading on or above grade level, the vast majority of students did not demonstrate proficiency on the state exam. Students demonstrate high levels of reading mastery on other diagnostic tools, but were unable to translate this level of comprehension to their performance on the standardized test.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. Additionally, students were provided with insufficient opportunities to practice written responses to reading passages. Several students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam.

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

## Additional Evidence

As 2013-14 was the first testing year, there is no longitudinal data available to assess year-to-year trends.

As the school is always committed to maintaining high levels of academic performance, we have implemented an intensive strategic plan to better meet the needs of students in the 2014-15 year. We recently added the roles of Dean of Instruction and additional academic intervention specialists to our staff roster, and have enlisted more frequent support from our literacy consultants. We have modified the whole school schedule to enhance the success of our literacy program, and increased the professional development for teachers in critical need areas.

We will provide targeted intervention to scholars in need via a variety of in-school, after school, Saturday and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction.

School leaders will continue to conduct school visits with school leaders of other high performing schools to discuss best practiced related to our critical need areas.

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) on the state English Language Arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>7</sup>

**Results**

The Performance Level Index (PLI) for this year is 49, as calculated below:

**English Language Arts 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
51	31	15	5	0

$$\begin{array}{rcccccccc}
 \text{PI} & = & 15 & + & 5 & + & 0 & = & 39\% \\
 & & & & 5 & + & 0 & = & \underline{10\%} \\
 & & & & & & \text{PLI} & = & 49
 \end{array}$$

**Evaluation**

The school did not meet the measure of having a Performance Level Index (PLI) of 89, but fell short of it by 40 points.

<sup>7</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. Additionally, students were provided with insufficient opportunities to practice written responses to reading passages in ELA. Several students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam.

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of all students in the same tested grades in Community School District 4.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>8</sup>

**Results**

Of the 46 charter school students in at least their 2<sup>nd</sup> year that were tested, 11% were proficient on the ELA exam, compared to the 29% proficiency of their 965 district student peers.

**2013-14 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	11%	46	29%	965
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	11%	46	29%	965

**Evaluation**

<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

The charter school fell short of the aggregate district performance by 18%.

### **Additional Evidence**

As this is the first testing year for East Harlem Scholars Academy, state-testing data is not available for a comparison between the school and the district.

In the cohort tested in at least their 2<sup>nd</sup> year, 27 percent are students with special needs, and 16 percent are English Language Learners, compared to 23% and 12% in the district, respectively. Comparing the results of Scholars Academy students to these subsets of the district schools is helpful, as we have implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

The percentage of students scoring as proficient in the first testing cohorts for other local charter schools in the district include:

- Success Academy – 63%
- Harlem Prep – 24%
- D.R.E.A.M. Charter School – 15%
- Amber Charter School – 12%
- East Harlem Scholars Academy – 10%

### **Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>9</sup>

### **Method**

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

### **Results**

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<sup>9</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

### Evaluation

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

### Additional Evidence

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

### Goal 1: Growth Measure<sup>10</sup>

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

### Method

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

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>11</sup>

### Results

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

### **2012-13 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
3	-	50.0
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>11</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## Evaluation

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

## Additional Evidence

n/a – East Harlem Scholars Academy does not have 2012-13 test results.

### English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 <sup>12</sup>	2011-12 <sup>7</sup>	2012-13	Statewide Average
3	-	-	-	50.0
4	-	-	-	50.0
5	-	-	-	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	-	-	50.0

### Goal 1: Comparative Measure

Each year, the percent of all tested general education students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).

### Method

The adoption of the new Common Core Learning Standards signaled the need for new assessments that could assess student learning of the new rigorous standards. The New York Department of Education developed and administered a new Common Core Learning Assessment in ELA in 2013. Third graders in East Harlem Scholars Academy took the new assessment in the spring of 2014.

### Results

The 15% percent proficiency of the charter school students in at least their second year was lower than the proficiency of the students in the district in at least their second year and in the same grade.

### 2013-14 State English Language Arts Exam General Education Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Gen Ed Students In At Least 2 <sup>nd</sup> Year		All Gen Ed District Students	
	Percent	Number Tested	Percent	Number Tested

<sup>12</sup> Grade level results not available.

3	15%	34	29%	965
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	15%	34	29%	965

**Evaluation**

The school did not meet the measure of exceeding the average ELA proficiency of general education students in the district in at least their second year and the same grade.

**Additional Evidence**

East Harlem Scholars Academy’s goal was to have 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Arts Exam. The school fell short of the specified measure by 64%. Though internal interim assessments throughout the year have indicated that most students are reading on or above grade level, the vast majority of students did not demonstrate proficiency on the state exam. Students demonstrate high levels of reading mastery on other diagnostic tools, but were unable to translate this level of comprehension to their performance on the standardized test.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. Additionally, students were provided with insufficient opportunities to practice written responses to reading passages. Several students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam.

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

**Goal 1: Growth Measure**

Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English Language Arts exam and 75 percent at or above Level 3 on the current year’s state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

## Results

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

## Evaluation

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

## Additional Evidence

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

### Goal 1: Optional ELA Measure

On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of Kindergartners, first graders, second graders and third graders will read at grade level (levels D, H, L and O respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

## Method

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

## Results

The table below shows the results of the F&P in the spring of 2014, and provides a summary of performance.

**Fountas & Pinnell Results Spring 2014**

Grade	Number Tested	2013-2014 Percent of Students on	Target Percentage	Target Achieved
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		Grade Level		
<b>K</b>	<b>54</b>	<b>89%</b>	<b>80%</b>	<b>YES</b>
<b>1</b>	<b>52</b>	<b>80%</b>	<b>80%</b>	<b>YES</b>
<b>2</b>	<b>53</b>	<b>95%</b>	<b>80%</b>	<b>YES</b>
<b>3</b>	<b>53</b>	<b>58%</b>	<b>80%</b>	<b>NO</b>

### **Evaluation**

In 2013-2014, East Harlem Scholars Academy achieved its goals as a school and at each grade level except for third grade. The Kindergarten cohort exceeded the target goal, with 89% of students reading on grade level. In 1<sup>st</sup> grade, 80% of students achieved the target goal and nearly all 2<sup>nd</sup> graders did as well with 95% reading at grade level. Third graders did not meet the target, though they continue to demonstrate substantial growth on a variety of interim and other assessments. As a note, this cohort was the only of our enrolled students to not have attended Kindergarten at Scholars Academy, and they continue to need reinforcement to make up for this lost opportunity for high-quality instruction. A wide variety of them found challenges with the increased rigor and text complexity as they progressed in their reading levels. As we continue to modify our program to meet their specific needs, a key focus area is in student comprehension of chapter books. After thorough data analysis, we will prioritize enhancing professional development provided to teachers, addressing the specific skills need to increase comprehension at the specific levels that were identified as concern areas. Our reading specialist will provide enhanced Leveled Literacy Instruction for all students who fail to demonstrate growth, as well as for the students who are reading at the lowest levels.

To further support our students who are below grade level, we plan to continue to utilize both a phonics-based and whole-language based instruction in our ELA instructional program. We will also continue to provide students with more than two hours of daily ELA instruction, along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day.

### **Additional Evidence**

Our first 2nd grade cohort offers particular insight into the academic progress of students who attended all elementary grades at our school (as opposed to those who did not enroll in Kindergarten or were enrolled in underperforming neighborhood schools prior to enrolling at Scholars Academy). In the 2011-2012 school year, 4% of these students began the year reading at grade level and in just two years close to 100% are reading at grade level and beyond.

### **Goal 1: Optional ELA Measure**

Each year, 80 percent of tested students K-3 will perform at or above the 50<sup>th</sup> percentile her on the MAP exam.

### **Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, first, second and third grades. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify

lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

### Results

The table below shows the results of the MAP in the spring of 2014, and provides a summary of performance.

**MAP Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of Students in the 50<sup>th</sup> percentile or higher</b>	<b>Target for Percentage of Students in the 50<sup>th</sup> percentile or higher</b>	<b>Target Achieved</b>
<b>K</b>	<b>54</b>	<b>30%</b>	<b>80%</b>	<b>NO</b>
<b>1</b>	<b>52</b>	<b>39%</b>	<b>80%</b>	<b>NO</b>
<b>2</b>	<b>53</b>	<b>42%</b>	<b>80%</b>	<b>NO</b>
<b>3</b>	<b>52</b>	<b>29%</b>	<b>80%</b>	<b>NO</b>

### Evaluation

In 2013-2014, East Harlem Scholars Academy did not achieve this goal and fell short of the target percentages for each grade. While performance results provide great insight into instructional priorities for the upcoming school year, this first-time administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the first in which students saw or took an exam of its format, and it is the first exam that they have taken on a computer. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

As is consistent with other assessment results, our 2nd grade cohort (the first cohort to have attended Kindergarten and all subsequent grades at our school) had strongest performance results.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students who scored below the NCE of 20 will be included in the Student Support Team caseload, which meets every week to brainstorm and implement interventions to support student outcomes. Students' progress is tracked weekly and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

### Additional Evidence

No additional evidence is available at this time.

**Goal 1: Optional ELA Measure**

Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. These essays will be evaluated by educators other than the student’s own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

**Method**

East Harlem Scholars Academy used the rubrics from the new Writing Workshop units of study to assess students writing mastery . These rubrics were designed to assess the demands of the new Common Core Standards. The components of the writing rubric include: lead, transitions, ending, organization, elaboration, craft, spelling and punctuation. The staff worked extensively to “norm” themselves against the rubric to support its validity and reliability.

**Results**

The table below shows the results of the Writing Rubric in the spring of 2014, and provides a summary of performance.

**Writing Rubric Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of Students who are Proficient (Level 3 or higher)</b>	<b>Target</b>	<b>Target Achieved</b>
<b>K</b>	<b>54</b>	<b>78%</b>	<b>80%</b>	<b>NO</b>
<b>1</b>	<b>52</b>	<b>78%</b>	<b>80%</b>	<b>NO</b>
<b>2</b>	<b>53</b>	<b>87%</b>	<b>80%</b>	<b>YES</b>
<b>3</b>	<b>52</b>	<b>38%</b>	<b>80%</b>	<b>NO</b>

**Evaluation**

In 2013-2014, East Harlem Scholars Academy met the optional ELA writing goal for second grade, but did not meet the goal in grades K, one and three. Kindergarten and first grade came very close to meeting the goal. Additionally, the first and second grade cohorts significantly increased from the previous year (42 and 54 percentage points respectively). In 2013-14, the school continued to use the Lucy Calkins writing workshop curriculum but upgraded to the new units of study which included a full curriculum per grade level, as opposed to one for grades K-2 and another for 3-5, and a more rigorous scope and sequence. The program also allowed students to spend a significant amount of time in one writing genre so that they could write several pieces before each on-demand assessment. In third grade, there is still significant progress to be made. Our third grade cohort did not attend Kindergarten at Scholars Academy and although they have made significant growth over the last three years, some students continue to struggle with the increased cognitive demand for reading and writing as they progress to the higher grades. Although the school has been aligned and teaching the Common Core standards since opening in 2011, this is the first year that it has adopted the update writing curriculum, which was modified to reflect the Common Core standards and it illuminated some knowledge gaps in skill, craft and genre specific writing that the curriculum assumed they had learned in previous years. For the 2014-2015 school year, the school plans to continue using Lucy Calkins’ *Writing Workshop Units of Study* and will provide additional professional development for teachers around using this curriculum and providing intervention for

students that fall below proficiency on the writing rubric and demonstrate gaps in the foundational skills learned in previous grades.

### **Additional Evidence**

No additional evidence is available at this time.

#### **Goal 1: Optional ELA Measure**

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

### **Method**

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in grades Kindergarten, first, second and third. . The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

### **Results**

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

### **Evaluation**

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

### **Additional Evidence**

No additional evidence is available at this time.

#### **Goal 1: Optional ELA Measure**

Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is measured by the Fountas & Pinnell assessment based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.

### **Method**

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary and comprehension skills for students K-8. This assessment

tool is used to determine students' developmental reading levels for the purpose of informing instruction and documenting reading progress. The Fountas & Pinnell Benchmark Assessment System texts were demonstrated to be both reliable and valid measures for assessing students' reading levels.

Fountas & Pinnell *Benchmark Assessment System* is utilized as the ELA eight-week assessment system. Every teacher at East Harlem Scholars Academy receives F&P training, which enables him or her to test students one-on-one. East Harlem Scholars Academy has developed its own standards for proficiency. This running records assessment provides teachers with current diagnostic information that informs their grouping of students in the guided instruction portion of the workshop model, allowing for further support, reinforcement and practice of skills with students when needed. Fluency is also measured in this assessment. Students have target F&P scores for each assessment cycle that indicate whether they are on grade level and on track to meeting the school's end of year goal and will provide a summary of their ongoing growth and progress.

### Results

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2014.

**Fountas & Pinnell Results Spring 2014**

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
K	54	93%	80%	YES
1	5	20%	80%	NO
2	7	29%	80%	NO
3	5	60%	80%	NO

### Evaluation

In 2013-2014, East Harlem Scholars Academy exceeded this goal in Kindergarten with 93% of our students achieving over one grade level of growth in their first year of enrollment. Although the school did not meet this goal in first, second or third grade most students came in behind grade level and showed significant growth over the course of the year after receiving intervention support and targeted instruction from their classroom teachers.

### Additional Evidence

No additional evidence is available at this time.

### Summary of the English Language Arts Goal

East Harlem Scholars Academy achieved, or came very close to meeting the goals, for the Fountas & Pinnell reading assessments and writing rubric assessments in Kindergarten, first and second grade. We did not meet the reading or writing goals in third grade or meet the targets for the MAP exam in

any grade. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students' test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above at or above Level 3 on the New York State English Language Arts Exam.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the English Language arts exam will be greater than that of students in the same tested grades in Community School District 4.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all Public Schools in New York State.	N/A
Comparative	Each year, the percent of all tested general education students who are enrolled in at least their second year and are performing at or above a Level 3 on the state English Language Arts exam will be greater than the average percent of general education students in the same tested grades in Community School District 4 (the district from which students enrolled in the school are drawn).	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2012-13 state exam and percent at or above Level 3 on the current year's state English Language Arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Absolute <i>Optional</i>	On the Fountas & Pinnell end-of-year assessment, a minimum of 80 percent of kindergarteners, 80 percent of first graders , 80% of second graders and 80% of third graders will read at grade level (levels D, H, L and O respectively), based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	Did Not Achieve
Absolute <i>Optional</i>	Each year, 80 percent of students K-3 will perform at or above the 50 <sup>th</sup> percentile on the MAP exam.	Did Not Achieve
Absolute <i>Optional</i>	80% of students will exhibit proficiency in Language Arts by writing a piece that will be scored using a rubric to evaluate proficiency. These essays will be evaluated by educators other than the student's own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.	Did Not Achieve
Growth <i>Optional</i>	Each year, on the MAP exam all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Growth <i>Optional</i>	Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is	Achieved

	measured by the Fountas & Pinnell assessment, based on a set of uniform procedures for norming the scoring in order to ensure the reliability of teacher evaluations.	
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**Action Plan**

The positive results of our English Language Arts goals suggest that we have a solid foundation for continued success, and that we have put in place the appropriate systems and structures to support high-quality instruction to maximize student learning. We will continue to promote a culture of academic excellence to guide each student to achieve his or her fullest academic potential. Our students will continue to receive over two hours of daily ELA instruction along with additional work on reading, listening and oral communication skills integrated throughout other subjects during the instructional day. East Harlem Scholars Academy will continue to institute a comprehensive approach to literacy and ELA that utilizes elements of both phonics-based and whole language-based instruction.

Based on the results of our writing assessments, we plan to develop a more rigorous and structured approach to teaching writing. In the 2014-2015 school year, we will continue to use Lucy Calkins’ Writing Workshop *Units of Study*. Additionally, we will provide students with more opportunities throughout the year to practice responding to writing test prompts before the end-of-year assessment. These changes, in addition to key changes made last year, will allow for more thematic, continuous writing instruction and support teachers’ capacity to target critical need areas.

East Harlem Scholars Academy will continue to incorporate three basic lesson structures using the framework of Lucy Calkins’ Writing Workshop – the mini-lesson, independent writing time with conferring and small group work, and the share-sessions at the end of the writing time. These structures will support the basis of the writing instruction – providing direct instruction, guided practice as students begin trying their hand at the new learning, and finally independent implementation of the strategies. We will also implement more opportunities for students to effectively employ graphic organizers to support excellent writing.

Additionally, East Harlem Scholars Academy has adopted a new phonics program to assist teachers in explicitly teaching phonics skills that can be immediately applied in context during the reading comprehension block. The school is also making significant modifications to the whole school schedule and revamping pacing guides and unit plans to allow for a cohesive flow between the different components of our ELA instructional program. This restructuring will allow teachers to teach a specific comprehension skill that the students can then practice during independent reading as well as guided reading (a key element that was previously missing in our literacy program). Additionally, the revamping of our pacing guides and unit plans will allow teachers to make stronger thematic and cohesive connections between our reading and writing programs. For example, when students are reading non-fiction text, they will also write non-fiction text. These changes will better support teachers to make connections between school-wide reading and writing strategies throughout the day in the other content areas as well.

East Harlem Scholars Academy will also continue to supplement the core reading and writing instructional materials it uses with Pearson’s *Words Their Way* program, using small groups of 5-7 students for a 20-minute daily phonics block. This program will help to further build vocabulary,

spelling, and word recognition skills in our students, particularly our school's ELLs. *Words Their Way* has evolved from three decades of developmental aspects of word knowledge with children and adults. The power of the *Words Their Way* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can better differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Words Their Way* program includes small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

East Harlem Scholars Academy will also continue to provide targeted intervention during after school, designated Saturdays and holiday breaks.

## MATHEMATICS

### Goal II: Mathematics

**Goal:** Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

#### Background

East Harlem Scholars Academy students participate in over 90-100 minutes of Math daily. The school uses the University of Chicago's *Everyday Mathematics* and EngageNY.org to deliver rigorous mathematics instruction. Extensive research has been done on the Everyday Mathematics (Everyday Math) curriculum since its implementation in 1986. The Everyday Math teacher's guide provides sections on diverse language learners that encourage different group interaction among students and that also build on each student's prior knowledge. At each grade level, the Everyday Math curriculum provides students with multiple opportunities to learn concepts and practice.<sup>13</sup> Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of Everyday Math are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. East Harlem Scholars Academy adapted material from the math modules on the EngageNY.org website. The modules include instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

East Harlem Scholars Academy works collaboratively with a highly qualified Math Specialist to lead professional development sessions, with an emphasis on data collection and effective instructional practices with *Everyday Math* and *EngageNY.org*. Assessments include *EngageNY.org exit tickets, mid module assessments and end of module assessments*. The Director of Curriculum and Instruction created interim assessments based on common core standards and taught material. During weekly professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

#### Goal 2: Absolute Measure

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

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<sup>13</sup> What Works Clearinghouse (2010). *Everyday Mathematics*[R]. What Works Clearinghouse Intervention Report. Retrieved from <http://www.mendeley.com/research/literacy-express-works-clearinghouse-intervention-report/>.

## Method

The school administered the New York State Testing Program mathematics assessment to students 3<sup>rd</sup> grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

### 2013-14 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>14</sup>			Total Enrolled
		IEP	ELL	Absent	
3	52	0	0	0	52
4					
5					
6					
7					
8					
All					

## Results

On the 2013-14 NYS ELA Exam, 32% of East Harlem Scholars Academy students *in at least their second year* scored as proficient.

**In 2014, East Harlem Scholars Academy saw 32% of its students in at least their second year achieving proficiency. 33% of all students achieved proficiency.**

### Performance on 2013-14 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	33%	52	32%	47
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	33%	52	32%	47

## Evaluation

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<sup>14</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

East Harlem Scholars Academy's goal was to have 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Math Exam. The school fell short of the specified measure by 42%. Internal interim assessments gave some indication of challenges with mastery, and the school worked throughout the year to respond accordingly. Students demonstrate high levels of mastery on several standards, while having significant challenges with others.

Several factors contributed to student performance. Though we implemented a variety of test preparation techniques and strategies throughout the year, we believe we can do more to streamline our efforts and to develop a comprehensive, cohesive program that provides students with frequent practice responding to multiple choice and short response questions. We implemented a new math curriculum in the testing year, and teachers, over time, developed greater capacity to implement the curriculum effectively. Various students scored within 10 points of the proficiency cut score, indicating that with increased targeted supports, more students can achieve proficient levels on the exam (and would have made a difference of up to 20% on our scores in this testing year).

Also, as this group is our founding/lead cohort, it is was their first testing year. They are also the only cohort at our school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of our students are English Language Learners, and will need more intensive support to ensure their reading proficiency.

### **Additional Evidence**

As 2013-14 was the first testing year, there is no longitudinal data available to assess year-to-year trends.

As the school is always committed to maintaining high levels of academic performance, we have implemented an intensive strategic plan to better meet the needs of students in the 2014-15 year. We recently added the roles of Dean of Instruction, Math Coach, and additional academic intervention specialists to our staff roster, and have enlisted more frequent support from our math consultants. We have modified the whole school schedule to further support the success of our math program, and increased the professional development for teachers in critical need areas and in their ability to implement our new curriculum well.

We will provide targeted intervention to scholars in need via a variety of in-school, after school, Saturday and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction.

School leaders will continue to conduct school visits with school leaders of other high performing schools to discuss best practiced related to our critical need areas.

## **Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>15</sup>

**Results**

The Performance Level Index (PLI) for this year is 106, as calculated below:

**Mathematics 2013-14 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
52	14	21	13	4

$$\begin{array}{rcccccccc}
 \text{PI} & = & 21 & + & 13 & + & 4 & = & 73\% \\
 & & & & 13 & + & 4 & = & \underline{33\%} \\
 & & & & & & \text{PLI} & = & 106
 \end{array}$$

**Evaluation**

The school met the measure of having a Performance Level Index (PLI) of 86, exceeding it by 20 points.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in Community School District 4.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>16</sup>

**Results**

<sup>15</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>16</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Of the 47 charter school students in at least their 2<sup>nd</sup> year that were tested, 32% were proficient on the Math exam, compared to the 37% proficiency of their 981 district student peers.

**2013-14 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	32%	47	37%	981
4	-	-	-	-
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	32%	47	37%	981

**Evaluation**

The charter school fell short of the aggregate district performance by 5%.

**Additional Evidence**

As this is the first testing year for East Harlem Scholars Academy, state-testing data is not available for a comparison between the school and the district.

In the cohort tested in at least their 2<sup>nd</sup> year, 27 percent are students with special needs, and 16 percent are English Language Learners, compared to 23% and 12% in the district, respectively. Comparing the results of Scholars Academy students to these subsets of the district schools is helpful, as we have implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

The percentage of students scoring as proficient in the first testing cohorts for other local charter schools in the district include:

- Success Academy – 96%
- D.R.E.A.M. Charter School – 38%
- Amber Charter School – 37%
- East Harlem Scholars Academy – 33%
- Harlem Prep – 29%

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according

to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>17</sup>

### **Method**

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

### **Results**

n/a – East Harlem Scholars Academy does not have 2012-13 test results

### **Evaluation**

n/a – East Harlem Scholars Academy does not have 2012-13 test results

### **Additional Evidence**

n/a – East Harlem Scholars Academy does not have 2012-13 test results

### **Goal 2: Growth Measure<sup>18</sup>**

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

### **Method**

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

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<sup>17</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

<sup>18</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>19</sup>

**2012-13 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
3	-	50.0
4	-	50.0
5	-	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	-	50.0

**Evaluation**

n/a – East Harlem Scholars Academy does not have 2012-13 state test results.

**Additional Evidence**

n/a – East Harlem Scholars Academy does not have 2012-13 state test results.

**Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>20</sup>	2011-12 <sup>14</sup>	2012-13	Statewide Average
3				50.0
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

<sup>19</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

<sup>20</sup> Grade level results not available.

**Goal 2: Growth Measure**

On the current year's state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show a positive gain in the current year.

**Method**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is only one year of testing data available. This goal is not applicable.

**Goal 2: Optional Measure**

Each year, 80 percent of students K-3 will perform at or above the 50<sup>th</sup> percentile on the MAP exam.

## Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned to New York State Standards and was administered in Kindergarten, first, second and third grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

## Results

The table below shows the results of the MAP in the spring of 2014, and provides a summary of performance.

**MAP Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of Students with a NCE of 50 or Higher</b>	<b>Target for Percentage of Students with a NCE of 50 or Higher</b>	<b>Target Achieved</b>
<b>K</b>	<b>54</b>	<b>24%</b>	<b>80%</b>	<b>NO</b>
<b>1</b>	<b>52</b>	<b>38%</b>	<b>80%</b>	<b>NO</b>
<b>2</b>	<b>53</b>	<b>25%</b>	<b>80%</b>	<b>NO</b>
<b>3</b>	<b>52</b>	<b>44%</b>	<b>80%</b>	<b>NO</b>

## Evaluation

In 2013-2014, East Harlem Scholars Academy did not achieve the goal and missed the target percentiles in each grade. While performance results provide great insight into instructional priorities for the upcoming school year, this first-time administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the first in which students saw or took an exam of its format, and it is the first exam that they have taken on a computer. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students who scored below the NCE of 20 will be included in the Student Support Team caseload, which meets every week to brainstorm and implement interventions to support student outcomes. Students' progress is tracked weekly and analyzed. The MAP outcomes for individual students, as

well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

**Additional Evidence**

No additional evidence at this time.

**Goal 2: Optional Measure**

Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

**Method**

East Harlem Scholars Academy created its own end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. The Director of Curriculum and Instruction who has extensive familiarity with Everyday Math, Engage NY and the Common Core standards, and the MAP developed the assessments. Objectives on the assessments were tracked according to student mastery.

### Results

The table below shows the results of the internal end-of-year summative math assessment for the spring of 2014, and provides a summary of performance.

**Math End of Year Interim Assessment Results Spring 2014**

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	54	90%	80%	YES
1	53	85%	80%	YES
2	53	45%	80%	NO
3	52	61%	80%	NO

### Evaluation

East Harlem Scholars Academy did not achieve its targets in mathematics objective mastery as a school, but met targets in Kindergarten and first grade. Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. The results in second and third grade illuminate a growth area as we transition into using newly created curricula that reflects the new Common Core standards. Although the school has provided instruction aligned to the common core standards since opening in 2011, the math curriculum was significantly revised to further reflect the demands of the new standards. Because the domain emphasis has shifted slightly and the new standards emphasize breadth over depth, it was identified early in the year that the second and third grade students had some foundational gaps in their basic number sense and numerical reasoning that contributed to insufficient mastery of newer concepts. As a result, teachers identified students in need of intervention and delivered instruction in smaller groups with modified pacing and extra time built in their day to work on foundational skills from previous grades they had not yet mastered. Classroom teachers provided these interventions in the classroom and the students that were significantly below grade level received additional pull-out support from the academic intervention specialist. To continue to improve student outcomes, teachers will utilize the objective tracker and math data as a professional development tool in the upcoming school year to differentiate instruction and to set individual targets for students.

### Additional Evidence

No additional evidence is available at this time.

## Goal 2: Optional Measure

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

### Method

The MAP, a nationally-normed, standardized achievement test in reading and math is aligned with New York State Standards and was administered in Kindergarten, first, second and third grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

### Results

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

### Evaluation

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and comparative data will not be available until the 2014-2015 school year.

### Additional Evidence

No additional evidence at this time.

### Summary of the of the Mathematics Goal

East Harlem Scholars Academy did not achieve its optional absolute measure for student performance on the summative mathematics assessment, aligned to the Common Core and NY State Standards, school-wide but did meet this measure in Kindergarten and first grade. In addition, the school did not meet the target goal on the MAP exam. However, we are confident that with a continued focus on data driven instruction, and with ongoing professional development related to effective differentiation of math concepts and skills that we will support high levels of student achievement in Mathematics. Our current levels of performance represent a solid foundation for continuing success in the upcoming years.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam	Achieved

	will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2012-13 state exam and 75 percent at or above Level 3.	N/A
Absolute	Each year, 80 percent of students K-3 will perform at or above the 50 <sup>th</sup> percentile on the MAP exam.	Did Not Achieve
Absolute (Optional)	Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.	Did Not Achieve
Growth (Optional)	Each year, on the MAP exam, all grade-level cohorts of students (in Grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

### Action Plan

During the 2014-2015 school year, students will continue to receive over 90 minutes of math instruction daily. To improve performance, the school will continue to work with its highly qualified math consultant to further develop its curriculum so that is comprehensive, rigorous, and student-centered. Key competencies that arise from mastery of mathematics—aptitude in problem-solving, facility with numbers, clear communication, logic and reasoning, argument and proof, mental discipline, and strategic and analytical thinking will be infused in the math curriculum and across the content areas. The school also plans to refine its formative and summative math assessments to ensure that all skills and understandings are aligned to the Common Core Standards. Furthermore, students will engage in more higher-order, critical thinking, through project-based learning assessments each quarter. This approach will enable our students to apply mathematical concepts to the real world and to make personal connections to their own lives.

Additionally, the school hired a mathematics coach (who achieved outstanding results on the NYS Math exam as a teacher at her prior school) that will work with the Director of Curriculum and Instruction and Founding Principal, Managing Director to support teachers with content and instructional coaching specifically around the mathematical progressions and teaching for conceptual understanding. Data from the year indicated that teachers need more support in identifying and providing appropriate intervention for student misconceptions. Providing more professional development and coaching for teachers around the standards and progressions will help address this growth area. The math coach will also provide pull-out intervention support students in need. Teachers will also implement additional time for students to problem solve and think critically, and they will utilize more frequent formative assessments to gauge student mastery. We will create weekly standards based assessments to provide teachers improved measures of student understanding and to inform next steps and intervention support. The pacing guides have also been adapted to allot more time for student problem solving, and the leadership team has

adjusted the professional development calendar to provide time for teachers to learn more strategies for teaching these types of problems.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. East Harlem Scholars Academy recognizes that ELL students need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. As part of teacher professional development, an emphasis will be placed on differentiation and scaffolding during the 2014-2015 school year. Effective differentiation will challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, as well as amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.<sup>21</sup> With the co-teaching model, teachers will be expected to include more small group support and maintain a low teacher-student ratio to best meet the needs of all students, particularly those who are struggling. The school will also provide intensive professional development about the use of mathematics vocabulary to support ELL students.

## SCIENCE

### Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

#### Background

East Harlem Scholars Academy provides one semester of science across all grade levels. Science understandings are also infused throughout the curriculum through centers and inquiry projects. The aim of the School's science curriculum is to teach science content, principles and practices, as well as train students to use inquiry and scientific methods to learn independently and to solve problems. Accordingly, the School's science education programs are inquiry-based and, to the greatest degree practical, rooted in "real world" situations and experiences.

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science that are taught at East Harlem Scholars Academy. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. Science is about asking questions and finding answers to questions---these are the same skills we want our students to use in their daily lives. East Harlem Scholars II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy utilizes Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education

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<sup>21</sup> WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from [http://www.wested.org/online\\_pubs/RD-08-02.pdf](http://www.wested.org/online_pubs/RD-08-02.pdf)

organizations, including the National Science Resources Center<sup>22</sup>, Science for All Children<sup>23</sup> and the National Science Teachers Association.

**Goal 3: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2014. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**Charter School Performance on 2013-14 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	-	-	-	-
8	-	-	-	-

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**Goal 3: Comparative Measure**

<sup>22</sup> National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

<sup>23</sup> National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

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

**Results**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	-	-	-	-
8	-	-	-	-

**Evaluation**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**Additional Evidence**

N/A: Since East Harlem Scholars Academy only served students in Grades K-3 for the 2013-2014 school year, there is no state testing data available. This goal is not applicable.

**Goal 3: Optional Measure**

Each year, 80 percent of 3-5 grade students will perform at the proficient grade level on the MAP science exam.

The MAP, a nationally-normed, standardized achievement test is aligned to New York State Standards and will be administered in grades three and four in the 2014-2015 school year. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

**Results**

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and did not administer the science portion of the MAP.

**Evaluation**

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and did not administer the science portion of the MAP.

**Additional Evidence**

In the 2013-2014 school year, East Harlem Scholars Academy switched to using the MAP assessment instead of the Terra Nova and did not administer the science portion of the MAP.

**Goal 3: Optional Measure**

Each year, students will demonstrate average mastery of 80% of Science objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.

**Method**

East Harlem Scholars Academy is in the process of creating a summative Science assessment.

**Results**

East Harlem Scholars Academy had not yet developed its end-of-year, summative Science assessment.

**Evaluation**

East Harlem Scholars Academy had not yet developed its end-of-year, summative Science assessment.

**Additional Evidence**

N/A

**NCLB**

**Goal 5: NCLB**

The school will make Adequate Yearly Progress.

**Goal 4: Absolute Measure**

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

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state

issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

**Results**

East Harlem Scholars Academy is in good standing.

**Evaluation**

East Harlem Scholars Academy has met this measure each year.

**Additional Evidence**

The school has been in good standing each year in which it has had an NCLB status.

**NCLB Status by Year**

Year	Status
2011-12	n/a
2012-13	Good Standing
2013-14	Good Standing

## APPENDIX B: OPTIONAL GOALS

### Goal S: ELL LEARNERS

ELL students will speak English proficiently.

### Goal S: Absolute Measure

By their second year of enrollment at East Harlem Scholars Academy, at least 60% of English Language Learners/Limited English Proficiency (ELL/LEP) students will score at the Advanced or Proficient Levels on the NYSELAT assessment.

#### Method

The data was not yet available at the time of writing this report but evidence from internal assessment tools indicates that we are on track to achieve above and beyond this goal.

#### Results

The data was not yet available at the time of writing this report but evidence from internal assessment tools indicates that we are on track to achieve above and beyond this goal.

#### Evaluation

The data was not yet available at the time of writing this report but evidence from internal assessment tools indicates that we are on track to achieve above and beyond this goal.

#### Additional Evidence

N/A

**Goal S: ATTENDANCE**

East Harlem Scholars Academy will post strong attendance data.

**Goal S: Absolute Measure**

The average attendance in each grade will be 90% or higher.

**Method**

Teachers update and track attendance daily in an automated data management system.

**Results**

**2013-2014 Attendance**

<b>Grade</b>	<b>Average Daily Attendance Rate</b>
<b>K</b>	<b>92%</b>
<b>1</b>	<b>93%</b>
<b>2</b>	<b>90%</b>
<b>3</b>	<b>94%</b>
<b>School Wide</b>	<b>92%</b>

**Evaluation**

East Harlem Scholars Academy met the attendance goal of 90% or higher as a school and in each of the grades. The school utilizes a structured and programmatic approach towards ensuring that students are prompt and present for school each day. Student attendance is tracked daily and classes compete for an attendance award each week. Students are also recognized monthly for perfect attendance. Absent students receive a phone call from the Operations Manager or the School Social Worker, and in egregious cases, the Principal.

**Additional Evidence**

N/A

**Goal S: CORE VALUES**

East Harlem Scholars Academy students will demonstrate strength of character.

**Goal S: Absolute Measure**

By the end of each academic year, 80% of East Harlem Scholars Academy students will have satisfactory ratings (an average of 3 or above) in the following core values as is measured by the school's core values rubric.

**Service**

We embrace opportunities to help others. We appreciate and learn about our community and the world in which we live.

**Courage**

We challenge ourselves to take risks, to persevere, to question the status quo.

**Humility**

We apologize for our mistakes and seek to improve our shortcomings.

**Originality**

We embrace our individuality and celebrate the diversity of all others around us.

**Leadership**

We seize opportunities to lead and always demonstrate strong moral character. We treat others as we wish to be treated.

**Achievement**

We expect the best of ourselves at all times. We pursue knowledge and excellence.

**Reflection**

We cherish moments to step back, consider our actions, and plan for a better tomorrow.

**Method**

East Harlem Scholars Academy created its own core values rubric to measure students' character development.

**Results**

2013-2014 Core Values
Percentage of Students that received an Average of 3 or higher on the Core Values
68%

**Evaluation**

East Harlem Scholars Academy did not meet the core values goal of 80% or higher of students receiving an average of 3 or more on the core values rubric. Students were graded each quarter on their embodiment of the core values and these grades are displayed on the quarterly report cards. All staff members also reflected on their mid-year and end-of year evaluations their students' ability to articulate and to represent the school's core values in the classroom and in the school community. We continue to actively infuse the language and concepts of these values throughout our curriculum and daily activities in our efforts to support students to articulate and exemplify the core values in their everyday actions. During our 2014-2015 staff orientation program, we will

support staff members to reflect about this outcome and to cooperatively outline an action plan to drive growth on this metric by the end of next school year.

**Additional Evidence**

No additional evidence is available at this time.

**Goal S: FAMILY ENGAGEMENT**

Families will be satisfied with their choice to enroll their child at East Harlem Scholars Academy.

**Goal S: Absolute Measure**

Each year, over 90% of families will complete an anonymous survey and will express satisfaction with the school such that at least 70% of them provide a positive response to each of the survey items.

**Method**

East Harlem Scholars Academy conducted one family satisfaction survey in the middle of the 2013-2014 year to measure family satisfaction with the school.

**Results**

70% of families responded to the survey. Over 90% of respondents provided a positive response about their experience with Scholars Academy.

**Evaluation**

Despite aggressive efforts, East Harlem Scholars Academy did not meet the goal of receiving 90% of family satisfaction surveys, but exceeded the target of at least 70% of families providing a positive response. The school provided set times during the day where families could come in and take the survey on the computer at school, provided support for families that did not speak English or struggled with using the computer and offered raffle prizes that families became eligible for upon completion of the survey. In the 2014-2015 school year, we will continue these efforts as well as implement a system in which families must turn in a ticket with their child’s name on it once they have completed their survey. This will help us keep track of which families have not completed the survey and allow us to reach out to those families to provide support they might need in order to complete it.

**Additional Evidence**

No additional evidence is available at this time.

**Goal S: Absolute Measure**

Each year, 95 percent of families will participate in at least two family engagement events.

**Method**

The school tracked attendance for each of the family engagement events.

**Results**

**2013-14 Family Engagement Participation**

Percentage of Families Participating in two or more Family Engagement Events
98.5%



**Evaluation**

East Harlem Scholars Academy met the goal for participation in family engagement events. Family engagement events are planned by semester and include a variety of activities, including Math and Literacy nights, family film night, health and wellness workshops and parent-teacher conferences. These events are always marketed in both English and Spanish via printed communications, email and automated phone calls. At each family event, attendance is tracked and analyzed by the school's leadership team.

**Additional Evidence**

No additional evidence is available at this time.