



**East Harlem Scholars Academy
CHARTER SCHOOL**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By East Harlem Scholars Academy

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INTRODUCTION

Elah Lazin, Network Director of Curriculum and Instruction, and Sarah Caney, Deputy Superintendent, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Joan Solotar	Chair/Board President
Brian Gavin	Treasurer
Iris Chen	Secretary
Lili Lynton	Trustee/Member
Carlos Morales	Trustee/Member
Marilyn Simons	Trustee/Member
Saskia Levy Thompson	Trustee/Member
David Wildermuth	Trustee/Member
Jamie Kiggen	Trustee/Member

Desree Cabrall-Njenga has served as the principal at East Harlem Scholars Academy Elementary since 2016, and Maureen Yusuf Morales served as the principal at East Harlem Scholars Academy Middle School since 2016.

INTRODUCTION

East Harlem Scholars Academy opened in August 2011 with 108 students in grades K-1. Founded upon the 60-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.

59% of East Harlem Scholars students identify as Hispanic, 33% of students identify as African American, 3% of students identify as other, 1% of students identify as Asian, 2% of students identify as White, and 2% of students identify as Multi-Racial. 99% of students are eligible for free and reduced lunch. 9% of students qualify for English Language Learner (ELL) services and 24% 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 workforce 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 teachers in each of the elementary school classroom of approximately 24-28 students allowing for a low student-teacher ratio of approximately 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher. In middle school there are 60-90 scholars in each grade. Scholars who are English Language Learners (ELL) are supported by the ELL specialist and those with IEPs receive the support of a Special Education teacher that pushes into the core subjects.

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 English Language Arts (ELA) coach, reading specialist and ELL specialists 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 Special Education teachers, resident social workers, student support service coordinator, speech therapist, occupational therapists, and physical therapist services. Students also have the opportunity to work with Academic Intervention Staff (AIS) to receive remedial support. 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 (7:45 a.m. to 4:00 p.m.) Monday through Thursday and a longer school year (185 days) than the district public schools. East Harlem Scholars Academy has a shortened student schedule on Friday (7:45 a.m. to 1:15 p.m.) in order to provide staff with

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professional development opportunities and time to plan using weekly and quarterly data. Students have 175-180 minutes of ELA instruction 85-90 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*¹.

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 family 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	Pre K	K	1	2	3	4	5	6	7	8	Total
2011-12	NA	56	52								108
2012-13	NA	56	56	54							166
2013-14	NA	55	56	56	52						219
2014-15	NA	56	56	56	56	53					277
2015-16	17	53	54	56	55	54	46				335
2016-17	18	57	56	58	59	58	54	76			436

¹ <http://www.nsd.org/standards/>

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's decision to allocate up to 200 minutes daily to ELA instruction. Teachers plan lessons based on their assessments of students' reading and writing skill levels. Within the ELA block scholars receive instruction in 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 the Dean of Instruction, ELA Coach, Reading Specialist and the ELL Specialists, in addition to members of the Leadership Team. They all work together to differentiate instruction to meet the needs of all learners. In addition, East Harlem Scholars Academy works collaboratively with highly qualified Literacy consultants to lead professional development sessions for the staff; these sessions emphasize increasing accountable talk, critical thinking skills, and reading analysis that is rooted in making inferences using text evidence.

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 has shown to be most effective for 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 infusing a love for reading in scholars. In grades 2-6 opportunities are implemented for scholars to write about their reading using text evidence to support their thinking. Teachers will closely support these identified components through focused small group instruction as well as incorporating increased opportunities for students to practice these skills. Scholars also spend an increased amount of time reading authentic texts that expose them to social justice curriculum and infuse a love of reading.

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. Scholars also have the

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opportunity to enroll in the cost-free Saturday Academy program. The program is 12-15 weeks long and provides scholars with the opportunity to receive targeted small group instruction geared towards their data-driven ELA and math goals.

For ELA, East Harlem Scholars Academy uses the *Wonders* Curriculum balanced literacy program by McGraw-Hill with Common Core State Standards (CCSS). The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The *Wonders* curriculum exposes students to high quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies, as well as integrating cross-curricular domains and topics. The program exposes students to rich texts and pushes for critical thinking skills and opportunities for project-based learning. It also offers opportunities for enrichment and differentiation for students with special needs or students who are English Language Learners.

East Harlem Scholars Academy also uses Junior Great Books for grades K-4. 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 and complex texts and to teach students how to engage in dialogue about text with multiple interpretations, collaborate with peers around ideas, and disagree respectfully when opinions vary.

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 the end of each unit students at East Harlem Scholars Academy read a high-level text from the Junior Great Books library, engaging in various comprehension activities throughout the week and ending 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.

Goal 1: Absolute Measure

INTRODUCTION

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 6th grade in April 2017. 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 (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Refused	
3	58	1	0	0	0	59
4	58	0	0	0	1	59
5	51	2	0	0	0	53
6	74	0	0	0	0	74
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	241	3	0	0	1	245

RESULTS

In 2016-17 NYS ELA, Exam, 59% of East Harlem Scholars Academy 3rd grade students achieved proficiency, 55% of East Harlem Scholars Academy 4th grade students achieved proficiency, 25% of East Harlem Scholars Academy 5th grade students achieved proficiency, and 23% of East Harlem Scholar Academy 6th grade students achieved proficiency.

In 2016-17 NYS ELA, Exam, 64% of East Harlem Scholars Academy 3rd grade students in at least their second year achieved proficiency, 56% of East Harlem Scholars Academy 4th grade students in at least their second year achieved proficiency, 27% of East Harlem Scholar Academy 5th grade students in at least their second year achieved proficiency, and 24% of East Harlem Scholar Academy 5th grade students in at least their second year achieved proficiency.

Performance on 2016-17 State English Language Arts Exam

² 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.

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By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59%	58	64%	47
4	55%	58	56%	45
5	25%	51	27%	44
6	23%	74	24%	37
7	-	-	-	-
8	-	-	-	-
All	40%	241	43%	173

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 Exam. The school fell short of the specified measure by 11% in 3rd grade, 19% in 4th grade, 48% in 5th grade and 51% in 6th grade. Internal interim assessments throughout the year have indicated that most students are reading on or around grade level. Though students did not demonstrate proficiency on the state exam, they did demonstrate high levels of reading mastery on other diagnostic tools such as Fountas & Pinnell assessments and quarterly interim assessments.

While East Harlem Scholars Academy did not meet its goal of 75% proficiency, it is important to note that scholars made visible growth. In 2016-17, 59% of 3rd grade scholars tested proficient in ELA while the 2013-14, 2014-15 and 2015-16 3rd grade testing cohorts yielded results of 10%, 33%, and 55% respectively. This demonstrates a significant proficiency increase of 49% and 26% in ELA since 2013-14 and 2014-15. In 2016-17, 55% of 4th grade scholars tested proficient in ELA while in 2014-15 and 2015-16, 12% and 38% of 4th grade scholars tested proficient, respectively. This is a significant increase of 43% and 17% of scholars scoring proficient in ELA over those years.

Furthermore, scholars in at least their second year made visible growth. In 2016-17, 64% of 3rd grade scholars tested proficient which was an increase of 55% from 2013-14. In 2016-17, 64% of scholars tested proficient which was an increase of 31% since 2014-15. Additionally, in 2016-17, 64% of scholars tested proficient. This reflects an increase of 12% since 2015-16. For 4th graders, 56% of scholars in at least their second year scored proficient. This is an increase of 46% and 21% since 2014-15 and 2015-16 respectively. For 5th grade, 27% of scholars in at least their second year were proficient, which is an increase of 6% since 2015-16.

The growth of scholars in 3rd and 4th grades can be attributed to the implementation of the *Wonders* balanced literacy curriculum program and the increased emphasis on higher-order thinking skills and application. We implemented a variety of test preparation techniques and strategies throughout the year in our daily instruction as well as our Saturday Academy program, which prepares scholars for state exams. In the middle school we also implemented a homework

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support program for scholars to further address high frequency skills and standards that are identified as areas of need.

For the 2017-18 school year, we will do more to streamline our effort and to develop a more comprehensive, cohesive, and rigorous curriculum across grades for both elementary and middle school. We will also be expanding our curriculum team to include a curriculum developer that will support our literacy program and ensure that there is a greater emphasis on curriculum alignment, critical thinking, application, and a balanced literacy approach. The curriculum developer will also support in writing unit plans and lesson-plans to ensure that teacher are spending a majority of their time on curriculum implementation and effective execution.

ADDITIONAL EVIDENCE

The chart below highlights growth comparisons from the 2013-14, 2014-15, 2015-16, 2016-17 ELA Exam scores for students in at least their second year achieving proficiency. There continues to be a positive shift in overall student performance growth. Scholars in at least their second year made visible growth. In 2016-17, 64% of 3rd grade scholars tested proficient, demonstrating an increase of 55% from 2013-14. In 2016-17, 64% of scholars tested proficient which was an increase of 31% since 2014-15. In 2016-17, 64% of scholars tested proficient which was an increase of 12% since 2015-16. For 4th grade, 56% of scholars in at least their second year were proficient—an increase of 46% and 21% since the 2014-15 and 2015-16 school years, respectively. For 5th grade, 27% of scholars in at least their second year were proficient, which is an increase of 6% since 2015-16.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	33%	49	52%	42	64%	47
4	10%	40	35%	46	56%	45
5	-	-	21%	38	27%	44
6	-	-	-	-	24%	37
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	22%	89	36%	126	43%	173

The chart below highlights the percentage difference between 2013-14, 2014-15, 2015-16, and 2016-17 ELA exam levels for 3rd, 4th and 5th graders. There is a significant increase of 3rd grade scholars scoring proficient compared to 2013-14 (+49%). Furthermore, there is a significant decrease of students scoring Level 1 compared to 2013-14 (-52%). The number of students at Level 1 and 2 decreased from 90% in 2013-14 to 42% in 2016-17. In 4th grade, 55% of scholars scored proficient while 12% of scholars scored proficient in 2014-15. Furthermore, 88% of scholars scored

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Level 1 or 2 in 2014-15 while 44% of scholars scored Level 1 or 2 in 2016-17. This is a significant increase of students scoring proficient (+43%) and significant decrease of students scoring Level 1 and 2 compared to 2014-15 (-44%). Lastly, in 5th grade there was a 2% increase in scholars scoring proficiently and 2% decrease in scholars scoring level 1 or level 2 since 2015-16.

Grade 3	ELA 2013-14	ELA 2014-15	ELA 2015-16	ELA 2016-17	% Change (since 2013-14)
Level 4	0%	2%	4%	14%	+14%
Level 3	10%	31%	51%	45%	+35%
Level 2	29%	38%	31%	33%	+3%
Level 1	61%	29%	14%	9%	-52%

Grade 4	ELA 2014-15	ELA 2015-16	ELA 2016-17	% Change (+/-) (since 2014-15)
Level 4	0%	15%	17%	+17%
Level 3	12%	23%	38%	+26%
Level 2	49%	43%	34%	-15%
Level 1	39%	19%	10%	-29%

Grade 5	ELA 2015-16	ELA 2016-17	% Change (+/-) (since 2014-15)
Level 4	4%	10%	+6%
Level 3	20%	16%	-4%
Level 2	43%	37%	-6%
Level 1	33%	37%	+4%

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Goal 1: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an 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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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 200.³

RESULTS

The Performance Level Index (PLI) for this year is 121, as calculated below.

English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	20	41	28	12

$$\begin{array}{rcccccccc} \text{PI} & = & 41 & + & 28 & + & 12 & = & 81 \\ & & & & 28 & + & 12 & = & \underline{40} \\ & & & & & & \text{PLI} & = & 121 \end{array}$$

EVALUATION

East Harlem Scholars Academy scored a PLI of 121, which is above the English Language Arts 2016-17 PLI of 111 by 10 points. A significant amount of scholars scored Level 3 and 4, which helped us achieve this goal.

Scholars Academy collaborated with an ELA consultant who supported the development of Common Core aligned lessons for grades K-6. In addition, Scholars Academy hired an ELA coach to support the growth and development of teachers in their lesson plan development and execution. Scholars received very targeted instruction in small groups that were geared towards their areas of growth. Scholars Academy ensured that scholars were spending significantly more time in text and a greater focus on reading for enjoyment to infuse a love of reading amongst scholars.

As a next step, East Harlem Scholars Academy will continue to develop staff in order to support our growing population of students with special needs and English Language Learners (ELL), through internal and external professional development. There will be greater emphasis on ensuring that the weekly PD sessions are targeted and rooted in the data across schools. Additionally, East

³ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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Harlem Scholars will continue to increase the supports for grades 5 and 6 so that they can grow at a similar rate as our 3rd grade cohort. East Harlem Scholars Academy will also embed literacy practices across content areas with a particular focus on high interest non-fiction texts.

Additionally in grades k-4 we are shifting towards more strategic implementation of the *Wonders* curriculum and greater emphasis on the balanced literacy program and all of its components. There will be greater emphasis on the use of non-fiction texts and novel studies.

In preparation for the state exams, Scholars Academies administered two Common Core aligned mock state testing sessions for grades 3-6 in ELA and math to give scholars the opportunity to practice test-taking strategies and increase their overall stamina. The data from these exams was then used to provide targeted instruction to scholars in small groups in alignment with the CCLS. During these exams, scholars were given accommodations based on their IEPs and 504 plans. Teachers were actively proctoring the exams and keeping track of common misunderstandings, testing behaviors, and trends across grades in order to identify areas of growth and modify the instruction accordingly. During the practice mock state test sessions we were able to notice how scholars reacted to all stressors related to state testing. After gathering the data, we were able to engage in a formal conversation with families and consequently able to secure modifications for scholars that were displaying concerning behaviors during the mock test sessions through a 504 plan. The accommodations were identified and implemented during the scholars' next test session.

With scholars now testing in their most effective environment, they were more relaxed and fully engaged in the test taking process. The data generated by the mock test allowed the school to concretely identify specific, immediate interventions based on individual student needs. We took full advantage of our co-teaching model to modify instruction with small groups for nearly 80% of the school day. We also administered an EOY mock state exam to second graders. We specifically asked for the mock test to be designed to assess mastery of second grade standards in both ELA and Math. The data gathered from this assessment will be analyzed, disaggregated and used to plan instruction for our rising 3rd graders during the 2016-17 school year.

Using these mock state exams was helpful in designing small group instruction during our 12-15-week Saturday Academy program. During these sessions scholars worked in small groups on targeted goals. After each Saturday session, scholars completed assessments to track their progress over time as well as assess the skills they still needed to work on. Teachers reviewed these assessments with scholars and provided them with teaching points and feedback. With regular conferencing and feedback scholars became aware of their progress and focus areas. During winter break and spring break we offered a Test Prep Camp for two days to scholars who were approaching the grade level benchmark and needed an additional push.

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS

Of the 47 East Harlem Scholars Academy 3rd grade students in at least their second year that were tested, 64% of 3rd graders were proficient on the ELA Exam, compared to 36% of their district peers. Of the 45 East Harlem Scholars Academy 4th grade students in at least their second year that were tested, 56% were proficient on the ELA Exam, compared to 35% proficiency of their district peers. Of the 44 East Harlem Scholars Academy 5th grade students in at least their second year that were tested, 27% were proficient on the ELA Exam, compared to 30% proficiency of their district peers. Of the 37 East Harlem Scholars Academy 6th grade students in at least their second year that were tested, 24% were proficient on the ELA Exam, compared to 27% proficiency of their district peers.

We attribute the decrease from grade 5 to 6 in percentage points to the high percentage of students with special needs and ELL students that are concentrated in the 6th grade. We also note that the decrease experienced in Scholars Academies is quite similar to the decrease in proficiency from grade 5 to 6 experienced by the district schools.

2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	64%	47	36%	886
4	56%	45	35%	889
5	27%	44	30%	933
6	24%	37	27%	905
7	-	-	-	-
8	-	-	-	-
All	43%	173	32%	3613

⁴ Schools can acquire these data when the New York State Education Department releases its 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](#).

EVALUATION

The students exceeded the aggregate district performance by 28% and 21% for 3rd and 4th grade respectively. However, the charter school fell short of the aggregate district performance by 3% for 5th and 6th grade. However, as the 6th grade group is our founding/lead cohort, they came in significantly behind and had some difficulty in their first testing year. They are also the only cohort at the school that did not attend our kindergarten program. Overall, East Harlem Scholars Academy surpassed the district average of 32% by 11 percentage points.

Overall, 24% of our students are identified as having special needs and 9% of the students are English Language Learners, and will need more intensive support to ensure their reading proficiency. However, 16% of our scholars with special needs scored proficient compared to the New York State average of 9.3%, which is a significant positive difference of 6.7%. Furthermore, 14% of our current English Language Learners scored proficient compared to the New York State average of 4%, which is a significant positive difference of 8.8%. It is the school’s philosophy that all students can be pushed to meet their grade proficiency, and we continue to develop the appropriate interventions to support achievement. Finally, when we compare our scores to our local district 4, we are 11% above the local district performance (chart below for district 4, named “Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students”).

ADDITIONAL EVIDENCE

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

Name of Charter School	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Success Academy, Harlem 1	87%	89%	62%	60%
Harlem Prep	48%	28%	23%	22%
D.R.E.A.M. Charter School	62%	48%	48%	38%
Amber Charter School	53%	75%	31%	-
East Harlem Scholars Academy	59%	55%	25%	23%

East Harlem Scholars Academy 3rd graders achieved the third highest proficiency scores in ELA compared to district charter schools. East Harlem Scholars Academy 4th graders compare similarly in ELA. East Harlem Scholars Academy 5th graders did not score as high in ELA compared to district schools. East Harlem Scholars Academy 6th graders have the third highest ELA proficiency scores compared to these schools.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	33%	28%	52%	38%	64%	36%
4	10%	25.4%	35%	34%	56%	35%
5	-	-	21%	30%	27%	30%
6	-	-	-	-	24%	27%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	22%	27%	36%	34%	43%	32%

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available. The regression model calculator was found [here](#) on the SUNY Charter Schools Institute website.

RESULTS

On the 2015-2016 NYS ELA Exam East Harlem Scholars Academy reached well beyond the 0.30 benchmark. The school performed higher than expected with an overall effect size of 0.52.

2015-16 English Language Arts Comparative Performance by Grade Level

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Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80%	51	55%	33%	22%	1.34
4	74%	53	38%	33%	5%	0.27
5	76%	46	24%	26%	2%	-0.10
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	77%	150	39%	30%	10%	0.52

EVALUATION

In regards to the 2015-16 NYS ELA results, the regression model predicted 30% of students would be proficient. Of the 3rd graders in East Harlem Scholars Academy, 55% achieved proficiency compared to the 33% predicted score. The effect size is 1.34, which means the school is performing significantly higher than expected. Of the 4th graders in East Harlem Scholars Academy, 38% achieved proficiency compared to the 33% predicted score. The effect size is 0.27, which means the school is performing lower than expected. Lastly, of the 5th graders, 24% achieved proficiency compared to the 26% predicted score. The effect size is -0.10, which means the school is performing lower than expected. Overall, the school did meet the 0.30 effect size measure by 0.22.

Contributing factors were an increased familiarity and alignment with the Common Core State Standards as well as testing preparation. A Core Work targeted instruction block was implemented in order to review standard aligned skills.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3	85%	51	10%	22%	-0.88
2014-15	3, 4	85%	103	23%	20%	0.16
2015-16	3, 4, 5	77%	150	39%	30%	0.52

Goal 1: Growth Measure⁵

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.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁶

RESULTS

East Harlem Scholars Academy has a mean growth percentile of 52.3.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	44	50.0
5	60.5	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	52.3	50.0

EVALUATION

The mean unadjusted growth percentile for 4th grade is 52.3, which is 2.3 percentile points above the statewide median. This is a slightly larger change in performance compared to similarly grouped students in New York State. We attribute this slightly larger change in performance to several factors. We implemented the use of mock state exams twice a year prior to the ELA State Exam. The data from the mock exams helped to identify which skills student's required additional support and follow-up. Additionally the data from mocks were used to form targeted intervention groups during 10 sessions of Saturday school.

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	-	52.5	44	50.0
5	-	-	60.5	50.0
6	-	-	-	50.0

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

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7	-	-	-	50.0
8	-	-	-	50.0
All	-	52.5	52.3	50.0

ADDITIONAL EVIDENCE

MAP Reading Rasch Unit (RIT)

	Spring						
	K	1	2	3	4	5	6
Mean RIT	157.5	176	187.8	198.6	205.6	201.6	211.8
Norm RIT	158.1	177.5	188.7	198.6	205.9	221.3	211

The RIT Scale is a norm-referenced scale that uses individual item difficulty values to estimate student achievement. In the spring of 2017, scholars on average were close to the norm Reading RIT in all grades. In 3rd and 6th grade scholars met or exceeded the norm RIT on average. Specifically 3rd graders scored similarly to the norm while 6th graders are 0.8 points above the norm RIT.

Goal 2: 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 student grouping 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 targeted F&P score goals for each

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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 2017.

Fountas & Pinnell Results Spring 2017

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
K	57	93%	80%	YES
1	56	18%	80%	NO
2	58	26%	80%	NO
3	59	75%	80%	NO
4	59	42%	80%	NO
5	53	50%	80%	NO
6	75	27%	80%	NO
Total	417	47%	80%	NO

EVALUATION

In 2016-2017, 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. For 3rd grade scholars almost reached the 80% goal; they missed it by 5%. Although the school did not meet this goal in first to 6th grade, most students came in far below grade level and showed significant growth over the course of the year after receiving intervention support and targeted instruction from their classroom teachers. As stated previously, our first cohort of students did not attend kindergarten at our location, which has proven to adversely affect academic achievement and social development.

ADDITIONAL EVIDENCE

No additional evidence is available.

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. 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

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success in the upcoming years. As we work to improve our ELA curricular framework, our use of data-driven instruction, and our students' test-taking skills, we will continue to support high levels of student achievement in English Language Arts.

Though the school has made noticeable growth in the percent of scholars meeting proficiency on the ELA Exam, the school did not meet their absolute and growth goals. The school did, however, meet part of their comparative and PLI goal. The number of scholars who were enrolled in at least their second year in the 3rd grade and performed at proficiency on the state English Language Arts exam is greater than that of students in the same tested grades in the local school district.

In 2014-15, East Harlem Scholars Academy did not achieve the specified ELA goals. In 2015-16, East Harlem Scholars Academy achieved the absolute goal (PLI), comparative goal, and growth goal. For the comparative predicted level of performance we exceeded the goal of 0.30. For MAP we did not achieve our optional goal of 80% of scholars will be above the 50th percentile; finally, for the F&P measurement East Harlem Scholars Academy kindergarteners achieved the goal, but as a school we did not reach the goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Not Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved
MAP	Each year, 80 percent of tested students K-5 will perform at or above the 50th percentile here on the MAP exam.	Not Achieved
ELA	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.	Not Achieved
F&P	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	Not Achieved

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	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 results from the 2016-17 data illustrate that we have clear focus areas for student growth. Therefore, in the 2017-18 school year, the Leadership Team and Board of Directors of Scholars Academy has created a strategic plan to address this vital issue. Based on the achievement data (both internal and external) scholars in grades 3-6 were assessed and placed in achievement-based cohorts. Depending on the needs of the cohorts, each group receives strategic interventions guided by various forms of achievement data. It is important to note that these groupings are flexible and change throughout the school year in response to student results and needs.

In response to the results of our 2016-17 state test scores, Scholars Academies instituted changes to our literacy approach. We strengthened our focus on curriculum alignment across classrooms and grades in conjunction with the Common Core State Standards (CCSS). A major focus will be on delivering high-quality guided reading instruction with the goal to foster higher order and critical thinking skills. To deliver that instruction, Scholars Academies strengthened its Guided Reading program for all students in grades K – 6. Guided Reading blocks are designed to offer small group, differentiated instruction, during which scholars are working towards a targeted individual goal informed by their academic data. During Guided Reading, scholars demonstrate comprehension through written analysis.

During its second year, the Scholars Academy Pre-K program continued to have a very positive impact network-wide. With a strong focus on developing social-emotional skills and learning through developmentally appropriate play, our Pre-K program continues to support school readiness. This year, Scholars Academy was independently evaluated using the Early Childhood Environmental Rating Scale (ECERS) and was rated on par with Pre-K programs throughout the city and scored higher than the New York City average in the area of teacher-student interactions with a 5.2/7. Another highlight of this 2016-17 year is that 75% of Scholars Academy Pre-K students are meeting the reading and math standards of the Pre-K Foundation for the Common Core as measured by our authentic assessment system, Teaching Strategies Gold (TSG). Our students demonstrated pre-emergent reading skills as measured by both TSG observational assessments and the Concepts About Print assessment. According to TSG alphabet assessments, our Pre-K students also recognize more than 40 uppercase and lowercase letters. Our Pre-K scholars entered Kindergarten demonstrating social-emotional readiness and the beginning academic skills that will prepare them for success. We will continue to implement the current Pre-K academic and social-emotional curriculum, and teachers will engage in an observation-debrief cycle bi-weekly.

Students in grades K – 4 reading furthest below grade level participated in numerous intervention blocks throughout the 2016-17 school year, making dramatic gains: most dramatically, at Scholars

Academy 37% of Kindergarten scholars were reading on grade level at the first Interim Assessment (IA) and 72% were on grade level by the end of year. Scholars Academy 4th grade scholars also made huge strides in achieving at grade level or above in reading by increasing 19% between IA 1 (66%) and IA 4 (85%). Highlights of the 2017 report assessing “writing to a source” include: 3rd grade scored a school average of 59% of total possible points, up 4% points from last year, whereas the NYC average was 49%. For 4th grade, they scored a school average of 65% of total possible points in “Reading”, whereas the NYC average is 57%. In the 2017-18 school year, we will continue to implement the reading and writing curriculum that yielded strong results last year.

The school has also provided scholars with academic support through academic interventionists, a dedicated reading specialist, and ELL specialists. This yielded positive growth in the 2016-17 year. In the 2017-18 school year, Scholars Academy will strategically utilize the ELA coach to strengthen and align the ELA curriculum, coach teachers, and provide ongoing professional development to staff. East Harlem Scholars Academy will assign support staff to each grade level to provide remedial instruction and interventions to scholars who need more targeted instruction at least twice a week. They will implement a clear “Criteria for Success” component in guided reading blocks that drive instruction and assessment. To support this, instructional leaders will provide ongoing professional development, observations and coaching in this area throughout the school year.

In the 2017-2018 school year, we plan to embed literacy rich opportunities in all of our content areas classrooms for grades 5-7. We have a keen awareness of the connection between non-fiction texts and college readiness. Taking that into account, we have begun to intentionally plan opportunities for our scholars to practice high frequency literacy skills through engaging content. We have also taken a targeted approach to teaching scholars critical reading and writing skills through daily active participation that assess student’s progression towards mastery. We also plan to create more frequent opportunities for students to express their thinking processes in writing.

Scholars Academies continues to expand scholars’ abilities to analyze and write about texts across different genres. A primary focus is to ensure that scholars are able to make a relevant inference with substantial text evidence to support their claim. Teachers will work with scholars on annotation habits aligned to key standards and literacy skills. Specifically, students in the middle school grades will practice identifying, evaluating, and synthesizing evidence in a text, and will be exposed to a higher frequency of nonfiction texts—performance data indicates that these are the standards and texts where students have the most areas for growth. Finally, we will conduct an audit of our internal assessments and revise to ensure that the standards students showed the least mastery in will be continuously assessed throughout the year, so that teachers can frequently evaluate their skill level and respond to needs.

To ensure continued growth among all of our students, including those who are English Language Learners, have an IEP, and/or receive special services, we are adding another ELL teacher, Academic Intervention Specialist (AIS), and ELA Coach next year. Along with the current AIS and Reading Specialist, these additions to the team will be beneficial to our school as a whole and support the needs of our growing ELL population. We are focused on implementing a new balanced literacy

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curriculum to continue to improve our scholars' reading progress: *Wonders* by McGraw Hill will incorporate more time in text, interdisciplinary learning, as well as a structured phonics program. Offering a connected suite of programs, *Wonders* will support K-4 core ELA instruction and ELL intervention.

Our population of students with special needs is also growing. In order to develop and support staff to work with students with special needs, Scholars Academies sent six instructional team members to specific Special Education-related professional development opportunities. Additionally, through EHTP's East Harlem Teaching Residency, residents *and* current teachers at Scholars Academies now have the opportunity to enroll in a Special Education certification program through Hunter College.

Although ambitious goals were not met in all grades, it is important to note the exciting progress our scholars made this year. Across Scholars Academies, 61% of assessed K-6 scholars were reading on or above grade level by the End-of-Year (EOY) June assessments. At East Harlem Scholars Academy, there is a solid foundation to build on in the coming year.

MATHEMATICS

Goal 2: Mathematics

INTRODUCTION

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 3-6.

BACKGROUND

East Harlem Scholars Academy students participate in over 90-100 minutes of Math daily. The school uses EngageNY.org to deliver rigorous mathematics instruction. 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 emphasizes data collection and effective instructional practices. Assessments include EngageNY.org exit tickets, mid module assessments, end of module assessments, interims assessments, and fact fluency quizzes. The Director of Curriculum and Instruction (DCI) 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.

The Deans of Instruction and AP works very closely with the teachers in weekly planning sessions, observations, and coaching cycles. Teachers also receive very detailed feedback to their weekly lesson plans on how to make the math instruction more hands, exploratory, and student led.

Grades 2 – 4 have continued to implement the Core Work block in a more efficient way to help address the need for test prep in ELA and math prior to the New York State Tests. To respond to our 2015-16 results, we have provided more opportunities for scholars to receive explicit instruction as related to the question types on the state test. Scholars spent 30 minutes per day reviewing test taking strategies and spiraling review on standards that had not been mastered by Interim Assessments (IA) cycles in Math and ELA throughout the course of the year. During this time block, students were engaged primarily in small group instruction and collaborative groups. Together with instructional staff members such as the Academic Intervention Specialist, Reading Specialist, ELA Coach, and teachers, scholars' progress was tracked, material was retaught, and/or interventions and enrichment were provided as dictated by the data.

Based on observations and formative assessments, scholars struggled with fact fluency across all grade levels. This was evident in their challenges with mental math tasks that dealt with addition and multiplication. They also struggled in book three of the New York State Test which was an open-ended response that required scholars to explain their mathematical thinking in writing and problem solve through one and two step word problems.

In order to address these challenges, the school continues to strategically implement the Cognitively Guided Instruction (CGI) program that provides scholars with an opportunity to explore and develop their problem solving skill and use of strategies. Through the CGI program scholars

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were able to share their ideas and discuss the similarities and differences among the different strategies they used. The program helped scholars learn about different problem types, develop greater efficiency, and deepen their understanding of the mathematical concept instead of relying on the standard algorithm.

Scholars Academy made a big push for fact fluency across all grade levels. Scholars were provided with fluency flashcards and were assessed through weekly timed quizzes; we also began to implement consistent strategies across grades 1 – 5 to help scholars identify the important information in word problems.

Scholars also spent a great deal of time in more hands on mathematical experiences and investigations. These experiences allowed them to further deepen their mathematical understanding and apply them to real life situations and problem solving. This exploratory approach empowers students to discover mathematical concepts on their own and further develop critical thinking skills.

The co-teaching models during the math block allowed teachers to support students in need of intervention with a lower teacher-to-student ratio during math. These smaller groups within the classroom allowed us to modify lessons to best support student mastery and included opportunities to provide intervention for students with foundational math gaps. The built-in math center block is also used as a reteach block and an opportunity for differentiated grouping based on scholar needs. Additional resource teachers such as the Academic Intervention Specialist also provided support where needed during this time.

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.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 6th grade in April 2017. 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.

2016-17 State Mathematics Exam Number of Students Tested and Not Tested

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Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
3	55	1	0	0	3	59
4	59	0	0	0	0	59
5	52	1	0	0	0	53
6	71	0	0	0	4	75
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	237	2	0	0	7	246

RESULTS

On the 2016-2017 Math Exam, 78% of East Harlem Scholars Academy students in 3rd grade scored as proficient. For students in 4th grade, 66% of East Harlem Scholars Academy students scored as proficient. In 5th grade, 27% of East Harlem Scholars Academy students scored as proficient. Finally, 42% of East Harlem Scholars Academy students in 6th grade scored as proficient.

On the 2016-2017 Math Exam, 80% of East Harlem Scholars Academy students in 3rd grade in at least their second year scored as proficient. For East Harlem Scholars Academy students in 4th grade in at least their second year, 72% scored as proficient. East Harlem Scholars Academy students in 5th grade in at least their second year scored at 20% proficient. Finally, 50% of 6th graders in at least their second year scored proficient.

Performance on 2016-17 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 Proficient	Number Tested	Percent Proficient	Number Tested
3	78%	55	80%	45
4	66%	59	72%	46
5	27%	52	20%	44
6	42%	71	50%	36
7	-	-	-	-
8	-	-	-	-
All	53%	237	56%	171

EVALUATION

The school exceeded the goal by 5% in 3rd grade. However, the school fell short of the specified measure by 3% in 4th grade, 55% in 5th grade, and 25% in 6th grade. Overall, the school fell short of

⁷ 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.

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the specified goal by 19%. Students demonstrate high levels of mastery on several standards, while having significant challenges with others.

While East Harlem Scholars Academy did not meet its goal of 75% for grades 4, 5, and 6, it is important to note that scholars made visible growth. In 2016-17, 78% of 3rd grade scholars tested proficient in math while 33%, 55% and 76% of 3rd grade scholars tested proficient in 2013-14, 2014-15 and 2015-16 respectively. This is a significant increase of 45%, 23% and 2% of scholars scoring proficient in math since 2013-14, 2014-15, and 2015-16, respectively. In 2016-17, 66% of 4th grade scholars tested proficient in math while 55% and 58% of 4th grade scholars tested proficient in 2014-15 and 2015-16, respectively. This represents an increase of 11% and 8% of scholars scoring proficient in math since 2014-15 and 2015-16, respectively.

However, in order to meet the 75% goal across the grades, more time is needed as well as more targeted interventions for scholars who are performing below grade level. The increase in proficiency level is significant considering where students started and given the percentage of students with special needs.

In order to continue to close the gaps and make the steady growth in math, the Network Curriculum developer in collaboration with Assistant Principals, coaches, and deans will continue to work closely with teachers on the math planning, pacing and alignment of the curriculum to the Common Core Learning Standards (CCLS) as well as stronger alignment across grade levels.

ADDITIONAL EVIDENCE

The chart below highlights the percentage difference between 2013-14, 2014-15, 2015-16 and 2016-17 mathematics exam levels for 3rd, 4th and 5th graders. There is a significant increase of 3rd grade students scoring proficient compared to 2013-14 (+45%). Furthermore, there is a significant decrease of students scoring level 1 compared to 2013-14 (-20%). In 4th grade, there is a slight increase of students scoring proficient (+11%) and decrease of students scoring level 1 compared to 2014-15 (-9%). In 5th grade, there is a decrease of students scoring proficient (-25%) and increase of students scoring level 1 compared to 2015-16 (+10%).

For 3rd grade, the level 1 and 2's decreased from 67% in 2013-14 to 22% in 2016-17. In 4th grade, 66% of scholars scored proficient while 55% of scholars scored proficient in 2014-15. This is an increase in math proficiency. Furthermore, 45% of scholars scored level 1 or 2 in 2014-15 while 34% of scholars scored level 1 or 2s in 2016-17, which is a decrease of 11 percentage points in level 1 and 2s.

Grade 3	Math 2013-14	Math 2014-15	Math 2015-16	Math 2016-17	% Change (since 2013-14)
Level 4	8%	23%	48%	49%	+41%
Level 3	25%	32%	28%	29%	+4%
Level 2	40%	32%	20%	15%	-25%
Level 1	27%	13%	4%	7%	-20%

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Grade 4	Math 2014-15	Math 2015-16	Math 2016-17	% Change (+/-) (since 2014-15)
Level 4	18%	11%	32%	+14%
Level 3	37%	47%	34%	-3%
Level 2	31%	32%	29%	-2%
Level 1	14%	9%	5%	-9%

Grade 5	Math 2015-16	Math 2016-17	% Change (+/-) (since 2015-16)
Level 4	17%	4%	-13%
Level 3	35%	23%	-12%
Level 2	30%	46%	+16%
Level 1	17%	27%	+10%

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52%	50	80%	44	80%	45
4	55%	40	59%	46	72%	46
5	-	-	55%	38	20%	44
6	-	-	-	-	50%	36
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	54%	90	65%	128	56%	171

Goal 2: Absolute Measure

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

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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 PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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 200.⁸

RESULTS

The Performance Level Index (PLI) for this year is 137, as calculated below.

Mathematics 2016-17 Performance Level Index (PLI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	16	31	28	25					
	PI	=	31	+	28	+	25	=	84
					28	+	25	=	<u>53</u>
							PLI	=	137

EVALUATION

East Harlem Scholars Academy exceeded the Performance Level Index (PLI) of 137 by 28 points. Several factors contributed to student performance. Teachers continued to work with the Network Director of Curriculum and Instruction, Assistant Principals, and deans around lesson planning and execution for instructional support. The math curriculum was realigned to the demands of the Common Core. Scholars Academy instituted a 12-15-week Saturday School Academy program where scholars worked in targeted groups to address their academic needs based on the Common Core State Standards. During winter recess, we offered targeted tutoring to scholars who were approaching the grade level benchmarks. Finally, we made sure math standards were spiraled through science content in order to provide scholars with additional opportunities to experience a given standard within different content areas.

Goal 2: Comparative Measure

⁸ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

INTRODUCTION

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

RESULTS

Of the 45 East Harlem Scholars Academy students tested in at least their second year, 80% were proficient on the 3rd grade math exam, compared to the 39% proficiency of their 902 district student peers. Of the 46 charter school students in at least their second year that were tested, 72% were proficient on the 4th grade math exam, compared to the 33% proficiency of their 897 district student peers. Of the 44 East Harlem Scholars Academy students tested in at least their second year, 20% were proficient on the 5th grade exam compared to the 35% proficient of their 945 student peers. Of the 44 East Harlem Scholars Academy students tested in at least their second year, 50% were proficient on the 6th grade exam compared to the 28% proficient of their 918 student peers.

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	80%	45	39%	902
4	72%	46	33%	897
5	20%	44	35%	945
6	50%	36	28%	918
7	-	-	-	-
8	-	-	-	-
All	56%	171	34%	3662

EVALUATION

East Harlem Scholars Academy exceeded the aggregate district performance by 41% in 3rd grade, by 39% in the 4th grade, and by 22% in the 6th grade for students who are enrolled in at least their second year. The 5th grade cohort is below the district average by 15%. Overall East Harlem Scholars Academy exceeded the aggregate district performance by 22%.

⁹ Schools can acquire these data when the New York State Education Department releases its 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](#).

INTRODUCTION

In 2014-15, 52% of 3rd grade scholars and 55% of 4th grade scholars in at least their second year scored proficient compared to 35% and 32% of 3rd and 4th graders in all districts. East Harlem Scholars 3rd graders exceeded the district average by 17% in 2014-15 while 4th graders exceeded the district average by 23%. In 2015-16, East Harlem Scholars 3rd graders outperformed the district (43% difference) while in 4th grade East Harlem Scholars still outperformed the district (26% difference). This year, 3rd graders outperformed the whole district (41% difference) while in 4th grade East Harlem Scholars still outperformed the whole district (39% difference). Last year 5th grade exceeded the district average by 23% but this year it was 15% below the district average. However, this year 6th grade scholars in at least their second year exceeded the district average by 22%.

Overall, 24% of our students are identified as having special needs and 9% of the students are English Language Learners. Of these student populations, 36% of our scholars with special needs scored proficient compared to the New York State average of 11.4%, which is a significant difference of 24.6%. Furthermore, 50% of our current English Language Learners scored proficient compared to the New York State average of 13.2%, which is a significant different of 36.8%. Additionally, when comparing East Harlem Scholars Academy to local district 4, we are 22% above the local district performance (chart below for district 4, named “Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students”). Therefore, East Harlem Scholars Academy is a strong option for providing families with academic programming that will prepare their children to achieve above the district and state averages.

ADDITIONAL EVIDENCE

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

Name of Charter School	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Success Academy, Harlem 1	99%	98%	90%	95%
Harlem Prep	54%	35%	22%	37%
D.R.E.A.M. Charter School	74%	68%	69%	49%
Amber Charter School	62%	39%	31%	-
East Harlem Scholars Academy	78%	66%	27%	42%

East Harlem Scholars Academy 3rd graders are second highest in math compared to these charter schools. East Harlem Scholars Academy 4th graders are also in 3rd place in math compared to the same schools. East Harlem Scholars Academy 5th graders are also 4th place in math compared to these schools. Lastly, East Harlem Scholars Academy 6th graders are also 3rd place in math

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compared to these schools.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	52%	35%	80%	37%	80%	39%
4	55%	32%	59%	33%	72%	33%
5	-	-	55%	32%	20%	35%
6	-	-	-	-	50%	28%
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	54%	34%	65%	34%	56%	34%

When we compare our scores to our local district 4, we are 22% above the local district performance. In 2013-14 East Harlem Scholars Academy was only 5% above the average while in 2014-15 we were 20% above the average. In 2015-16 we were 22% above the average. East Harlem Scholars Academy is showing significant progress in terms of exceeding the local district average.

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

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RESULTS

Out of 166 students at East Harlem Scholars Academy tested in 2015-2016, 57% are proficient in math. The regression model predicted 34% of students would be proficient. The difference between the actual and predicted is 23% and as a result the effect size is 1.19.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	80%	55	78%	35%	43%	2.13
4	74%	59	66%	37%	29%	1.53
5	76%	52	27%	30%	-3%	-0.19
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	77%	166	57%	34%	25%	1.19

School's Overall Comparative Performance: 1.19

EVALUATION

In regards to the 2015-2016 NYS math results the regression model predicted 34% of students would be proficient. However, 78% of 3rd graders in East Harlem Scholars Academy achieved proficiency, which is a 43% difference. The effect size is 2.13, which means the school is performing significantly higher than expected. Furthermore, 66% of 4th graders in East Harlem Scholars Academy achieved proficiency, which is a 29% difference. The effect size is 1.53, which means the school is performing significantly higher than expected. However, 27% of 5th graders in East Harlem Scholars Academy achieved proficiency compared to the predicted 30%, which is lower than expected. Overall, we have a significant effect size of 1.19, which is 0.89 larger than the 0.3 effect size goal. Contributing factors were an increased familiarity and alignment with the Common Core State Standards as well as testing preparation. A Core Work targeted instruction block was implemented in order to review standard aligned skills.

ADDITIONAL EVIDENCE

Out of 55 3rd grade students at East Harlem Scholars Academy tested in 2015-2016, 78% were proficient in math. Out of 59 4th grade students at East Harlem Scholars Academy, tested in 2015-2016, 66% were proficient in math. There is also a significantly larger effect size in 2015-16 (1.19) compared to 2013-14 (0.13) but a slight dip compared to 2014-15 (1.37).

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Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3	85%	52	33%	31%	0.13
2014-15	3, 4	85%	104	55%	29%	1.37
2015-16	3, 4, 5	77%	166	57%	34%	1.19

Goal 2: Growth Measure¹⁰

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹¹

RESULTS

The mean unadjusted growth percentile for 4th and 5th grade is 48.0.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49.5	50.0
5	46.5	50.0
6	-	50.0

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

¹¹ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

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7	-	50.0
8	-	50.0
All	48.0	50.0

EVALUATION

In 2015-16 East Harlem Scholars Academy met the measure by having a mean growth percentile that was less than the state median (2 points below). The mean unadjusted growth percentile for 4th grade is 49.5, which is 0.5 percentile points above the statewide median. The mean unadjusted growth percentile for 5th grade is 46.5, which is 3.5 percentile points above the statewide median. This is less of a change in performance compared to similarly grouped students in New York State.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4	-	66.5	49.5	50.0
5	-	-	46.5	50.0
6	-	-	-	50.0
7	-	-	-	50.0
8	-	-	-	50.0
All	-	66.5	48.0	50.0

ADDITIONAL EVIDENCE

MAP Math Rasch Unit (RIT)

	Spring						
	K	1	2	3	4	5	6
Mean RIT	158.7	180.9	185.4	204.2	213.8	209.5	215.7
Norm RIT	159.1	180.8	192.1	203.4	213.5	221.4	225.3

The RIT Scale is a norm-referenced scale that uses individual item difficulty values to estimate student achievement. In 1st, 3rd, and 4th grade scholars met or exceeded the norm RIT on average. Specifically 1st graders scored 0.1 points above the norm, 3rd graders scored 0.8 points above the norm and 4th graders are 0.4 points above the norm RIT.

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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. 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 2016, and provides a summary of performance.

Math End of Year Interim Assessment Results Spring 2017

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	57	93%	80%	Yes
1	56	80%	80%	Yes
2	58	79%	80%	No
3	59	81%	80%	Yes
4	58	78%	80%	No
5	53	68%	80%	No
6	75	71%	80%	No
Total	416	79%	80%	No

EVALUATION

East Harlem Scholars Academy scholars scored 79% average proficiency overall and did not achieve its targets in mathematics objective mastery as a school, but met targets in Kindergarten, 1st and 3rd grade. Overall, we were close to our goal as a school (the goal was 80%; our actual was 79%). Students were assessed on grade level standards and performed at high levels of mastery for each of the key power standards. Both 2nd and 3rd grades came very close to meeting the ambitious benchmark.

Although the school has provided instruction aligned to the common core standards since opening in 2011, the math curriculum was significantly revised to further align more to 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 2nd, 3rd, and 4th 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.

SUMMARY OF THE MATHEMATICS GOAL

The school has made tremendous growth in math from 2013-2014 to 2016-2017. The school was able to achieve its Performance Level Index (PLI) on the State Mathematics Exam as well as exceed the performance of local school district school in the number of proficient students. However, we did not achieve the absolute goal (75% of all tested students in at least their second year), growth goal, math mastery (all grades) nor MAP math goals (all grades).

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Not Achieved
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Not Achieved
Math End of Year Mastery	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.	Not Achieved

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MAP Math	Each year, 80 percent of students K-5 will perform at or above the 50 th percentile on the MAP Exam.	Not Achieved
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ACTION PLAN

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

3rd, 4th, and 5th grades have started to implement the Core Work block more strategically in the 2017-18 school year to help address the need for test prep in math. During this instructional block teachers tracked the progress students made for each standard as needed. The push for greater fact fluency and mental math is also going to make a significant impact on students' proficiency levels. Additionally, the investment in the CGI program last year helped support students with problems solving, application, and increasing strategies, which is a big area of growth for the school. The program increases students' ability to work independently through rich and challenging application problems. The teacher is more of a facilitator and a big part of the math congress at the end of each CGI block is focused around sharing of different math strategies. We will continue to implement these strategies, given their positive impact.

As the school is always committed to maintaining high levels of academic performance, implementation of an intensive strategic plan to better meet the needs of students in the 2016-17 year is in progress. 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 the Engage NY curriculum.

The school also added an additional baseline assessment at the start of the year to help teachers assess standards from the previous year that need to be spiraled. The Dean of Instruction maintains an academic watch list to ensure that students in need get the services, tutoring, intervention and support. Weekly student support meetings with our specialists ensure that at risk student needs are targeted and take supportive action. Additionally we have three AIS support staff, who track the goals of each scholar as well as support all scholars who have been retained in the past.

The school also invested in a rigorous assessment created by EdVista, which directly aligns with the state exams and helps prepare students for testing conditions. This testing program provides the school with very detailed data that is broken down by areas of growth and strength around the state standards. Teachers used this data to create leveled math groupings and really guide their daily instruction and assessments.

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.

SCIENCE

Goal 3: Science

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

BACKGROUND

East Harlem Scholars Academy provides hands on inquiry-based science instruction. 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 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 organizations, including the National Science Resources Center¹², Science for All Children¹³ and the National Science Teachers Association. The school also uses Engage NY curricular components to ensure that the science program is rigorous and aligned with the State Test Standards.

Goal 3: Absolute Measure

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

¹² National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

¹³ National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

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METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2017. 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 to score at proficiency.

RESULTS

East Harlem Scholars students took the State Science Exam for the second time this year. The school had 81% overall proficiency on the 4th grade Science State Test. Students in at least their second year had an average proficiency of 83% on the 4th grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2nd year by 6%. Data for all district students is not available.

Charter School Performance on 2016-17 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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83%	41	-	-
8	-	-	-	-
All	83%	41	-	-

EVALUATION

These results are due to the rigor of the science program in the school and the increased amount of time scholars are spending in rigorous science instruction in grades 3-5. Scholars worked throughout the year on hands on experiments as well as extensive writing assignments. Additionally the school carefully aligned the Science standards with the Math State Standards to ensure the integration between the two subject areas. The district data was not available at the time that this document was completed.

ADDITIONAL EVIDENCE

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	93%	41	86%	36	83%	41
8	-	-	-	-	-	-
All	93%	41	86%	36	83%	41

INTRODUCTION

Goal 3: Comparative Measure

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

METHOD

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

RESULTS

Of the 41 4th graders in at least their 2nd year, 83% of scholars showed proficiency on the New York Science State Test. Last year, 86% of scholars in at least their second year showed proficiency on the New York Science State Test. This is a drop of 10% since 2014-15.

2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83%	41	-	-
8	-	-	-	-
All	83%	41	-	-

EVALUATION

The additional data requested for this section was not available at the time this document was completed.

ADDITIONAL EVIDENCE

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	93%	-	86%	-	83%	-
8	-	-	-	-	-	-
All	93%	-	86%	-	83%	-

SUMMARY OF THE SCIENCE GOAL

East Harlem Scholars students took the State Science Exam for the 3rd time this year. The school had 81% proficiency on the 4th grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2nd year. The school exceeded the goal by 8%. This is a notable achievement considering that this was the 3rd year East Harlem Scholars took the science exam. During our first testing year, 93% of our 4th grade students achieved proficiency on the 4th grade Science State Test.

Scholars Academy is further developing a high quality science program. Through strong programming efforts and a rigorous, hands on discovery program, scholars have multiple opportunities to experiment with hands on science regularly.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

ACTION PLAN

East Harlem Scholars Academy will continue to push scholars to become lifelong science learners. The current New York State Test results exhibited proficiency in 81% of scholars. In order to reach 100% proficiency the school will continue to expose scholars to hands on experiments as well as teach students to write rigorous science lab reports. The number of minutes scholars will receive science instruction will increase in grades 3-5. In addition, the school will provide more supports to scholars with special needs or scholars who are English Language Learners to ensure that they can also be more successful.

NCLB

Goal 4: NCLB

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.

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 school requiring a local assistance plan.

METHOD

Because *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
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing