



Harlem Link Charter School

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 15, 2017

By Steven Evangelista

20 West 112th Street, 3rd Floor, New York, NY 10026

(212) 289-3249

INTRODUCTION

Steven Evangelista prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
B. Peter Carry	Chair
Jonathan Barrett	Treasurer
David Wycliff Brown	Secretary
Krista Barron	Trustee
Bianna Cardinale	Trustee
Kenneth Catandella	Trustee
Brandilyn Dumas	Trustee
Rachel Field	Trustee
Naheem Harris	Trustee
John Reddick	Trustee

Steven Evangelista has served as the Principal since 2011 and as the Co-Director from 2004 to 2011.

INTRODUCTION

Harlem Link, an independent public charter school, opened its doors in the fall of 2005 to link academics, values and community to graduate articulate scholars who meet or exceed New York Performance Standards and active citizens who learn and serve their communities. Since 2005, the school has grown to serve K-5 students in Harlem and its surrounding communities.

Diverse families from more than ten districts across New York City choose Harlem Link for their children with the majority of students attending residing in District 5. In 2016-17, 88% of Harlem Link students were identified as economically disadvantaged, 18% of students had disabilities, and 6.6% of students were English Language Learners. 64% of students identified as African-American, and 32.7% identified as Hispanic.

Leveraging the key design elements described below, Harlem Link consistently prepares its students to attend high performing, competitive public and private middle schools. These outcomes along with the significant and consistent progress the school has made toward achieving its mission has resulted in the SUNY Charter School Institute granting Harlem Link a three-year charter renewal in 2010 and a five-year charter renewal in 2013.

Harlem Link's instructional vision, adopted in 2014, is: "We align our practice and use our relationships to help students achieve world-class scholarship and build good character." The school's educational program has undergone some important changes in recent years due to the development of the school's Instructional Vision. Notably, the kindergarten program is further emphasizing learning through play. Student-to-student interaction is again more highly valued in all grades and subjects, as is student thinking and learning through error making and reflection after a period in which teacher-directed lessons were the norm. Finally, students are more involved in their own goal-setting and receive more frequent feedback against the progress of those goals.

The school has strived to actualize Responsive Classroom (RC) guiding principles, which include the notion that social and emotional learning is as important as academic learning. The four elements of Responsive Classroom (Positive Community, Engaging Academics, Effective Management and Developmental Awareness) support the core of the vision: data-driven, rigorous learning and leadership.

Harlem Link's key design elements are:

1) Rigorous, high expectations and a belief in students

Harlem Link seeks to uphold the same, rigorous, college-bound expectations for its students as those typically found in our nation's most well-resourced communities. These are embodied in the school's long-term vision for student success, supported by a preparatory environment for college and careers including the school's challenging curriculum and Core Values.

With limited data at the time of this writing, the school estimates that its first cohort alumni, which graduated from fifth grade in 2010, is graduating from high school in four years at a rate of 71%. The school is carefully tracking college matriculation and progress for its alumni, as well as supporting graduates along the path in middle and high school.

Working backward from the goal of college graduation, the school promotes a growth mindset. A core belief of the school is that behaviors presented by students are not reflective of fixed attributes, but can change and evolve with direction and effort. For this reason, the school never gives up on students and strives to engage and retain even those students expressing disaffection.

INTRODUCTION

To do so, Harlem Link partners with families, builds on the hopes and dreams of children, and creates a milieu of belief in which students can thrive.

2) A data-driven curriculum and pedagogy that support the school's mission

Harlem Link seeks to provide a curriculum and teaching structures that support the development of critical thinking skills and student independence. The school uses a balanced literacy curriculum and a set of inquiry-based math and science programs, in which students have frequent opportunities to direct their own learning, examine their thinking and speak and listen about their ideas and strategies with peers. Students must also acquire basic skills; therefore, the school incorporates highly structured academic programs that include a multisensory, sequential phonics program in the early grades and copious practice in basic mathematics skills.

Teachers choose instructional strategies based on data they collect and analyze that indicate student needs. This data is derived from the school's comprehensive assessment calendar, comprised of five distinct levels of assessment. Formal school-wide assessments (Level 4) include Fundations phonics inventories, the Fountas and Pinnell Reading Inventory, practice state exams, periodic math fluency assessments and a once-per-grade annual performance-based Science Expo.

The school has developed a protocol for analyzing unit-end performance assessments (Level 3). The school is now collecting and analyzing data school-wide on prioritized classroom based lesson objective measures (Level 2), which include trade and teacher-made tests, exit slips, mini-quizzes and student-teacher conferencing notes. Teachers use Level 1 assessment (checks for understanding) to ensure their lesson is on target and preparing students for Level 2 assessments.

The school has formal programmatic structures in place to support each element of its Instructional Vision. Responsive Classroom (RC) creates the conditions in each classroom for strong learning. The RC practices include a consistent approach to morning meeting, introducing new material or routines, speaking to students, delivering lessons, learning about students, differentiating lessons and building community.

In Cognitively Guided Instruction (CGI), teachers introduce a challenging mathematical problem, having planned carefully around state standards and watching all students work independently with specific outcomes, strategies and misconceptions in mind. Teachers then orchestrate a collaborative discourse in which students share increasingly sophisticated strategies, helping students learn from each other and measuring their increased understanding over time. CGI addresses number sense, operations and fractions standards, while the school's TERC curriculum units address the remainder of the math standards in a daily Math Workshop.

In the upper grades, the school piloted the use of Visible Learning in its test preparation program, and is bringing this approach school-wide. Visible Learning is based on the principle that people, including children, learn best when they set meaningful goals and receive frequent concrete feedback on their standing against those goals. Visible Learning successfully transitioned students in the upper grades from relying on extrinsic incentives to focusing on learning targets for the satisfaction of learning.

Emotionally Responsive Practice (ERP), a set of pedagogical tools and knowledge provided by Bank

INTRODUCTION

Street College of Education's Safe and Sound Schools program, helps teachers use child developmental principles to create a learning environment where students who experienced trauma can be successful. Strategies such as reflective technique (in which students receive validation for their feelings regardless of their state, and thereby gain investment in the classroom community) create this environment, which benefits all children.

The school teaches the five competencies of the Collaborative for Social, Emotional and Academic Learning (CASEL), which are consistent with both RC and ERP's work. The five capacities are in the domains of self-awareness, self-management, social awareness, relationships skills and responsible decision-making.

The school staffs most classrooms with two teachers and has developed a model for co-teaching in which teachers choose from a small menu of appropriate structures and roles depending on the course, content and academic goals for students. The school also features at least one Integrated Co-Teaching classroom on each grade, a robust student intervention program, and a rigorous promotion policy. For students who struggle academically or to complete required course work during the school year, successful completion of a mandatory summer academy may be required for promotion to the next grade.

3) High levels of professional learning

The school utilizes both contracted and internal resources in order to support teachers in meeting the school's mission and effectively executing the curriculum and pedagogy. Harlem Link has developed a professional learning community on its campus in which all adults are constant learners, and the use of professional development resources encourages collaboration among staff.

Harlem Link contracts for professional development in areas such as mathematics, literacy and science and provides on-site training and coaching in planning and assessing, co-teaching, differentiating instruction, and use of assessment data among other areas.

Within the first year of teaching at Harlem Link (and in most cases, prior to service) each teacher is trained in the four-day Responsive Classroom I course, and a three day Cognitively Guided Instruction workshop. These workshops are provided in addition to a two-day on-site orientation and a two-week Summer Institute, during the latter of which all staff members participate in workshops, discussions and team planning sessions.

Harlem Link uses internal resources by having Grade Band Leaders, teachers recognized as having achieved a high level of both student achievement and fidelity to the school's vision, support newer teachers to the school; by having teachers join administrators in formal and thematic Walkthroughs, which include feedback by peers, administrators and consultants to the host classroom; and by ensuring grade teams function as an organized unit, such that each classroom is able to learn from the other or others on the team. Twice per month, grade teams have two to three hours of dedicated time set aside to perform pre-unit protocols, post-unit data analysis protocols and other forms of data analysis including the school's Child Study Process.

4) Family and community involvement strategies

Harlem Link supports the development of its independent parent association, the primary means by

INTRODUCTION

which parents can be involved in the life of the school and decision-making. The school also maintains an open door policy, in which parents are encouraged to make appointments and spend time observing or helping in their child's classroom. The school has employed parents when appropriate, and invites family members in for programs, performances and events throughout the year, both during and after school. The school places a high level of importance on universal participation in tri-annual family-teacher conferences. As a community-based institution, the school is also committed to enrolling a student population representative of the community of location, in keeping with, originally, the spirit and, now, the letter of the charter law.

Living up to one of the founding reasons for the name "Link," the school's curriculum also includes attention to the rich tapestry of New York City and its surrounding environs as resources for learning. As part of units of study, scholars visit and study the local Harlem community and visit other parts of the city to support social studies learning throughout the grades.

The school maintains partnerships with community institutions in order to support its mission, instructional priorities, and families. The school boasts a number of key partnerships, for example: The Africa Center, which has provided cultural programming and support; a cadre of early childhood programs including the Northern Manhattan Neo-Natal Partnership, the Helen B. Atkinson Clinic, and the Bank Street Straus Center, which support the school's Start to Finish program and help coordinate resources to promote early learning in the community; the Northside Center for Children and Families, which provides on-site individual and family therapy to students in need; and the Kappa Alpha Psi fraternity, which has provided programming including essay contests, a boys support group, and the development of a college-focused competitive Step Team.

5) Supportive school culture

Harlem Link defines school culture as the tone created by the physical environment and all the actions and words of the people in it. The school places an emphasis on supporting teachers to promote their retention and continued growth and having an open, collaborative work environment for all staff. The school intends that teachers, administrators and all other staff members model the school's Core Values and successful student behaviors at all times and that the tone of the school is serious about learning but also joyful and celebratory.

Each day begins with a structured Morning Meeting in each classroom. Each classroom has the same set of goals for this time: to convey a sense of belonging, importance and fun to each student every day; to build positive community and relationships with and among students; and to practice academic content in novel and engaging ways.

The school used Responsive Classroom principles and practices throughout not only classrooms but common spaces as well. RC Teacher Language, which frames three complementary types of teacher approaches to student learning (Reinforcing, Redirecting and Reminding Language), is applicable in the lunchroom for not only maintaining order and safety but also teaching Social and Emotional Learning competencies.

The emphasis on students and families being physically represented in the school, in pictures and work on the walls, through performances and events, and in the school's open door policy, creates a warm, inviting and joyful learning environment where students can focus and learn at a high academic level.

INTRODUCTION

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	Total
2012-13	55	51	51	51	54	40				302
2013-14	50	53	53	48	53	48				305
2014-15	51	54	53	56	52	46				312
2015-16	82	52	57	48	49	43				331
2016-17	83	74	54	52	46	50				359

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Scholars will become proficient readers and writers of the English language.

BACKGROUND

Harlem Link uses a balanced literacy approach to teaching English Language Arts (ELA). Teachers use the Reader's and Writer's Workshop as a guide for instruction. This includes the use of read aloud, shared reading, guided reading, and other small group instruction, independent reading with teacher conferencing, shared writing, interactive writing, guided writing and independent writing as elements of classroom instruction. Teachers use individual conferences and a variety of unit-level and term-level formal assessments to gauge student achievement and to plan differentiated instruction based on individual student needs. Harlem Link uses the Developmental Reading Assessment (DRA) as a school-wide reading level benchmarking tool. Teachers use results to plan small group instruction and develop student goals.

Harlem Link employs two Academic Intervention Services (AIS) teachers who provide interventions to struggling readers and writers through a robust Student Support and Response to Intervention (RTI) process. Harlem Link's RTI program is organized through Child Study Team meetings. As part of RTI, each student receives targeted goals with expected periods for improvement, interventions and frequent progress monitoring. The school emphasizes classroom-based interventions with the goal of sparingly referring students for a special education designation and only when school-based interventions are ineffective, in accordance with the Individuals with Disabilities Education Act. Despite identifying a small percentage of enrolled students as disabled, the school maintains a similar rate of enrollment of students with disabilities to the surrounding community.

Harlem Link's curriculum is completely aligned to the New York State Learning Standards, the culmination of a process that began with staff, administrators and faculty in January 2011. As part of this transition, last year the school modified the Reading and the Writing scopes and sequences in each grade to increase nonfiction reading and persuasive writing. Based on these and other small changes to the ELA program, a large percentage of returning students are arriving to the school on or above grade level for ELA.

In 2015-16, as the school analyzed its interim assessment data, school leaders discovered that our practice test vendor was giving us inaccurate information about the readiness of our students for the state test. Accordingly the school transitioned to creating and administering our own interim assessments. Harlem Link began administering weekly tests of reading passages and multiple choice questions that closely mirror the state test to identify gaps in student learning and prepare students for the structure and content on the state test.

Goal 1: Absolute Measure

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.

ENGLISH LANGUAGE ARTS

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 5th 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 ¹				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51				1	52
4	44				2	46
5	50				0	50
6						
7						
8						
All	145				3	148

RESULTS

33 percent of students enrolled in at least their second year attained proficiency on the 2016-17 ELA exam. Third grade scholars performed the highest of all grades with 41% of scholars in at least their second year at the school attaining proficiency. In all grades, the performance of students enrolled in at least their second year exceeded the performance of students enrolled for less time.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	37	51	41	46
4	32	44	33	36
5	24	50	26	42
6				
7				
8				
All	31	145	33	124

¹ 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.

ENGLISH LANGUAGE ARTS

EVALUATION

Harlem Link fell short of this benchmark by 42 percentage points. The higher performance of students in the lower grades reflects their familiarity and experience with Common Core teaching and testing methods. Fifth grade students are still building the knowledge and adjusting to the new methods and approach of the Common Core.

Notably a significant portion of scholars scored just below (within 10 raw score points) the threshold for proficiency. These students are very close – on the cusp – of demonstrating proficiency in ELA. 42.5% of Harlem Link students enrolled in at least their second year demonstrated, or were on the cusp of demonstrating, proficiency in ELA in 2016-17.

Performance on 2016-17 State English Language Arts Exam – On the Cusp
Students Enrolled in At Least Their Second Year

	Enrolled in at least their Second Year		
	Percent Proficient	Percent on the Cusp	Total Percent Proficient + On the Cusp
Grade 3	41	6.5	47.5
Grade 4	33	0	33
Grade 5	26	21	47
All	33	9	42.5

ADDITIONAL EVIDENCE

Harlem Link scholars are making progress toward attaining this measure. Each year, the percentage of scholars attaining proficiency on the state English Language Arts exam had increased, reflecting improvements the school has made to its instructional program. The following chart depicts Harlem Link scholar performance on the state's ELA exam throughout the charter term. The percentage of scholars enrolled in at least their second year who have attained proficiency has increased by 18 percentage points, from 15% to 33%, over a four-year period (2013-14 to 2016-17).

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	33.3	24	26.3	38	41	46
4	18.6	43	28.6	42	33	36
5	2.4	42	13.8	36	26	42
6						
7						
8						

ENGLISH LANGUAGE ARTS

All	15.6	109	22.9	116	33	124
-----	------	-----	------	-----	----	-----

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 200.²

RESULTS

Harlem Link achieved a PLI of 99, which is 12 points below the AMO of 111.

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	
145	32%	37%	29%	2%	
	PI = 37 + 29 = 68		29 + 2 = 31		PLI = 99

EVALUATION

Harlem Link fell short of the AMO by 12 points. Harlem Link is making progress toward this goal; in 2015-16, the school fell 22 points short of the AMO. In 2016-17, the school cut this gap in half.

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

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

ENGLISH LANGUAGE ARTS

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment at Harlem Link, by 8 percentage points. Harlem Link fell short of CSD 3, its district of location, by 30 percentage points.

**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		District of Location - CSD 3		District w/ Greatest Enrollment - CSD 5	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	41	46	61	1,333	23	830
4	33	36	63	1,263	24	805
5	26	42	57	1,202	21	768
6						
7						
8						
All	31	124	61	3,798	23	2,403

EVALUATION

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment at Harlem Link, by 8 percentage points. Harlem Link 3rd graders exceeded their peers in CSD 5 by 18 percentage points; Harlem Link 4th graders exceeded their peers in CSD 5 by 9 percentage points.

ADDITIONAL EVIDENCE

Despite Harlem Link's location in CSD 3, the district of residency for most Harlem Link students throughout the charter term has been CSD 5. During the last three academic years, scholars enrolled in at least their second year at Harlem Link have outperformed scholars in CSD 5. This is clearly demonstrated in the table below.

**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	CSD3	CSD 5	Charter School	CSD3	CSD 5	Charter School	CSD3	CSD 5
3	33.3	36.4	13.5	26.3	61.2	20.8	41	60.8	23.4

³ 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](#).

ENGLISH LANGUAGE ARTS

4	18.6	53.2	16.1	28.6	59.8	21.2	33	63.3	24.2
5	2.4	52.1	13.0	13.8	52.1	15.8	26	57.4	20.8
6									
7									
8									
All	15.6	47.3	14.2	22.9	57.7	19.3	31	60.6	22.8

Harlem Link also compares its performance to P.S. 208, a district run public school serving grades 3-5. Both schools share facility space, serve the same tested grades, and recruit a similar population of students. The key difference between the schools is the educational program implemented. As demonstrated in the chart below, Harlem Link students have outperformed the students in P.S. 208 on the state's ELA exam in each of the last five test administrations.

English Language Arts Performance of Charter School Comparison School(s) by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All students in Comparison School(s) Scoring Proficient on the State Exam by Year			
		Harlem Link		P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2011-12	3-5	52.4	105	39.5	172
2012-13	3-5	18.3	115	7.7	155
2013-14	3-5	15.0	120	12.8	141
2014-15	3-5	15.6	109	13.9	158
2015-16	3-5	22.9	116	18.9	122
2016-17	3-5	31	145	16	118

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

ENGLISH LANGUAGE ARTS

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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2015-16, Harlem Link's effect size in ELA was -0.25.

2015-16 English Language Arts 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	92.2	47	21	27.1	-6.1	-0.33
4	83.3	49	29	29.3	-0.3	-0.02
5	87.2	41	15	21.2	-6.2	-0.42
6						
7						
8						
All	87.5	137	22.1	26.2	-4.1	-0.25

School's Overall Comparative Performance:

Lower than expected

EVALUATION

With a negative effect size, Harlem did not meet this measure. The effect size for Harlem Link's 4th grade students was -0.02, just slightly below zero.

ADDITIONAL EVIDENCE

The school is making progress towards this goal. In 2014-15, the school's effect size was increased by .05 compared to the prior year; in 2015-16, the school's effect size was increased by .04 compared to the prior year.

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	3-5	93.0	136	15.6		-0.34

ENGLISH LANGUAGE ARTS

2014-15	3-5	92.3	153	12.8	16.1	-0.29
2015-16	3-5	87.5	137	22.1	26.2	-0.25

Goal 1: Growth Measure⁴

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁵

RESULTS

Harlem Link's 2015-16 ELA mean growth percentile for 4th grade was 44. Due to an issue in data reporting, the state did not calculate ELA growth scores for all students in 5th grade at the school during 2015-16.

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

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

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED's Business Portal: portal.nysesd.gov.

ENGLISH LANGUAGE ARTS

EVALUATION

Harlem Link's 4th grade students fell short of this benchmark by 6 percentile points. Unfortunately due to an issue in data reporting, the ELA mean growth percentile for 5th grade students was not available.

ADDITIONAL EVIDENCE

Harlem Link's ELA Mean Growth Percentile exceeded the statewide median in 2013-14, but fell short in 2014-15 by eight percentile points. The ELA Mean Growth Percentile for Harlem Link's 4th graders in 2015-16 fell short of the statewide median by six percentile points.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4		53.6	44	50.0
5		30.8	N/A	50.0
6				50.0
7				50.0
8				50.0
All	56.0	42.2	N/A	50.0

Goal 1: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS:

EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Harlem Link did not achieve its English Language Arts Goal, meeting only one out of five measures.

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.	Did Not Achieve

ENGLISH LANGUAGE ARTS

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.	Did Not Achieve
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 school district of comparison.	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 results.)	Did Not Achieve
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. (Using 2015-16 results.)	Did Not Achieve

ACTION PLAN

Harlem Link will continue to strive for improved results in ELA. The board and leadership at Harlem Link believe that only authentic, rigorous instruction with embedded opportunities for test preparation can produce students who excel academically.

Harlem Link is reviewing its homegrown ELA curriculum to ensure tight vertical alignment. This process will ensure the school's curriculum is coherent across grade levels and fills any gaps. Teachers and instructional leaders are also examining the cognitive load of the curriculum across grades and making adjustments to ensure a developmentally appropriate, well-planned ELA curriculum.

Harlem Link will continue to build its use of interim and formative assessment data to identify gaps in student learning and guide ELA instruction. Last year, in concert with a change in instructional leadership in the upper grades, the school began assessing with quizzes much earlier in the year, provided a more rapid turnaround of data (requiring teachers to track student actions and responses during quizzes for immediate intervention), and instituted a robust Visible Learning process, in which students set goals and received clear feedback on both their effort and results. Finding EdVistas's reliability to be low, the school began creating its own practice state tests, given early in the test prep cycle to identify key areas of need. This year, the school is building a centralized, comprehensive assessment database. Bringing all assessment together will allow the school to more easily identify gaps in student learning and track outcomes by cohort (by need, grade, and demographic). This year, all teachers will be provided a tablet computer to bring data to their fingertips and inform their instruction every day. Data will be uploaded in real time to allow for rapid turnaround of data to inform instruction. This more consistent manner of using data across the school will drive improvements in student achievement in ELA.

As well the school is continuing to strengthen its staffing structures and effective use of staff expertise. Last year, the school reconfigured its academic leadership model to employ one assistant principal (pre-K and K), one assistant principal (grades 1-2), and one assistant principal (grades 3-5). Each assistant principal is responsible for supervision and coaching for teachers in their grade span, and the school has ensured all feedback goes through the APs. The school promoted three Harlem

ENGLISH LANGUAGE ARTS

Link teachers with demonstrated track records of improving student achievement into these roles. The school uses coaches to support the APs with their management responsibilities, and literacy and math consultants provide support for building curriculum and content knowledge. The school has found this structure to be coherent and well suited to support improvements to teacher practice and ultimately student achievement. Harlem Link observed much stronger teacher retention from 2016-17 to 2017-18 as compared to previous years, demonstrating the positive impact of these supports. As well a more stable and experienced staff is best prepared to drive strong gains in student learning.

Lastly, the school is continuing to provide increased individualized attention and support to students. More individualized instruction and improved instructional practice will drive student growth in ELA. The lower grades have smaller sections to allow for more interaction between teachers and students. Kindergarten has four sections - two co-taught sections of 24 students and two sections of 18 students with one teacher. 1st and 2nd grades have three sections, and the upper grades have two sections. The Student Support Team has also been reorganized to prioritize this vital work. The lead of the program is now a Director-level role who reports directly to the Board. This upcoming year, the school will also employ a Special Education and English Language Learner Coordinator to provide more administrative support to these programs.

With the above changes in place, the Harlem Link team is confident that student performance on the 2017-18 state tests will match student ability, leading to the school's achievement of its ELA accountability goals.

MATHEMATICS

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

Harlem Link delivers to its scholars a comprehensive, standards-based math curriculum aligned to the school's mission.

Harlem Link teachers implement the TERC math program and provide students with skills practice during Morning Meeting and direct skills instruction through assessment-driven, teacher designed instruction. Teachers also implement the Contexts for Learning program, which supplements conceptual gaps in TERC such as measurement of time and money and basic number sense while using the same pedagogical philosophy. As constructivist math programs, TERC and Contexts for Learning foster mathematical thinking. The Common Core's eight Standards for Mathematical Practice, with their focus on student argumentation, communication, and problem solving, are consistent with the school's structured constructivist approach.

Teachers create individualized math stations and lead Guided Math groups to differentiate instruction and meet the needs of all students. This combination of programs ensures students have the number sense and basic number fact recall to wrestle with and master conceptual problems. It also allows students to understand and apply mathematical computation and problem solving to situations that arise in everyday life.

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 3 through 5 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

MATHEMATICS

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	51				1	52
4	44				2	46
5	50				0	50
6						
7						
8						
All	145				3	148

RESULTS

27% of scholars enrolled in at least their second year at Harlem Link attained proficiency on the state Mathematics exam. Third grade scholars performed the highest of all grades with 37% of scholars in at least their second year at the school attaining proficiency. In third grade, the performance of students enrolled in at least their second year exceeded the performance of students enrolled for less time.

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	35	51	37	46
4	27	44	27	36
5	16	50	16	42
6				
7				
8				
All	26	145	27	124

EVALUATION

Harlem Link fell short of this benchmark by 48 percentage points. Scholars in grades 3 and 4 experienced the highest performance levels, with grade 3 scholars enrolled in at least their second year outperforming scholars with less experience at the school. The higher performance of students in the lower grades reflects their familiarity and experience with Common Core teaching and testing methods. Fifth grade students are still building the knowledge and adjusting to the new methods and approach of the Common Core.

Notably a significant portion of scholars scored just below (within 10 raw score points) the threshold for proficiency. These students are very close – on the cusp – of demonstrating

⁶ 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.

MATHEMATICS

proficiency in Math. 42.3% of Harlem Link students enrolled in at least their second year demonstrated, or were on the cusp of demonstrating, proficiency in Math in 2016-17.

Performance on 2016-17 State Mathematics Exam – On the Cusp Students Enrolled in At Least Their Second Year

	Enrolled in at least their Second Year		
	Percent Proficient	Percent on the Cusp	Total Percent Proficient + On the Cusp
Grade 3	37	17	54
Grade 4	27	16	43
Grade 5	16	14	30
All	27	15.5	42.3

ADDITIONAL EVIDENCE

Scholars experienced a slight decline in performance between 2015-16 and 2016-17, with the proportion of scholars demonstrating proficiency in mathematics declining by two percentage points. 2015-16 scholars exceeded the prior year's performance by six percentage points.

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	25.5	51	33.3	39	37	46
4	41.9	43	31.7	41	27	36
5	7.1	41	22.2	36	16	42
6						
7						
8						
All	24.8	135	29.1	116	27	124

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.

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

MATHEMATICS

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 200.⁷

RESULTS

In 2016-17 Harlem Link achieved a PLI of 96, which is 13 points below the AMO of 109.

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	
145	30%	44%	18%	8%	
PI	=	44	+ 18	+ 8	= 70
			18 + 8	= 26	
				PLI =	96

EVALUATION

Harlem Link fell short of this benchmark by 13 points.

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at 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.⁸

RESULTS

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment, by 6 percentage points. Harlem Link fell short of CSD 3, its district of location, by 34 percentage points.

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

Grade	Percent of Students at Proficiency

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

⁸ 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](#).

MATHEMATICS

	Charter School Students In At Least 2nd Year		District of Location - CSD 3		District w/ Greatest Enrollment - CSD 5	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	37	46	63	1345	25	849
4	27	36	64	1281	18	820
5	16	42	57	1214	21	792
6						
7						
8						
All	27	124	61	3840	21	2461

EVALUATION

Harlem Link exceeded the performance of CSD 5, the district with the greatest scholar enrollment, by 6 percentage points. Harlem Link 3rd graders exceeded their peers in CSD 5 by 12 percentage points; Harlem Link 4th graders exceeded their peers in CSD 5 by 9 percentage points.

ADDITIONAL EVIDENCE

Despite Harlem Link's location in CSD 3, the district of residency for most Harlem Link students throughout the charter term has been CSD 5. During the last three academic years, scholars enrolled in at least their second year at Harlem Link have outperformed scholars in CSD 5. This is clearly demonstrated in the table below.

**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	CSD 3	CSD 5	Charter School	CSD 3	CSD 5	Charter School	CSD 3	CSD 5
3	25.5	52.5	19.9	33.3	56.9	22.4	37	62.7	24.7
4	41.9	58.8	17.4	31.7	58.6	18.2	27	63.5	18.3
5	7.1	59.1	13.8	22.2	53.3	17.5	16	56.7	21.0
6									
7									
8									
All	24.8	56.8	17.1	29.1	56.3	19.4	27	61.1	21.4

Harlem Link also compares its performance to P.S. 208, a district run public school serving grades 3-5. Both schools share facility space, serve the same tested grades, and recruit a similar population of students. The key difference between the schools is the educational program implemented. As demonstrated in the chart below, Harlem Link students have outperformed the students in P.S. 208 on the state's ELA exam in each of the last five test administrations.

MATHEMATICS

Math Performance of Charter School Comparison School(s) by School Year

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All students in Comparison School(s) Scoring Proficient on the State Exam by Year			
		Harlem Link		P.S. 208	
		Percent	Number Tested	Percent	Number Tested
2011-12	3-5	89.4	115	43.1	201
2012-13	3-5	31.3	105	6.4	157
2013-14	3-5	52.9	119	17.4	144
2014-15	3-5	24.8	135	16.9	142
2015-16	3-5	29.1	116	16	125
2016-17	3-5	27	124	24	119

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.

RESULTS

In 2015-16, Harlem Link's effect size in math was -0.04. The effect size for Harlem Link's 4th graders was 0.14, which is slightly higher than expected.

MATHEMATICS

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	92.2	48	29	29.6	-0.6	-0.03
4	83.3	48	35	32.1	2.9	0.14
5	87.2	41	20	24.7	-4.7	-0.25
6						
7						
8						
All	87.6	137	28.4	29.0	-0.6	-0.04

School's Overall Comparative Performance:

Lower than expected

EVALUATION

With a negative effect size, Harlem Link did not meet this measure. The effect size for Harlem Link's 4th graders was 0.14, which is slightly higher than expected.

ADDITIONAL EVIDENCE

Historically, Harlem Link has met this measure year over year and generally experienced positive growth in the effect size each year. 2014-15 is the first year since 2010-11 when this target was not met. In each 2014-15 and 2015-16, the school's effect size was slightly below zero. The school is making progress towards this goal; in 2015-16, the school's effect size was increased by .06 compared to the prior year.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-5	93.0	135	25.2		1.03
2014-15	3-5	92.4	155	22.6	24.3	-0.10
2015-16	3-5	87.6	137	28.4	29.0	-0.04

Goal 2: Growth Measure⁹

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

MATHEMATICS

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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁰

Harlem Link's 2015-16 Math Mean Growth Percentile was 44.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	55	50.0
5	32	50.0
6		50.0
7		50.0
8		50.0
All	44	50.0

EVALUATION

Harlem Link fell short of this benchmark by six percentile points.

ADDITIONAL EVIDENCE

Harlem Link's Math Mean Growth Percentile exceeded the statewide median in 2013-14, but fell short in 2014-15. In 2015-16, Harlem Link's Math Mean Growth Percentile very nearly met the statewide median, falling short by six percentile points.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile
-------	------------------------

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysesd.gov.

MATHEMATICS

	2013-14	2015-16	2015-16	Statewide Median
4		57.1	55	50.0
5		14.5	32	50.0
6				50.0
7				50.0
8				50.0
All	79.0	35.8	44	50.0

Goal 2: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS:

EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE MATHEMATICS GOAL

Harlem Link did not achieve its Mathematics Goal, meeting only one out of five measures.

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.	Did Not Achieve
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.	Did Not Achieve
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 school district of comparison.	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.)	Did Not Achieve

MATHEMATICS

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.	Did Not Achieve
--------	--	-----------------

ACTION PLAN

As with ELA, the school believes that stronger use of data, more staffing structures, and ongoing student support will drive improvements to student outcomes. More individualized instruction and improved instructional practice will drive student growth in Math. Harlem Link will continue initiatives that have demonstrated improvements to student achievement, including the Responsive Classroom program and test prep.

The school will also continue using Cognitively Guided Instruction (CGI), a problem-solving approach used successfully by Success Academy Charter Schools, in all classes in grades 3-5. CGI builds on students' natural problem-solving strategies to guide them toward mathematical understanding. CGI addresses all of the common core number sense standards, and has been built into the mathematics sequencing to appropriately build conceptual understanding. When using CGI, students will attempt to solve problems without direct instruction from teachers. Instead, the teacher will guide students to understand the different strategies used by others in the class to solve the math problem. The class will collaboratively identify the most efficient strategies with students teaching each other how to use the strategies through modeling and teacher guidance. With a high degree of student engagement, this approach places the onus of learning on the student rather than the teacher. Teachers intentionally select math problems to build students' mathematical understanding. All new teachers are provided training in CGI. Harlem Link will analyze CGI data to identify gaps in student learning and drive instruction in math.

With the above changes in place, the Harlem Link team is confident that student performance on the 2017-18 state tests will match student ability, leading to the school's achievement of its math accountability goals.

SCIENCE

Goal 3: Science

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Harlem Link uses and supplements the FOSS (Full Option Science System) program, an inquiry-driven set of units that align to New York State Learning and Performance Standards. The school staffs science instruction with two Specialty Teachers. Students receive science instruction three periods per week. The school also sets aside time and when necessary extra funding for external enrichment programs that support science units. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. For the past six years, the school has hired an independent contractor, Garo Tekeyan, with extensive experience in FOSS instruction, to provide professional development to the teaching staff twice a month. The school has also begun adjusting the science curriculum to meet Common Core learning standards. As a result, science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

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.

METHOD

The school administered the New York State Testing Program science assessment to students in 4th 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

Harlem Link achieved this measure with 88% of students enrolled in at least their 2nd year attaining proficiency on the state science exam.

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	88	44	N/A	N/A

SCIENCE

8				
All	88	44	N/A	N/A

EVALUATION

Harlem Link exceeded this benchmark by 13 percentage points.

ADDITIONAL EVIDENCE

Harlem Link has had strong performance on the New York State Science exam. In each of the past three years, 88% of Harlem Link students demonstrated proficiency on this exam, exceeding this benchmark by 13 percentage points each year.

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	88.1	42	88.1	42	88	44
8						
All	88.1	42	88.1	42	88	44

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

District data for 2016-17 is not yet available.

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	88	44	N/A	N/A
8				

SCIENCE

All	88	44	N/A	N/A
-----	----	----	-----	-----

EVALUATION

District data for 2016-17 is not yet available.

ADDITIONAL EVIDENCE

Harlem Link fell just short of meeting this benchmark in 2015-16, when its performance on the New York State Science exam fell short of high-performing CSD 3 (its district of location) by just two percentage points. In 2014-15, Harlem Link exceeded the benchmark, outperforming CSD 3 by one percentage point.

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	88.1	87	88.1	90	88	N/A
8						
All	88.1	87	88.1	90	88	N/A

Harlem Link also exceeded the target when scholar performance is compared to CSD 5, the district with greatest scholar enrollment at Harlem Link. In 2015-16, the percentage of Harlem Link students in at least their second year who performed at proficiency on the state science exam was 12 percentage points higher than CSD 5, the district with greatest scholar attendance at Harlem Link.

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	
	2015-16	
	Charter School	District
4	88	76
8		
All	88	76

Goal 3: Optional Measure

[Include additional measures that are part of the Accountability Plan.]

METHOD:

RESULTS:

EVALUATION:

ADDITIONAL EVIDENCE:

SUMMARY OF THE SCIENCE GOAL

Harlem Link met one of one absolute science goals. While 2016-17 district data is not yet available to evaluate whether Harlem Link met the comparative science goal, in 2015-16 Harlem Link fell just short of this goal (by two percentage points).

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

Given the strong performance in science, Harlem Link will continue the current program in 2017-18, with no significant changes planned for curriculum or instruction. Harlem Link has identified a teacher to lead this program in future years and is developing their skillset in preparation for this promotion.

APPENDIX B: SUMMARY TABLES

NCLB

Goal 4: NCLB

The school will make adequate yearly progress.

Goal 4: Absolute Measure

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

Under the state's NCLB accountability system, Harlem Link's Accountability Status is in good standing.

EVALUATION

Consistent with performance in prior years, Harlem Link has met this measure.

ADDITIONAL EVIDENCE

During the last three years, Harlem Link has maintained good standing.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing