



Harlem Link Charter School

**2015-16 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 14, 2016

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INTRODUCTION

Steven Evangelista, Principal and Co-Founder, prepared this 2015-16 Accountability Progress Report on behalf of the school's Board of Trustees:

| Trustee Name | Board Position |
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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 2015-16, 89% of Harlem Link students were identified as economically disadvantaged, more than 25% of students received disabilities services, and 8.6% of students were English Language Learners. Moreover, 63% of families identified as African-American with the vast remainder identifying 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 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 both the preparatory environment for college and careers, including the school's challenging curriculum and Core Values, and policies that promote a belief in school as an avenue for professional success—such as the strict uniform and homework policies, home-school compacts and consistent discipline code across the grades. At Harlem Link, team members understand that in order to defy the odds and become among the 27% of Americans who graduate from college, scholars must strive for ambitious goals, show extraordinary effort and not accept mediocrity.

Harlem Link's commitment to its scholars does not end with graduation. The school also commits to supporting its alumni through their college admission and completion, by maintaining connection with them, inviting them frequently back to the school, providing mentoring when possible and appropriate, and providing resources to ensure that they are enrolled and are successful in schools that will give them the best opportunity possible to continue to achieve at a high level.

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.

INTRODUCTION

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 the Developmental Reading Assessment (DRA) and the Northwest Evaluation Association's Measures of Academic Progress; unit-end performance assessments (Level 3) offer students open-ended opportunities to show their knowledge; in-lesson (Level 1) and classroom based lesson objective measures (Level 2) include trade and teacher-made tests, quizzes and student-teacher conferencing notes.

The school staffs each classroom 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 special education teacher amongst the four 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 development

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. In the context of their Professional Growth Plans, teachers have opportunities to visit each other's classrooms as well as other schools and attend workshops related to the school's curriculum and mission goals.

4) Family and community involvement strategies

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

The instructional vision 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 seeks partnerships with community institutions in order to support its mission, instructional priorities, and families.

5) Supportive school culture

INTRODUCTION

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.

School Enrollment by Grade Level and School Year

| School Year | K | 1 | 2 | 3 | 4 | 5 | Total |
|-------------|----|----|----|----|----|----|------------|
| 2011-12 | 50 | 50 | 51 | 52 | 52 | 37 | 292 |
| 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 |

Since many middle schools begin at 5th grade, Harlem Link supports 4th graders with making the middle school transition. This is reflected in the enrollment chart above which depicts decreased enrollment in grades 4 and 5.

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 three 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 Process 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 Common Core State Standards (CCSS), the culmination of a process that began with staff, administrators and faculty in January 2011. As part of this transition, 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 according to benchmark assessments.

Last year, 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.

Harlem Link serves a high-need population, with 89% of Harlem Link students identified as economically disadvantaged in the 2015-16 year. The school committed fully to building social-emotional programming to support students' well-being and help them achieve in ELA and in other academic subjects. In 2015-16, the school partnered with Bank Street to plan a rollout of the Safe and Sound Schools program, which helps staff work with students who are coping with trauma and deepen their understanding of the social and emotional foundations of student learning. After piloting Responsive Classroom in five classrooms in 2014-15, the school also implemented the program schoolwide in 2015-16. This research-based approach provides teachers with strategies for effective classroom management, engaging instruction, and building a positive community. The ultimate goal is to help students build the social-emotional competencies necessary for academic success. These supports are helping classrooms stay on task, thereby maximizing learning time in ELA and other subjects, and helping students develop independence and executive functions.

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.

METHOD

The school administered the New York State Testing Program English language arts ("ELA") assessment to students in 3 through 5 grade in April 2016. 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).

2015-16 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 | 47 | | | 1 | | 48 |
| 4 | 49 | | | | | 49 |
| 5 | 41 | | | | 2 | 43 |
| All | 137 | | | | | 140 |

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

RESULTS

Overall, 22.9% of tested students enrolled in at least their second year attained proficiency on the 2015-16 state English Language Arts Exam.

Performance on 2015-16 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 | 21.3 | 47 | 26.3 | 38 |
| 4 | 28.6 | 49 | 28.6 | 42 |
| 5 | 14.6 | 41 | 13.8 | 36 |
| All | 21.5 | 137 | 22.9 | 116 |

EVALUATION

Harlem Link did not meet the measure of 75% proficiency. Actual performance of scholars in at least their second year at the school was 52.1 percentage points below the target. 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.

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 increases. 15.0% of scholars enrolled in at least their second year attained proficiency on the 2013-14 state exam as compared to 22.9% attaining proficiency in 2015-16. This represents more than seven percentage points of growth over a two year period.

The following chart depicts Harlem Link scholar performance on the state's ELA exam throughout the charter term. The chart reflects accurate and corrected numbers for scholar performance in 2013-14 and 2014-15. These numbers may differ from those provided in previous Accountability Plan Progress Reports and the corrections are a direct result of the school expanding to hire a Manager of Data and Accountability with the sole responsibility to review, analyze and evaluate state, school and class level data.

English Language Arts Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | |
|-------|--|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 |
| | | | |

ENGLISH LANGUAGE ARTS

| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
|-----|---------|---------------|---------|---------------|---------|---------------|
| 3 | 17.1 | 35 | 33.3 | 24 | 26.3 | 38 |
| 4 | 11.4 | 44 | 18.6 | 43 | 28.6 | 42 |
| 5 | 17.1 | 41 | 2.4 | 42 | 13.8 | 36 |
| All | 15.0 | 120 | 15.6 | 109 | 22.9 | 116 |

Notably in 2016, some students scored just below (within 10 raw score points) the threshold of proficiency. These students are very close – on the cusp – of demonstrating proficiency in ELA.

| | All Students | | |
|---------|--------------------|---------------------|--|
| | Percent Proficient | Percent on the Cusp | Total Percent Proficient + On the Cusp |
| Grade 3 | 21.3 | 14.9 | 36.2 |
| Grade 4 | 28.6 | 4.1 | 32.7 |
| Grade 5 | 14.6 | 7.3 | 21.9 |
| All | 21.5 | 8.8 | 30.3 |

ENGLISH LANGUAGE ARTS

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 2015-16 English language arts AMO of **104**. 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's aggregate Performance Level Index of 82 does not meet the NCLB Annual Measurable Objective of 104.

English Language Arts 2015-16 Performance Level Index

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 39.47 | 39.04 | 21.49 | 0.00 |

$$\begin{array}{rclclclcl} \text{PI} & = & 39.04 & + & 21.49 & + & 0.00 & = & 60.53 \\ & & & & 21.49 & + & 0.00 & = & \underline{21.49} \\ & & & & & & \text{PLI} & = & 82.02 \end{array}$$

EVALUATION

Harlem Link did not meet the measure. The school's PLI of 82 is 22 points behind the state's AMO of 104.

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

ENGLISH LANGUAGE ARTS

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 local school district.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS

Harlem Link exceeds the target when scholar performance is compared to CSD 5, the district with greatest scholar attendance at Harlem Link. In CSD 5, 19.3% of scholars attained proficiency on the state English Language Arts exam. Harlem Link scholars enrolled in at least their second year exceeded this performance by three percentage points with 22.9% of students attaining proficiency.

Harlem Link performance falls below that of CSD 3, the district of location. However, since the majority of students attending Harlem Link reside in CSD 5, this is a more accurate district for comparison. CSD 3 is a notoriously segregated district, by race and socioeconomic status. In the lower and wealthier portion of the district, schools perform significantly higher than the state averages. In the uptown area, where almost all of Harlem Link's CSD 3 residents reside, the performance of zoned schools mirrors and in many cases falls below that of the lower-performing CSD 5.

In 2015-16, Harlem Link 4th graders exceeded the performance of scholars in CSD 5 by more than seven percentage points. This cohort of students was also the highest performing grade during the 2014-15 test administration when compared against CSD 5 scholars.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

| Grade | Charter School Students In At Least 2 nd Year | | District of Location CSD 3 | | District w/ Greatest Attendance CSD 5 | |
|-------|---|------------------|-------------------------------|------------------|--|------------------|
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 26.3 | 38 | 61.2 | 1313 | 20.8 | 773 |
| 4 | 28.6 | 42 | 59.8 | 1219 | 21.2 | 865 |
| 5 | 13.8 | 36 | 52.1 | 1293 | 15.8 | 850 |

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

| | | | | | | |
|-----|------|-----|------|------|------|------|
| All | 22.9 | 116 | 57.7 | 3825 | 19.3 | 2488 |
|-----|------|-----|------|------|------|------|

EVALUATION

Harlem Link exceeded the measure by three 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 including 2015-16, 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 Who Are at Proficiency Compared to Local District Students | | | | | | | | |
|------------|---|-------------|-------------|----------------|-------------|-------------|----------------|-------------|-------------|
| | 2013-14 | | | 2014-15 | | | 2015-2016 | | |
| | Charter School | CSD 3 | CSD 5 | Charter School | CSD 3 | CSD 5 | Charter School | CSD 3 | CSD 5 |
| 3 | 17.1 | 45.0 | 13.9 | 33.3 | 36.4 | 13.5 | 26.3 | 61.2 | 20.8 |
| 4 | 11.4 | 54.0 | 16.0 | 18.6 | 53.2 | 16.1 | 28.6 | 59.8 | 21.2 |
| 5 | 17.1 | 48.0 | 13.0 | 2.4 | 52.1 | 13.0 | 13.8 | 52.1 | 15.8 |
| All | 15.0 | 49.0 | 14.4 | 15.6 | 47.3 | 14.2 | 22.9 | 57.7 | 19.3 |

Harlem Link also compares its performance to P.S. 208, a district run public school serving grades 3-5. Both schools share facility space and serve the same tested grades. As a comparison target, Harlem Link and P.S. 208 are located in the same district, serve the same 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 School and 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 |

ENGLISH LANGUAGE ARTS

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

In 2014-15, 92.3% of Harlem Link students identified as economically disadvantaged due to their eligibility for the Free and Reduced Priced Lunch program. Based on this enrollment and 2015-16 scholar performance on the state English Language Arts exam, when compared to demographically similar schools across the state, Harlem Link achieved a negative effect size of 0.29. Of all the grades, scholars in grade 4 were the only grade to attain a positive effect size of 0.05.

2014-15 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 | 91.2 | 56 | 16 | 18.1 | -2.1 | -0.16 |
| 4 | 92.5 | 52 | 17 | 16.3 | .07 | 0.05 |
| 5 | 93.6 | 45 | 4 | 13.5 | -9.5 | -0.84 |
| All | 92.3 | 153 | 12.8 | 16.1 | -3.3 | -0.29 |

School’s Overall Comparative Performance:

Lower than Expected

ENGLISH LANGUAGE ARTS

EVALUATION

With a negative effect size, Harlem Link did not meet the measure.

ADDITIONAL EVIDENCE

During the last four years, Harlem Link's enrollment of economically disadvantaged students has generally increased. In 2014-15, Harlem Link experienced its first increase in effect size since 2011-12 with an increase of .05.

English Language Arts Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch/ Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|-------------|--------|---|---------------|--------|-----------|-------------|
| 2011-12 | 3-5 | 74.6 | 141 | 51.0 | 43.9 | 0.45 |
| 2012-13 | 3-5 | 90.5 | 145 | 17.3 | 17.6 | -0.03 |
| 2013-14 | 3-5 | 93.0 | 136 | 16.2 | 20.7 | -0.34 |
| 2014-15 | 3-5 | 92.3 | 153 | 12.8 | 16.1 | -0.29 |

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 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.⁵

RESULTS

Harlem Link’s 2014-15 mean growth percentile was 42.2.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 4 | 53.6 | 50.0 |
| 5 | 30.8 | 50.0 |
| All | 42.2 | 50.0 |

EVALUATION

Harlem Link’s performance fell below the target for this measure by 7.8 percentage points. Notably Harlem Link’s 4th grade cohort exceeded this measure by 3.6 points. However Harlem Link’s 5th grade cohort fell short of this measure by 19.2 percentage points. Harlem Link experienced significant staff turnover during the 2014-15 academic year, including replacing the 5th grade teaching team, which likely negatively impacted the growth of students in 5th grade.

ADDITIONAL EVIDENCE

2014-15 was the first year that Harlem Link did not exceed the target for this measure. Harlem Link’s growth percentile exceeded the statewide median in both 2012-13 and 2013-14.

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.nysed.gov.

ENGLISH LANGUAGE ARTS

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

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|-------------|-------------|------------------|
| | 2012-13 | 2013-14 | 2014-15 | Statewide Median |
| 4 | 63.8 | 62.0 | 53.6 | 50.0 |
| 5 | 48.8 | 46.0 | 30.8 | 50.0 |
| All | 57.6 | 56.0 | 42.2 | 50.0 |

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Harlem Link has not yet met its English Language Arts Accountability Plan goal. Thus far, Harlem Link has only achieved 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 |
| 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 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 2013-14 school district 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. | Did Not Achieve |

ACTION PLAN

Though the school made some gains in ELA, the school will continue to strive for improved results in the 2016-17 year. 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 and on state tests.

The school is reconfiguring our staffing model to maximize student learning and growth. Firstly, the leadership model has changed. The previous instructional leadership team model of one coach, two assistant principals and a director of professional learning and curriculum suffered from ambiguous

roles, redundant responsibilities, and overly broad scopes. In 2016-17, the academic leadership team has been redesigned as 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, ranging from 5 to 6 sections and (including specials) 11 to 13 teachers each. In the past 18 months, the school has promoted three Harlem Link teachers with demonstrated track records of improving student achievement to fill these roles. The Director of Professional Learning and Curriculum will also take on the Student Support function, supervising teachers for the first time since her role as principal from 2005 to 2011. Literacy and math consultants will provide support for building curriculum and content knowledge, but in an effort to streamline feedback to teachers, their support will flow through the assistant principals. The school believes this clear structure will support improvements to teacher practice and ultimately student achievement.

The school has also hired a Manager of Data and Accountability, who interned at the school in 2015-16 as an Education Pioneers Fellow. Her primary tasks are to oversee all school-wide data collection and organization, manage the test preparation program, and implement the transition to a new Student Information System which was the chief outcome of her fellowship.

Additionally, in some grades, the classroom configuration has been changed. In kindergarten, each grade will have two sections of 24 students with co-teachers, and two sections of 18 students with one teacher. This structure will allow teachers to provide more individualized attention to students. In fifth grade, Harlem Link is departmentalizing the program. ELA, math, and special education teachers will be able to focus on their content area and build their expertise, and students will learn more from these content-experts. Moreover this structure will help prepare Harlem Link's graduating students for a successful transition to middle school.

In 2016-17, Harlem Link will continue initiatives that have demonstrated improvements to student achievement, including the Responsive Classroom program and test prep. The three APs, all of whom participated in the initial implementation of these programs, will ensure these programs are continued with fidelity.

Harlem Link will build its use of interim and formative assessment data to identify gaps in student learning and guide ELA instruction. We will continue to use the in-house interim assessment system we developed last year, which gave us a more accurate prediction of student performance (predictive R^2 of .5033) compared to the practice test vendor we had used previously (predictive R^2 of .4220). This will allow the school to identify students who are not meeting expectations in ELA and target the gaps in their skills and content. This year, the school is institutionalizing additional time (3.5 uninterrupted hours on selected afternoons, eight times per year for each grade team) to analyze student data and modify curriculum and planning accordingly. Assistant Principals will train teacher leaders on conducting data analysis, interpretation, and instructional planning. Under the guidance of school leadership, each class has set its own target for proficiency on the state tests. These targets range from 44% (fifth grade math) to 50% proficiency (third and fourth grade ELA and fourth grade math). Other targets include third grade math (45%) and fifth grade ELA (47%). Teachers arrived at these targets by analyzing student scores from 2016, and setting goals for raising the level of performance for students who scored at Level 2 but were within reach of the Level 3 cut score. Progress to this goal will be tracked using the in-house interim assessment system and analyzed at monthly data meetings.

With the above changes in place, the Harlem Link team is confident that student performance on

ENGLISH LANGUAGE ARTS

the 2016-17 state tests will match student ability leading to the school's achievement of its ELA charter goal.

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.

During the math workshop, 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.

In 2015-16, 9 of 13 classrooms from grades K-5 piloted the Cognitively Guided Instruction (CGI) math approach. In CGI, students work independently and then together to determine the most effective and efficient strategies for problem solving, developing deep conceptual understanding that is impossible to achieve under rote learning conditions.

MATHEMATICS

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 2016. 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.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

| Grade | Total Tested | Not Tested ⁶ | | | | Total Enrolled |
|-------|--------------|-------------------------|-----|--------|---------|----------------|
| | | IEP | ELL | Absent | Refused | |
| 3 | 48 | | | | | 48 |
| 4 | 48 | | | 1 | | 49 |
| 5 | 41 | | | | 2 | 43 |
| All | 137 | | | | | 140 |

RESULTS

29.1% 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 33.3% of scholars in at least their second year at the school attaining proficiency. This performance exceeds those students enrolled at the school for less time.

Performance on 2015-16 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 | 29.2 | 48 | 33.3 | 39 |
| 4 | 35.4 | 48 | 31.7 | 41 |
| 5 | 19.5 | 41 | 22.2 | 36 |

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

| | | | | |
|-----|------|-----|------|-----|
| All | 28.0 | 135 | 29.1 | 116 |
|-----|------|-----|------|-----|

EVALUATION

Based on 2015-16 scholar performance, the measure was not met. Harlem Link scholars fell short of the measure by 45.9 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 some students scored just below (within 10 raw score points) the threshold of proficiency. These students are very close – on the cusp – of demonstrating proficiency in math.

| | All Students | | |
|---------|--------------------|---------------------|--|
| | Percent Proficient | Percent on the Cusp | Total Percent Proficient + On the Cusp |
| Grade 3 | 29.2 | 10.4 | 39.6 |
| Grade 4 | 35.4 | 0 | 35.4 |
| Grade 5 | 19.5 | 9.8 | 29.3 |
| All | 28.0 | 6.7 | 34.7 |

ADDITIONAL EVIDENCE

2015-16 scholars exceeded the prior year's performance by six percentage points. Although scholar outcomes experienced a decline from the 2013-14 to the 2014-15 test administration, performance in 2015-16 represents progress toward achievement of this measure.

Mathematics Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency | | | | | |
|-------|--|---------------|---------|---------------|---------|---------------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 40.2 | 34 | 25.5 | 51 | 33.3 | 39 |
| 4 | 63.6 | 45 | 41.9 | 43 | 31.7 | 41 |
| 5 | 52.5 | 40 | 7.1 | 41 | 22.2 | 36 |
| All | 52.9 | 119 | 24.8 | 135 | 29.1 | 116 |

Goal 2: Absolute Measure

MATHEMATICS

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 learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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

Harlem Link’s PLI is 94.53.

Mathematics 2015-16 Performance Level Index (PLI)

| Number in Cohort | Percent of Students at Each Performance Level | | | |
|------------------|---|---------|---------|---------|
| | Level 1 | Level 2 | Level 3 | Level 4 |
| | 33.50 | 38.47 | 22.93 | 5.10 |

$$\begin{array}{rcccccccl} \text{PI} & = & 38.47 & + & 22.93 & + & 5.10 & = & 28.03 \\ & & & & 22.93 & + & 5.10 & = & \underline{66.50} \\ & & & & & & \text{PLI} & = & 94.53 \end{array}$$

EVALUATION

Harlem Link missed meeting this measure by a little more than five points. Harlem Link’s AMO is 94.53 and the state’s PLI is 101.

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

MATHEMATICS

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 local school district.

METHOD

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

RESULTS

Harlem Link scholars outperformed the scholars in CSD 5, the district where most Harlem Link students reside.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

| Grade | Percent of Students at Proficiency | | | | | |
|-------|--|------------------|-------------------------------|------------------|--|------------------|
| | <i>Charter School Students In At Least 2nd Year</i> | | District of Location CSD 3 | | District w/ Greatest Attendance CSD 5 | |
| | Percent | Number Tested | Percent | Number Tested | Percent | Number Tested |
| 3 | 33.3 | 39 | 56.9 | 1332 | 22.4 | 785 |
| 4 | 31.7 | 41 | 58.6 | 1240 | 18.2 | 876 |
| 5 | 22.2 | 36 | 53.3 | 1292 | 17.5 | 864 |
| All | 29.1 | 116 | 56.3 | 3864 | 19.4 | 2525 |

EVALUATION

Harlem Link met the measure. 29.1% of Harlem Link scholars attained proficiency on the state Mathematics exam as compared to 19.4% of scholars in CSD 5. Harlem Link student performance exceeds that of CSD 5 by almost 10 percentage points. Grade 4 Harlem Link scholars outperformed their peers in CSD 5 by 13 percentage points while grade 3 Harlem Link scholars outperformed their peers by almost 11 percentage points.

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](#).

ADDITIONAL EVIDENCE

Harlem Link has consistently outperformed CSD 5 during the last three testing years. Though Harlem Link is located in CSD 3, the majority of Harlem Link’s students reside in CSD 5. As a result, the district of primary residency for most students is used as the comparison measure. CSD 5 residents are more diverse and experience higher levels of academic disadvantage than residents in CSD 3. Consequently, Harlem Link student enrollment most closely matches that of CSD 5.

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 | | | | | | | | | |
|------------|---|-------------|-------------|----------------|-------------|-------------|----------------|-------------|-------------|--|
| | 2013-14 | | | 2014-15 | | | 2015-2016 | | | |
| | Charter School | CSD 3 | CSD 5 | Charter School | CSD 3 | CSD 5 | Charter School | CSD 3 | CSD 5 | |
| 3 | 40.0 | 54.0 | 17.0 | 25.5 | 52.5 | 19.9 | 33.3 | 56.9 | 22.4 | |
| 4 | 63.6 | 61.0 | 18.0 | 41.9 | 58.8 | 17.4 | 31.7 | 58.6 | 18.2 | |
| 5 | 52.5 | 55.0 | 15.0 | 7.1 | 59.1 | 13.8 | 22.2 | 53.3 | 17.5 | |
| All | 52.9 | 56.7 | 16.8 | 24.8 | 56.8 | 17.1 | 29.1 | 56.3 | 19.4 | |

The table below compares the performance of Harlem Link to P.S. 208, a district school serving grades 3-5 in the same building as Harlem Link. In each of the last five years, Harlem Link student performance on the state math exam exceeded the performance of students at P.S. 208.

Mathematics Performance of School and 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 |
| 2014-15 | 3-5 | 29.1 | 116 | 16.0 | 125 |

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 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

RESULTS

Harlem Link's overall effect size is negative at -0.10.

2014-15 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 | 91.2 | 57 | 23 | 26.6 | -3.6 | -0.20 |
| 4 | 92.5 | 53 | 38 | 24.3 | 13.7 | 0.77 |
| 5 | 93.6 | 45 | 7 | 22.1 | -15.1 | -0.88 |
| All | 92.4 | 155 | 22.6 | 24.3 | -1.7 | -0.10 |

School's Overall Comparative Performance:

Lower than Expected

EVALUATION

With a negative effect size, Harlem Link did not meet this measure. Grade 4 performed the highest of all grades and experienced a positive effect size of +0.77.

MATHEMATICS

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. Since 2010, the percent of students eligible for free and reduced priced lunch has risen from 70.9% to 92.4% along with the number of students tested from 139 in 2010 to 155 in 2014.

Mathematics Comparative Performance by School Year

| School Year | Grades | Percent Eligible for Free Lunch/ Economically Disadvantaged | Number Tested | Actual | Predicted | Effect Size |
|----------------|------------|---|---------------|-------------|-------------|--------------|
| 2012-13 | 3-5 | 90.5 | 145 | 28.9 | 21.1 | 0.47 |
| 2013-14 | 3-5 | 93.0 | 148 | 48.4 | 29.0 | 1.03 |
| 2014-15 | 3-5 | 92.4 | 155 | 22.6 | 24.3 | -0.10 |

Goal 2: Growth Measure⁹

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 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 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 2014-15 results, the most recent Growth Model data available.¹⁰

Harlem Link does not yet have access to 2014-15 growth data. As a result, the charts below are missing data.

2014-15 Mathematics Mean Growth Percentile by Grade Level

| Grade | Mean Growth Percentile | |
|-------|------------------------|------------------|
| | School | Statewide Median |
| 4 | 57.1 | 50.0 |
| 5 | 14.5 | 50.0 |
| All | 35.8 | 50.0 |

EVALUATION

Harlem Link’s performance fell below the target for this measure by 14.2 percentage points. Notably Harlem Link’s 4th grade cohort exceeded this measure by 7.1 percentage points. However Harlem Link’s 5th grade cohort fell short of this measure by 14.2 percentage points. Harlem Link experienced significant staff turnover during the 2014-15 academic year, including replacing the 5th grade teaching team, which likely negatively impacted the growth of students in 5th grade.

ADDITIONAL EVIDENCE

2014-15 was the first year that Harlem Link did not exceed the target for this measure. Harlem Link’s growth percentile exceeded the statewide median in both 2012-13 and 2013-14.

Mathematics Mean Growth Percentile by Grade Level and School Year

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

¹⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

| Grade | Mean Growth Percentile | | | |
|-------|------------------------|---------|---------|------------------|
| | 2012-13 | 2013-14 | 2014-15 | Statewide Median |
| 4 | 67.7 | 84.0 | 57.1 | 50.0 |
| 5 | 43.3 | 59.0 | 14.5 | 50.0 |
| All | 57.7 | 79.0 | 35.8 | 50.0 |

SUMMARY OF THE MATHEMATICS GOAL

Having met only one of the five applicable measures, Harlem Link has not yet met its Mathematics 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 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 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 2013-14 school district results.) | Did Not Achieve |
| 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 a more effective classroom, staffing, and leadership structure will drive improved math results in 2016-17. 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 three APs, all of whom participated in the initial implementation of

these programs, will ensure these programs are continued with fidelity. The school is also fully committed to driving its math instruction with data. Harlem Link will continue to use internally-created assessments to pinpoint weaknesses in students' mathematical knowledge and inform teachers' instruction and has dedicated 3.5 hours of uninterrupted time each month to analyzing and interpreting assessment data.

The school will also be rolling out CGI school-wide, a problem-solving approach used successfully by Success Academy Charter Schools and other charter schools with a strong track record of success on math state exams. 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.

Last year, four of six classrooms in grades 3 through 5 piloted CGI; this year, the program will be rolled out across all classrooms.

With the above changes in place, the Harlem Link team is confident that student performance on the 2016-17 state tests will match student ability leading to the school's achievement of its math charter goal.

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 grade in spring 2016. 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 2015-16 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% | 42 | N/A | N/A |

SCIENCE

| | | | | |
|-----|-----|----|-----|-----|
| All | 88% | 42 | N/A | N/A |
|-----|-----|----|-----|-----|

EVALUATION

With 88% of fourth grade students enrolled in at least their second year attaining proficiency, Harlem Link exceeded the target by 13 percentage points.

ADDITIONAL EVIDENCE

In each of the three most recent academic years, Harlem link students far exceeded the target of 75% for this measure. The school continues to demonstrate high levels of performance in science.

Science Performance by Grade Level and School Year

| Grade | Percent of Students Enrolled in At Least Their Second Year at Proficiency | | | | | |
|-------|---|---------------|---------|---------------|--------------------|---------------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Percent Proficient | Number Tested | Percent | Number Tested | Percent Proficient | Number Tested |
| 4 | 90.9 | 44 | 88.1 | 42 | 87.5 | 35 |
| All | 90.9 | 44 | 88.1 | 42 | 87.5 | 35 |

SCIENCE

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 local school district.

METHOD

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

RESULTS

District data is not yet available. However based on prior year performance, it is highly likely that Harlem Link met this measure.

2015-16 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 | 88.1 | 42 | N/A | N/A |
| All | 88.1 | 42 | N/A | N/A |

EVALUATION

District data is not yet available.

ADDITIONAL EVIDENCE

CSD 3 performance data for 2015-16 is not yet available. However, based on the performance in prior years, it is highly likely that Harlem Link met, if not exceeded, this measure. In 2014-15, the percentage of Harlem Link students in at least their second year who performed at proficiency on the state science exam was 1.1 percentage points higher than CSD 3, where Harlem Link is located.

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 | | | | | |
|-------|---|-------------------|-------------------|-------------------|-------------------|-------------------|
| | 2013-14 | | 2014-15 | | 2015-16 | |
| | Charter School | Local District | Charter School | Local District | Charter School | Local District |
| 4 | 90.9 | 90.0 | 88.1 | 87 | 88.1 | N/A |

SCIENCE

| | | | | | | |
|-----|------|------|------|----|------|-----|
| All | 90.9 | 90.0 | 88.1 | 87 | 88.1 | N/A |
|-----|------|------|------|----|------|-----|

Harlem Link also exceeded the target when scholar performance is compared to CSD 5, the district with greatest scholar attendance at Harlem Link. In 2014-15, the percentage of Harlem Link students in at least their second year who performed at proficiency on the state science exam was 22.9 percentage points higher than CSD 3, the district with greatest scholar attendance at Harlem Link.

| Grade | Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students | |
|-------|--|----------------|
| | 2014-15 | |
| | Charter School | Local District |
| 4 | 90.9 | 68.0 |
| All | 90.9 | 68.0 |

SUMMARY OF THE SCIENCE GOAL

Harlem Link fully expects to meet its science goal for the 2015-16 academic year. At this time, the school does not yet have sufficient data to evaluate the outcome of this goal. However, of the two measures for this goal, Harlem Link has met one and fully expects to meet the other once data is available.

| 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 local school district. | N/A |

ACTION PLAN

Given the strong performance in science, Harlem Link will continue the current program in 2015-16, with no significant changes planned for curriculum or instruction. There is a key staffing change, as two longtime Harlem Link science teachers will now teach the upper grade science program. From 2013-16, two relatively novice teachers taught the program. One teacher, who taught upper grade science from 2008-13 and achieved the school's highest state test scores, is returning to the school after a three year hiatus, and will teach grades 4 and 5. The other teacher has taught science at the school from PK through second grade since 2008, and will now also teach third grade science.

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

Harlem Link 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 |
|---------|---------------|
| 2013-14 | Good Standing |
| 2014-15 | Good Standing |
| 2015-16 | Good Standing |