

Instructions / Notes

for 2014-15 Accountability Plan Progress Report (“APPR”)

1. Text Highlighted in Yellow = explanation or guidance for an entry in the Progress Report
2. Text Highlighted in Green = a sample entry that may be modified
3. The template for **high school measures** is in Appendix A, beginning on page 26.
4. The template for reporting for K-2 schools with a norm-referenced test growth measure in their Accountability Plan appears on page 67. Present the respective results at the end of the English language arts and math goals.
5. **Changes from the 2013-14 Report**

Elementary and Middle Schools

- a) The New York State Education Department has recalibrated the Annual Measurable Objectives (AMOs) in ELA and math. Schools must therefore complete the second 3-8 absolute measure (“Performance Level Index meeting the AMO”) in ELA and math.
- b) For the 3-8 Growth Measure in ELA and math, report 2013-14 results using the state’s 3-8 Growth Model. (The 2014-15 results are not yet available.)

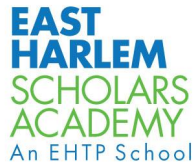
College Preparatory High Schools

- a) Because of the introduction of college and career readiness standards, schools renewed in 2012-13 or later use revised Accountability Plan measures. (See the appendix in the Guidelines for [Creating a SUNY Accountability Plan](#) for a list of the revised measures.)
 - b) The Institute will gradually phase the new measures into its evaluation of all schools and the SUNY Trustees will take them into account when making renewal decisions. Therefore, the Institute encourages high schools not renewed since 2012-13 to include the college and career readiness standard in their Progress Report as optional measures.
6. Please do not include these instructions or the reference guide below in a submitted report.

Reference Guide to Template Sections

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The Accountability Plan Progress Report Template Is Below.



**East Harlem Scholars Academy
CHARTER SCHOOL
2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

By East Harlem Scholars Academy

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Cheyenne Batista São Roque, Founding Principal, Managing Director; and Elah Lazin, Director of Curriculum & Instruction; prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Iris Chen	Secretary, Ed & Accountability Committee
Brian Gavin	Treasurer, Finance Committee
Jamie Kiggen	Executive Committee
Lili Lynton	Vice Chair, Ed & Accountability Committee
Carlos Morales	Finance Committee
Joan Solotar	Chair, Finance Committee, Ed & Accountability Committee and Executive Committee
Tom Webber	Ed & Accountability Committee
David Wildermuth	Finance Committee

Cheyenne Batista São Roque **has served as the Founding Principal since June 2011.**

INTRODUCTION

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

50% of East Harlem Scholars students identify as Hispanic, 24% of students identify as African American, 1% of students identify as American Indian or Alaskan Native, 2% of students identify as other, 1% of students identify as Pacific Islander, 1% of students identify as Asian, 1% Native American and 1% of students identify as White. 95% of students are eligible for free and reduced lunch. 14% of students qualify for ELL services and 25% of students receive Special Education services.

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

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

- **Active community engagement richly enhances educational opportunities.** Families and the wider community are mutual stakeholders in our scholars' educational success. Having access to a comprehensive support system positions students to reach their fullest potential, and our scholars' commitment to service promotes our vision of social justice and a desire to help those in need.

Consistent with its guiding principles, East Harlem Scholars Academy embraces the idea that each child is unique, and its instructional model employs differentiated learning strategies to help all students achieve at high levels. East Harlem Scholars Academy's approach to teaching supports its student-centered approach, its goal to promote individualized instruction and its concern for the growth and development of the whole child. The curriculum components facilitate differentiated instruction and strategic, data-based interventions to support the academic achievement of our diverse learners.

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

East Harlem Scholars has two teachers in each classroom of approximately 24-28 students allowing for a low student-teacher ratio of approximately 14:1. This model facilitates highly individualized instruction by promoting small group instruction led by a highly qualified teacher.

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

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy has a longer school day (7:25 a.m. to 4:00 p.m.) Monday through Thursday and a longer school year (185 days) than the district public schools. East Harlem Scholars Academy has a shortened student schedule on Friday (7:25 a.m. to 1:15 p.m.) in order to provide staff with

professional development and time to plan using weekly and quarterly data. Students have 175-180 minutes of ELA instruction 85-90 minutes of math instruction daily. The extended day and year also allows students at East Harlem Scholars Academy to have time to engage in meaningful study in subjects outside the core content areas, including that of music, physical education and Spanish, which is offered up to four times a week.

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

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	56	52												108
2012-13	56	56	54											166
2013-14	55	56	56	52										219
2014-15	56	56	56	56	53									277

¹ <http://www.nstdc.org/standards/>
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ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The priority to develop strong readers, writers and communicators is reflected by East Harlem Scholars Academy allocating up to 200 minutes daily to ELA instruction, in addition to continued work on these skills as a matter of course throughout the curriculum. Teachers plan lessons based on their assessments of students' reading and writing skill levels. During ELA instruction, teachers vary between whole class mini-lessons, including shared reading and shared writing, read-aloud activities, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Dean of Instruction, Reading Specialist and the ELL Specialist (Typically there is also a Director of Curriculum and Instruction that serves on leadership team but there was an unexpected vacancy this academic year). They all work together to differentiate instruction, in order to meet the needs of all learners. In addition, East Harlem Scholars Academy works collaboratively with highly qualified Literacy consultants to lead professional development sessions for the staff, with an emphasis on increasing the oral English-language skills and early alphabetic and phonemic awareness skills of children.

The ELA program choices at East Harlem Scholars Academy include research-based curricula that rest its foundations on those components and methods of instruction that research [1] [2] has shown to be most effective for literacy development. The components identified in the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. In grades 3 and 4 opportunities are implemented for our scholars to write about their reading using text evidence to support their thinking. Teachers will closely support these identified components through focused small group instruction as well as incorporating increased opportunities for students to practice these skills.

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

For ELA, East Harlem Scholars Academy uses *Engage NY* a research-based reading program aligned with Common Core State Standards (CCSS). The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. EngageNY.org exposes students to high quality literature and provides multiple opportunities for teachers to facilitate discussions through the lens of the key comprehension strategies, as well as integrating cross-curricular domains and topics. Engage NY is a by-product of Core Knowledge in K-2 and Expository Learning in grades 3-5.

East Harlem Scholars Academy also uses resources from Making Meaning in Kindergarten and Junior Great Books for grades K-4. In addition to teaching students the critical comprehension skills they need to be college and career ready, our school is dedicated to developing students that can also engage in academic discourse around current events and social themes that are relevant to their lives. Therefore, we have adapted these additional ELA curricula to expose students to engaging, but complex, text and to teach students how to engage in dialogue about text with multiple interpretations, collaborate with peers around ideas and how to disagree respectfully when opinions vary.

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

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

[1] Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

[2] Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 4 grade in April 2015. 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).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	52	11	8	4	56
4	51	17	7	2	53
5					
6					
7					
8					
All					

Results

In 2014-15 NYS ELA, Exam, 33% of East Harlem Scholars Academy 3rd grade students in at least their second year achieved proficiency. In 2014-15 NYS ELA, Exam, 10% of East Harlem Scholars Academy 4th grade students in at least their second year achieved proficiency.

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2014-15 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	33%	52	33%	49
4	12%	51	10%	40
5				
6				
7				
8				
All				

Evaluation

East Harlem Scholar’s Academy’s goal was to have 75% of students who were enrolled in at least their second year perform at a level 3 or above on the New York State Language Exam. The school fell short of the specified measure by 42% in third grade and 65% in fourth grade. Internal interim assessments throughout the year have indicated that most students are reading on or around grade level. The vast majority of students did not demonstrate proficiency on the state exam. Students demonstrated high levels of reading mastery on other diagnostic tools but were unable to translate this level of comprehension to their performance on the standardized test.

While East Harlem Scholars Academy did not meet it’s goal of 75%, it is important to note that Scholars in at least their second year made visible growth. In 2014-15, 33% of scholars tested proficient which was an increase of 22% from 2013-14. In third grade the number of scholars who scored a 1 on the ELA state exam decreased by 32%.

Several factors contributed to student performance. We implemented a variety of test preparation techniques and strategies throughout the year. We believe we can do more to streamline our effort and to develop a comprehensive, cohesive program that provides students with frequent targeted practice.

Additional Evidence

The chart below highlights growth comparisons from the 2013-14 ELA Exam and the 2014-15 ELA Exam. There continues to be a positive shift in overall student performance growth. As is evidenced by the 32% decrease in Level 1.

Grade 3	ELA 2013-14	ELA 2014-15	+/-
% passed	10%	33%	+22

level			
4	0%	2%	+2
3	10%	31%	+21
2	29%	38%	+9
1	61%	29%	-32

Additional Evidence

The chart below highlights growth comparisons from the 2013-14 ELA Exam and the 2014-15 ELA Exam. There is positive growth in the overall performance of students on the third grade ELA state exam.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3			9%	45	33%	49
4			N/A	N/A	10%	40
5						
6						
7						
8						
All						

Goal 1: Absolute Measure

Each year, the schools 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 Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency. East Harlem Scholars Academy Charter School 2014-15 Accountability Plan Progress Report

Results

The Performance Level Index (PLI) for this year is 88, as calculated below: Brief narrative highlighting results in the data tables that directly addresses the measure by comparing the PLI to this year's AMO.

English Language Arts 2014-15 Performance Level Index (PLI) For Grades 3 and 4

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
103	34%	44%	21%	1%

$$\begin{aligned} \text{PI} &= 44 + 21 + 1 = 66 \\ &21 + 1 = 22 \\ \text{PLI} &= 88 \end{aligned}$$

Evaluation

East Harlem Scholars Academy scored a PLI of 88, which missed the English Language Arts 2014-15 PLI of 97 by 9 points.

Scholars Academy collaborated with a reading and ELA consultant that supported the development of Common Core aligned lessons for grades K-4. In addition, Scholars Academy hired two Academic Interventionists to support instruction in grades 3-4. In addition, one on-going goal is to continue to develop staff in order to support our growing population of special education students and English Language Learners (ELL), through in house and outside professional development.

Several factors contributed to student performance. Though we implemented a variety of test techniques and strategies throughout the year, we believe we can do more to streamline our efforts and develop a comprehensive, cohesive program that provides students frequent practice.

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.⁴

Results

Of the 49 East Harlem Scholars Academy third grade students in at least their second year that were tested, 33% of third graders were proficient on the ELA Exam, compared to the 28% proficiency of their 963 district peers. Of the 40 East Harlem Scholars Academy fourth grade students in at least their second year that were tested, 10% were proficient on the ELA Exam, compared to the 25% proficiency of their 969 district peers.

2014-15 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	33%	49	28%	963
4	10%	40	25%	969
5				
6				
7				
8				
All	22%	89	27%	1932

Evaluation

The students exceeded the aggregate district performance by 5% for grade 3. However, the charter school fell short of the aggregate district performance by 15% for grade 4. Also, as the fourth grade group is our founding/lead cohort, they came in significantly behind and had some difficulty in their first testing year. They are also the only cohort at the school that did not attend our kindergarten program. Thirty three percent of our students are identified as having special needs and 19 percent of the students are English Language Learners, and will need more intensive support to ensure their reading proficiency. While it is the school's philosophy that all students can be pushed to meet their grade proficiency, we continue to develop the appropriate interventions to get them there.

Additional Evidence

In the cohorts tested in at least their 2nd year, 37% are students with special needs, and 11 percent are English Language Learners, compared to 28% and 12% in the district, respectively. Comparing the

⁴ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

results of Scholars Academy students to these subsets of the district schools is helpful, as we have implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

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

Name of Charter School	3 rd Grade	4 th Grade
Success Academy	78%	73.7%
Harlem Prep	19.3%	22.3%
D.R.E.A.M. Charter School	24.5%	30%
Amber Charter School	29.5%	28.8%
East Harlem Scholars Academy	33%	12%

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			9%	28.6%	33%	28%
4					10%	25.4%
5						
6						
7						
8						
All						

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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to 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 economically disadvantaged percentage.

The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a meaningful degree is the requirement for achieving this measure.

Results

On the 2014-2015 NYS ELA Exam the school, despite achieving overall performance growth did not reach the 0.30 benchmark. The school performed lower than expected with an effect size of minus 0.88.

Goal 1: Growth Measure⁵

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

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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁶

Results

There is an 8% increase in the average raw scores for third graders tested in ELA 2014-15 compared to third graders tested in 2013-14. The average raw score for third grade in 2014-15 was 304. The average raw score for third grade in 2013-14 was 281. The average raw score for fourth graders was 288.

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

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

Additional Evidence

The chart below highlights growth comparisons from the 2013-14 ELA Exam and the 2014-15 ELA Exam. There continues to be a positive shift in overall student performance growth with a steep increase in proficiency in the group of students in Level 1. The school experienced positive growth in proficiency among students who were at Level 2 and are now at Level 3. Though the percentage of students meeting grade level is at 33% the percentage of students approaching grade level has increased significantly when compared to the previous year. Additionally many of the students who achieved a Level 2 on the exam were on a few points below the Level 3 benchmark.

Grade 3	ELA 2013-14	ELA 2014-15	+/-
% passed level	10%	33%	+22
4	0%	2%	+2
3	10%	31%	+21
2	29%	38%	+9
1	61%	29%	-32

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

Grade	Mean Growth Percentile			
	2012-13 ⁷	2013-14	2014-15	Statewide Median
4			53.0	50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

The mean unadjusted growth percentile for 4th grade is 53.0, which is 3 percentile points above the statewide median. This is a slightly larger change in performance compared to similarly grouped students in New York State. We attribute this slightly larger change in performance to several factors. We implemented the use of mock state exams twice a year prior to the ELA State Exam. The data from the mock exams helped to identify which skills student's required additional support and follow-up. Additionally the data from mocks were used to form targeted intervention groups during 10 sessions of Saturday school.

Goal 1: Optional ELA Measure

⁷ Grade level results not available.

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

Method

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

Results

The table below shows the results of the MAP in the spring of 2015, and provides a summary of performance.

MAP Results Spring 2015

Grade	Number Tested	Percentage of Students in the 50 th percentile or higher	Target for Percentage of Students in the 50 th percentile or higher	Target Achieved
K	55	38%	80%	NO
1	55	60%	80%	NO
2	54	44%	80%	NO
3	56	30%	80%	NO
4	52	37%	80%	NO

Evaluation

In 2014-2015, East Harlem Scholars Academy did not achieve this goal and fell short of the target percentages for each grade. While performance results provide great insight into instructional priorities for the upcoming school year and highlight key needs in ELA, this administration of this exam presented various logistical and other challenges that had potentially negative impact on the results. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

To improve these scores for the 2015-2016 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students who score low on MAP assessments will be identified and supported by the Student Support Team, which meets every week to implement interventions to support student outcomes. Student progress is tracked weekly and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

Additional Evidence

No additional evidence is available.

Goal 1: Optional ELA Measure

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

Method

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

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Optional ELA Measure

East Harlem Scholars Academy Charter School 2014-15 Accountability Plan Progress Report

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

Method

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

Results

The table below shows the results of the Writing Rubric in the spring of 2015, and provides a summary of performance.

Writing Rubric Results Spring 2015

Grade	Average	Median
K	3	3
1	3	3
2	2	2.5
3	1.8	2
4	1.4	1.25

Evaluation

East Harlem Scholars Academy Writing Rubric results show that students are proficient in grades kindergarten and first grade. Students in second, third and fourth grades experience incremental decrease with the progression of years. In 2014-15, the school continued to use the Lucy Calkins writing workshop curriculum but upgraded to the new units of study which included a full curriculum per grade level, as opposed to one for grades K-2 and another for 3-5, and a more rigorous scope and sequence. The program also allowed students to spend a significant amount of time working within one genre so that they could write several pieces before each on-demand assessment. In third grade, there is still significant progress to be made. The fourth grade cohort did not attend Kindergarten at Scholars Academy and although they have made significant growth over the last four years, some students continue to struggle with the increased cognitive demand for reading and writing as they progress to the higher grades. Although the school has been aligned and teaching the Common Core standards since opening in 2011, this is the first year that it has adopted the updated writing curriculum, which was modified to reflect the Common Core standards and it illuminated some knowledge gaps in skill, craft and genre specific writing that the curriculum assumed they had learned in previous years. For the 2015-2016 school year, the school plans to continue using Lucy Calkins' Writing Workshop *Units of Study* and will provide additional professional development for teachers around using this curriculum and providing intervention for

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

Additional Evidence

No additional evidence is available.

Goal 1: Optional ELA Measure

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

Method

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

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

Results

The table below shows the results of the Fountas & Pinnell assessment from the spring of 2015.

Fountas & Pinnell Results Spring 2015

Grade	Number Tested	Percentage of students who achieved over one grade level of growth	Target	Target Achieved
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K	55	91%	80%	YES
1	55	45%	80%	NO
2	54	68%	80%	NO
3	56	61%	80%	NO
4	52	35%	80%	NO

Evaluation

In 2014-2015, East Harlem Scholars Academy exceeded this goal in Kindergarten with 91% of our students achieving over one grade level of growth in their first year of enrollment. Although the school did not meet this goal in first, second, third or fourth grade most students came in behind grade level and showed significant growth over the course of the year after receiving intervention support and targeted instruction from their classroom teachers.

Additional Evidence

No additional evidence is available.

Summary of the English Language Arts Goal

East Harlem Scholars Academy achieved, or came very close to meeting the goals, for the Fountas & Pinnell reading assessments and writing rubric assessments in Kindergarten. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students’ test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

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

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 Grade 3	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 Grade 4	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.	Not 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.	N/A

Action Plan

In the 2014-15 school year it became increasingly clear that the academic gaps for our founding cohorts were not closing quickly enough. Therefore, in the 2014-2015 school year, the leadership team and Board of Directors of Scholars Academy created a strategic plan to address this vital issue. Based on the achievement data (both internal and external) scholars in grades 3 and 4 were identified and placed in achievement-based cohorts. Depending on the needs of the cohorts, each group received strategic interventions guided by various forms of achievement data. It is important to note that these groupings were flexible and changed throughout the school year in response to student results and needs. We will continue to implement this plan with additional AIS instructors to support

The school will be focusing on providing extensive supports to the 4th grade cohort including several AIS support staff who will be working with scholars who are not yet proficient. Additionally the school is investing in an ELA coach that will provide guidance to teachers in planning and executing ELA curriculum. The school is using Engage New York ELA curriculum, which is more closely aligned with the Common Core State Standards.

MATHEMATICS

Goal 2: Mathematics

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 3-4.

Background

East Harlem Scholars Academy students participate in over 90-100 minutes of Math daily. The school uses EngageNY.org to deliver rigorous mathematics instruction. EngageNY.org is an online resource developed and maintained by the New York State Education Department (NYSED). The main objective of EngageNY.org is to support the implementation of the reform agenda put forth by the New York State Board of Regents. As part of this agenda, EngageNY.org created common core curriculum in both ELA and mathematics to support teachers and school leaders in achieving the goals for college and career readiness for all students. East Harlem Scholars Academy adapted

material from the math modules on the EngageNY.org website. The modules include instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

East Harlem Scholars Academy emphasizes data collection and effective instructional practices. Assessments include *EngageNY.org exit tickets, mid module assessments, end of module assessments, interims assessments, and fact fluency quizzes*. The Math Coach created interim assessments based on common core standards and taught material. During weekly professional development, teachers analyze assessment data and create action plans to ensure that each student reaches the end of year goal.

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

Goal 2: Mathematics

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 3-4.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 4th grade in April 2015. 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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	53	2	0	3	56
4	51	1	0	2	53
5					
6					
7					
8					

⁸ 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.

All					
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Results

On the 2014-2015 Math Exam, 52% of East Harlem Scholars Academy students in third grade in at least their second year scored as proficient. 55% of East Harlem Scholars Academy students in fourth grade in at least their second year scored as proficient.

Performance on 2014-15 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	55%	53	52%	50
4	55%	51	55%	40
5				
6				
7				
8				
All				

Evaluation

The school fell short of the specified measure by 23% in third grade and 20% in fourth grade. Students demonstrate high levels of mastery on several standards, while having significant challenges with others.

The school made tremendous growth especially moving many scholars from a score of 1 to a score of 2 on the Math State Exam. The percent of scholars who are proficient increased by 22% from 2013-2014 to 2014-2015, however in order to meet the 75% goal more time is needed as well as more targeted interventions for scholars who are performing below grade level. The increase in proficiency level is significant considering where students started and given the percentage of students with special needs.

In order to address the mathematical needs of the school, Scholars Academy hired a Math Coach this year. The coach worked closely with teachers on the math planning, pacing and alignment of the curriculum to the Common Core Learning Standards (CCLS) as well as stronger alignment across grade levels. Teachers were observed by the coach on a weekly basis and had specific goals they were working on. The Math Coach also worked several times a week with groups of scholars, who were approaching the grade level benchmark from grades three and four, to help strengthen their math skills. The Intervention Specialist provided support to remedial scholars in math in second, third and fourth grades.

Grade 3	Math 2013-14	Math 2014-15	+/-
% passed level	33%	55%	+22
4	8%	23%	+15
3	25%	32%	+7
2	40%	32%	-8
1	27%	13%	-14

Additional Evidence

As a point of comparison, of tested students in third grade, East Harlem Scholars Academy on average scored 16% higher than students in the city and district. Of tested students in fourth grade, East Harlem Scholars Academy on average scored 16% higher than the city average and 23% higher than the district average.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	N/A	N/A	30%	46	52%	50
4	N/A	N/A	N/A	N/A	55 %	40
5						
6						
7						
8						
All						

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 No Child Left Behind (NCLB) accountability system.

Method

The federal NCLB law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning

standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. 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 200.⁹

Results

Students enrolled in at least their second year had an increase of 22% in their third grade Math State Test Scores in 2014-15 compared to students tested in 2013-14.

Mathematics 2014-15 Performance Level Index (PLI) for Grades 3 and 4

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	13%	32%	35%	20%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 32 & + & 35 & + & 20 & = & 87\% \\
 & & \% & & \% & & \% & & \\
 & & & & 35 & + & 20 & = & \underline{55\%} \\
 & & & & \% & & \% & & \\
 & & & & & & \text{PLI} & = & 142
 \end{array}$$

Evaluation

East Harlem Scholars Academy exceeded the Performance Level Index (PLI) of 94 by 48 points. Several factors contributed to student performance. Scholars Academy added a Math coach for instructional support. The math curriculum was realigned to the demands of the Common Core. Scholars Academy instituted a 10-week Saturday School Academy program where scholars worked in targeted groups to address their academic needs based on the Common Core State Standards. During winter and spring recess, we offered targeted tutoring to scholars who were approaching the grade level benchmarks. Finally, we made sure math standards were spiraled through science content in order to provide scholars with additional opportunities to experience a given standard within different content areas.

Goal 2: Comparative Measure

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

⁹ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency. East Harlem Scholars Academy Charter School 2014-15 Accountability Plan Progress Report

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.¹⁰

Results

Of the 50 East Harlem Scholars Academy students tested in at least their second year, 52% were proficient on the third grade math exam, compared to the 35% proficiency of their 973 district student peers. Of the 40 charter school students in at least their second year that were tested, 55 percent were proficient on the fourth grade math exam, compared to the 32% proficiency of their 978 district student peers.

2014-15 State Mathematics 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	Number Tested	Percent	Number Tested
3	52%	50	35%	973
4	55%	40	32%	978
5				
6				
7				
8				
All				

Evaluation

East Harlem Scholars Academy exceeded the aggregate district performance by 17% in third grade and by 23% in the fourth grade for students who are enrolled in at least their second year.

Additional Evidence

In the cohorts tested in at least their 2nd year, 37% are students with special needs, and 11 percent are English Language Learners, compared to 28% and 12% in the district, respectively. The school has implemented a wide array of modifications and interventions to meet the needs of these groups of students at our school.

¹⁰ 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](#).

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

Name of Charter School	3 rd Grade	4 th Grade
Success Academy	92.1%	98%
Harlem Prep	33.9%	28.5%
D.R.E.A.M. Charter School	61.2%	62%
Amber Charter School	45.5%	50.8%
East Harlem Scholars Academy	55%	55%

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			30%	25%	52%	35%
4					55%	32%
5						
6						
7						
8						
All						

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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to 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 economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or

performing higher than expected to a 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Out of 52 students at East Harlem Scholars Academy tested in 2013-2014, 33% are proficient in math. The regression model predicted 31% of students would be proficient. The difference between the actual and predicted is 2% and as a result the effect size is 0.13

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	85%	52	33%	31%	2%	0.13
4						
5						
6						
7						
8						
All						

School’s Overall Comparative Performance:

The regression model predicted 31% of students would be proficient. The difference between the actual and predicted is 2% and as a result the effect size is 0.13

Evaluation

In regards to the 2013-2014 NYS math results the regression model predicted 31% of students would be proficient. However 33% of 3rd graders in East Harlem Scholars Academy achieved proficiency, which is a 2% difference. The effect size is 0.13, which means the school is performing slightly higher than expected. Contributing factors were an increased familiarity and alignment with the Common Core State Standards as well as testing preparation. A Core Work targeted instruction block was implemented in order to review standard aligned skills.

Additional Evidence

Out of 53 third grade students at East Harlem Scholars Academy tested in 2014-2015, 55% are proficient in math. Out of 51 fourth grade students at East Harlem Scholars Academy, tested in

2014-2015, 55% are proficient in math. As a point of comparison, tested third grade students at East Harlem Scholars Academy performed 16% higher than the city average.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12						
2012-13						
2013-14	3	85%	52	33%	31%	0.13

Goal 2: Growth Measure¹¹

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 2013-14 and also have a state exam score in 201-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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.

As there were no 4th grade students enrolled during the 2013-14 school year, no data is available. Below is the mean growth percentile for the 2014-2015 School year for mathematics for 4th grade.

The mean unadjusted growth percentile for 4th grade is 66.0, which is 16 percentile points above the statewide median. This is a larger change in performance compared to similarly grouped students in New York State.

2014-15 Mathematics Mean Growth Percentile by Grade Level

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

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

	School	Statewide Median
4	66.0	50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

Evaluation

In 2014-15 East Harlem Scholars Academy met the measure by having a mean growth percentile that was greater than the state median. The mean unadjusted growth percentile for 4th grade is 66.0, which is 16 percentile points above the statewide median. This is a larger change in performance compared to similarly grouped students in New York State.

Additional Evidence

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

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		n/a	66.0	50.0
5		-	-	50.0
6		-	-	50.0
7		-	-	50.0
8		-	-	50.0
All			66.0	50.0

Goal 2: Optional Measure

Each year, 80 percent of students K-4 will perform at or above the 50th percentile on the MAP exam.

Method

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

¹² Grade level results not available.

information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself.

Results

The table below shows the results of the MAP in the spring of 2015, and provides a summary of performance.

MAP Results Spring 2015

Grade	Number Tested	Percentage of Students with a NCE of 50 or Higher	Target for Percentage of Students with a NCE of 50 or Higher	Target Achieved
K	55	38%	80%	NO
1	55	49%	80%	NO
2	54	35%	80%	NO
3	56	56%	80%	NO
4	51	57%	80%	NO

Evaluation

In 2014-2015, East Harlem Scholars Academy did not achieve the goal and missed the target percentiles in each grade. While performance results provide great insight into instructional priorities for the upcoming school year, administration of this exam presented various logistical and other challenges that potentially impacted results. This year was the second year in which students saw or took an exam of its format. Although cohorts did not reach their targets, each grade showed growth between the beginning and end-of-year batteries.

To improve these scores for the 2015-2016 school year, East Harlem Scholars Academy plans to include more professional development for teachers about using MAP data to identify trends for the purpose of developing academic interventions, and teachers will include more opportunities for activities on the computer that support student ability to perform tasks needed for this assessment. Students’ progress is tracked weekly and analyzed. The MAP outcomes for individual students, as well as the outcomes for entire classes, will also be used for instructional planning in the upcoming school year.

Additional Evidence

No additional evidence at this time.

Goal 2: Optional Math Measure

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

Method

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

Results

N/A

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Optional Measure

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

Method

East Harlem Scholars Academy created its own end-of-year, summative math assessment aligned to grade level Common Core and New York State Standards. Objectives on the assessments were tracked according to student mastery.

Results

The table below shows the results of the internal end-of-year summative math assessment for the spring of 2015, and provides a summary of performance.

Math End of Year Interim Assessment Results Spring 2015

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
K	55	82%	80%	Yes
1	55	83%	80%	Yes
2	54	61%	80%	No
3	56	76%	80%	No
4	57	65%	80%	No

Evaluation

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

Additional Evidence

No additional evidence is available at this time.

Summary of the Mathematics Goal

The school has made tremendous growth in math from 2013-2014 to 2014-2015. The school was able to achieve its Performance Level Index (PLI) on the State Mathematics Exam as well as exceed the performance of local school district school in the number of proficient students.

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.	Achieved
Comparative 3 rd Grade	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 4 th Grade	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.	Achieved

Action Plan

The school will provide targeted intervention to scholars in need via a variety of in school, after school, Saturday Academy, and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction. The school also added an additional beginning of year and end of year math assessment in order to measure the percent growth scholars make across the focus standards throughout the year.

Third and fourth grades have started to implement Core Work this year to help address the need for test prep in math . During this instructional block teachers tracked the progress students made for each standard as needed. The push for greater fact fluency and mental math is also going to make a significant impact on students' proficiency levels. Additionally the investment in the CGI program will support students with problems solving, application, and increasing strategies, which is a big area of growth for the school. We will continue to implement these strategies, given their positive impact.

As the school is always committed to maintaining high levels of academic performance. Implementation of an intensive strategic plan to better meet the needs of students in the 2015-16 East Harlem Scholars Academy Charter School 2014-15 Accountability Plan Progress Report

year is in progress. We have modified the whole school schedule to further support the success of our math program, and increased the professional development for teachers in critical need areas and in their ability to implement the Engage NY curriculum.

We will provide targeted intervention to scholars in need via a variety of in school, after school, Saturday Academy, and holiday break sessions. We will more actively use the results of our MAP assessment to guide and inform instruction. The school also added an additional beginning of year and end of year math assessment in order to measure the percent growth scholars make across the focus standards throughout the year. The Dean of Instruction maintains an academic watch list to ensure that students in need get the services, tutoring, intervention and support. Weekly student support meetings with our specialists ensure that at risk student needs are targeted and take supportive action.

Additionally the investment in the CGI program will support students with problems solving, application, and increasing strategies, which is a big area of growth for the school. The Cognitive Guided Instruction (CGI) program to help students become better problem solvers. The program increases students' ability to work independently through rich and challenging application problems. The teacher is more of a facilitator and a big part of the math congress at the end of each CGI block is focused around sharing of different math strategies.

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

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

SCIENCE

Goal 3: Science

Goal 3: Science

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

Background

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

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

East Harlem Scholars Academy utilizes Foss' Delta Science Kits to support its science curriculum. This K-5 program is aligned with the National Science Education Standards, and to New York State science standards. It is cited as exemplary in publications by prominent science education organizations, including the National Science Resources Center¹³, Science for All Children¹⁴ and the National Science Teachers Association. The school also uses Engage NY curricular components to ensure that the science program is rigorous and aligned with the State Test Standards.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

East Harlem Scholars students took the State Science Exam for the first time this year. The school had 93% proficiency on the fourth grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2nd year. The school exceeded the goal by 18%.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

¹³ National Science Resources Center (NSRC) (1996). Resources for Teaching Elementary School Science. Retrieved from <http://books.nap.edu/openbook.php?isbn=0309052939&page=9>

¹⁴ National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

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	93%	41	N/A	N/A

Evaluation

These results are due to the rigor of the science program in the school and the addition of an outstanding science teacher to grades 2-4. Scholars worked throughout the year on hands on experiments as well as extensive writing assignments. Additionally the school carefully aligned the Science standards with the Math State Standards to ensure the integration between the two subject areas.

Additional Evidence

N/A

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	NA	NA	NA	NA	93%	41

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

Of the 41 fourth graders tested in the New York Science State Test 93% showed proficiency. This is a notable achievement considering that this was the first year East Harlem Scholars took the science exam.

2014-15 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	93%	41		

Evaluation

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

Additional Evidence

N/A

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	N/A	N/A	N/A		93%	

Summary of the Science Goal

East Harlem Scholars students took the State Science Exam for the first time this year. The school had 93% proficiency on the fourth grade Science State Test. The School exceeded its goal of 75% proficiency for students in at least their 2nd year. The school exceeded the goal by 18%. This is a notable achievement considering that this was the first year East Harlem Scholars took the science exam.

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

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

Action Plan

East Harlem Scholars Academy will continue to push scholars to become life long Science learners. The current State Test results exhibited proficiency in 93% of scholars. In order to reach 100% proficiency the school will continue to expose scholars to hands on experiments as well as writing of science labs. In addition to that the school will provide more supports to scholars with Special Education or scholars who English Language Learners to ensure that they can also be more successful. Additionally we increased the number of minutes scholars will be spending on science instruction in grades 3-5.

NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

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

Method

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

East Harlem Scholars Academy is in good standing.

Evaluation

East Harlem Scholars Academy has met this measure each year.

Additional Evidence

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

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NCLB Status by Year

Year	Status
2012-13	N/A
2013-14	Good Standing
2014-15	Good Standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.

These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute’s 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute’s 2013 Guidelines need report on the measures flagged below with the symbol “(§)” and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.

The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school’s next Accountability Period.

Note: Add the following section following the School Enrollment section on page 4.

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2012-13	2009-10	2009	??	??	??

2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹⁵ (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	??	??	??
2013-14	2010-11	2010	??	??	??
2014-15	2011-12	2011	??	??	??

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ¹⁶ (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	??	??	??
2013-14	2009-10	2009	??	??	??
2014-15	2010-11	2010	??	??	??

¹⁵ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

¹⁶ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

Include the following section under the Accountability Plan English language arts goal.

GOAL 1 : ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.¹⁷ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score.

English Regents Passing Rate with a Score of 65 /75

¹⁷ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

by Fourth Year Accountability Cohort¹⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 75
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

English Regents Passing Rate with a score of 65 / 75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

¹⁸ Based on the highest score for each student on the English Regents exam
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(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for **graduation with a Regents diploma / the college and career readiness standard.**

Results

Brief narrative highlighting results in the data tables that directly addresses the measure, i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 75 passing score

English Regents Passing Rate with a Score of **65 / 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 75
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

¹⁹ Based on the highest score for each student on the English Regents exam
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Additional Evidence

Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

Brief narrative highlighting results in the data tables that directly address the measure.

English Language Arts Accountability Performance Level (APL) For the 2010 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = ?$$

AP
L

Evaluation

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁰

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure. Select the appropriate table depending on Accountability Plan.

²⁰ The New York State Report Card provides the district results for students scoring at or above 65.
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**English Regents Passing Rate with a Score of 65
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011			N/A	N/A

OR

**English Regents Accountability Performance Level (APL)²¹
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009				
2010				
2011			N/A	N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

²¹ For an explanation of the procedure to calculate the school's APL, see page 31.
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Goal 1: Optional Measure

Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Additional Evidence

Summary of the High School English Language Arts Goal ²²

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve

²² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.
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Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Include the following section under the Accountability Plan mathematics goal.

MATHEMATICS

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.²³ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Brief narrative highlighting results in the data table that directly addresses the measure, i.e., the percent of students in the 2010 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score.

Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort²⁴

Cohort	Number	Percent Passing with a
--------	--------	------------------------

²³ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

²⁴ Based on the highest score for each student on the Mathematics Regents exam
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Designation	in Cohort	score of 65 / 80
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure’s target.

Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their

fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for **graduation with a Regents diploma / the college and career readiness standard.**

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2010 Cohort who have passed the exam with a comparison to previous years' performance.

Indicate 65 or 80 passing score

Mathematics Regents Passing Rate with a Score of 65 / 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of <u>65</u> / <u>80</u>
2008		
2009		
2010		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

²⁵ Based on the highest score for each student on the Mathematics Regents exam
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Provide narrative discussing additional analysis of the data such as the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards meeting the measure's target.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

SAME FOR ALL SCHOOLS

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED's ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

Brief narrative highlighting results in the data table that directly addresses the measure.

**Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

$$PI = ? + ? + ? = ?$$

AP = ?
L

Evaluation

Narrative explicitly stating whether the school met the measure, by how much the school fell short of or exceeded the measure. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 2: Comparative Measure

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁶

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure. Select the appropriate table depending on Accountability Plan.

Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School	School District
--------	----------------	-----------------

²⁶ The New York State Report Card provides the district results for students scoring at or above 65.
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	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011			N/A	N/A

OR

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²⁷**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009				
2010				
2011			N/A	N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

²⁷ See page 39 above for an explanation of the APL.
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Goal 1: Optional Measure

Include additional measures that are part of the Accountability Plan.

Method

Results

Evaluation

Additional Evidence

Summary of the High School Mathematics Goal²⁸

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved/ Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability	Achieved/

²⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.
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	Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/ Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved/ Did Not Achieve

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Include the following section under the Accountability Plan science goal.

SCIENCE

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered **Living Environment, Earth Science, Chemistry and Physics**. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure and notable performance in specific cohorts. Also, use

²⁹ Based on the highest score for each student on any science Regents exam
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this section to discuss the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing passing rates on individual assessments, and additional analysis of the data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards meeting the measure’s target.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

Provide brief narrative highlighting results in the data table that directly addresses the measure.

Science Regents Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth, showing year the school is making progress towards or maintaining a high level of performance.

Include the following section as a separate Accountability Plan subject area goal following the science section.

SOCIAL STUDIES

Goal 4: Social Studies

Write the school's Accountability Plan social studies goal here.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009		
2010		
2011		

³⁰ Based on the highest score for each student on a science Regents exam
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Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009				
2010				
2011				

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

Brief narrative highlighting results in the data table that directly addresses the measure; i.e., the percent of students in the 2011 Cohort who have passed the exam with a comparison to previous years' performance.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³¹

³¹ Based on the highest score for each student on a science Regents exam
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Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the state data such as performance of cohorts that have not yet completed their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011						
2012						
2013						
2014						

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given

that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009				
2010				
2011				

Evaluation

Narrative explicitly stating whether the the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of the data such as trends over time, or the interim performance of cohorts that have not yet reached their fourth year, showing the school is making progress towards or maintaining a high level of performance.

Include the following section as a separate Accountability Plan goal following the NCLB goal.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Write the school's graduation goal here.

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Present the school's promotion requirements here; include a list of all core academic subjects and other relevant information, ensuring that the school's requirements are consistent with the State Commissioner's Part 100.5 Diploma Requirements.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Select the appropriate table depending on Accountability Plan.

Percent of Students Promoted by Cohort in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2011		
2012		

2013		
2014		

OR

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2014-15

Cohort Designation	Number in Cohort	Percent promoted
2013		
2014		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
--------------------	------------------	-------------------------------

2011		
2012		
2013		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Present a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2009		
2010		
2011		

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2008		
2009		
2010		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

Method

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school district³². Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

	Charter School	School District

³² Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009				
2010				
2011				N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Summary of the High School Graduation Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Achieved/ Did Not Achieve
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved/ Did Not Achieve/
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved/ Did Not Achieve/ Not Applicable

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

Include the following section as a separate Accountability Plan goal following the NCLB goal.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Write the school's college preparation goal here.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13						
2013-14						
2014-15						

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

For the SAT include this description: The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

For the ACT include this description: The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13						
2013-14						
2014-15						

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Additional Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance.

Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(See below for measures in more recent Plans.)

Method

Provide a brief description of the measure.

Results

Provide a brief narrative highlighting results in a data table that directly address the measure.

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

Provide a brief narrative highlighting results in the data table that directly addresses the measure.

Percent of Graduates Meeting the Aspirational Performance Measure³³

Cohort	Charter School	Statewide ³⁴
2009		37.2
2010		38.1
2011		N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score

³³ Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁴ Statewide results for the 2011 cohort are not yet available.

of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Percent of Graduates with a Regents Diploma with Advanced Designation³⁵

Cohor	Charter School	School District ³⁶
2009		
2010		
2011		N/A

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Discuss the achievement indicators used to demonstrate college preparation.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure.

Graduates Passing a Course Demonstrating College Preparation

³⁵ Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³⁶ District results for the 2011 cohort are not yet available.

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³⁷
2009		
2010		
2011		

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

Goal 7: School Created College Attendance or Achievement Measure

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

Method

Provide a brief description of the measure.

Results

Provide a brief narrative highlighting results in a data table that directly address the measure.

Evaluation

Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

³⁷ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course
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Summary of the College Preparation Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

Use the first summary if the Accountability Plan is prior to 2012-13; use the second if it is from 2012-13 or later.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved/ Did Not Achieve/ Not Applicable
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Achieved/ Did Not Achieve/ Not Applicable
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Achieved/ Did Not Achieve/ Not Applicable
	Write in optional measure here	Achieved/ Did Not Achieve

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved/ Did Not Achieve/ Not Applicable
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Achieved/ Did Not Achieve/ Not Applicable
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Achieved/ Did Not Achieve/ Not Applicable
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Achieved/ Did Not Achieve/ Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved/ Did Not Achieve/ Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	
	Write in optional measure here	Achieved/ Did Not Achieve

Action Plan

Provide a narrative explaining what specific steps the school will take to improve or maintain academic performance based on the specific results and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Write the school's goal here.

Goal S: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school's program based on a parent satisfaction survey.

Method

Provide a narrative explaining how the school developed, administered, collected and analyzed the survey. The school presents results as a percentage of all families in the school, not as a percentage of respondents only.

Results

Provide a narrative of parents' responses.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
##	##	%

2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
	%
	%
	%
	%
	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure with a discussion of individual items, changes from previous years, areas of concern, etc.

Goal S: Absolute Measure

Each year, 90 percent of all students enrolled during the course of the year return the following September.

Method

Provide a narrative explaining how students are tracked year to year

Results

Present a narrative describing number of students in various categories and the retention rate.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
#	#	#	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure and how close the retention rate was to the target.

Additional Evidence

Year	Retention Rate
2012-13	%
2013-14	%
2014-15	%

Goal S: Absolute Measure

Each year the school will have a daily attendance rate of at least 95 percent.

Method

Provide a narrative explaining how the school tracks student attendance and calculates its daily attendance rate.

Results

Provide a narrative describing the year's attendance rate.

2014-15 Attendance

Grade	Average Daily Attendance Rate
1	%
2	%
3	%
4	%
5	%
6	%
7	%
8	%
Overall	%

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure and how close the attendance rate was to the target.

Additional Evidence

Year	Average Daily Attendance Rate
2012-13	%
2013-14	%
2014-15	%

APPENDIX C: SUPPLEMENTARY TABLES

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. Subject and measure organize them. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.

ELEMENTARY AND MIDDLE SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Absolute Measure

In 2014-15, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State examination.

This table examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program.

**2014-15 English Language Arts Performance
by Grade Level and Years Attending the School**

Grade	Percent of Students at Proficiency According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

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 exam will be greater than that of all students in the same tested grades in the local school district.

While schools are required to compare themselves to the local school district, there may be individual schools that also provide a compelling comparison. These comparisons might be schools in the same neighborhood, with the same demographics, or have similar programs. The first table

features a grade level breakdown for 2014-15; the other presents annual aggregate results over time.

**2014-15 English Language Arts Performance of
Charter School and Comparison Schools by Grade Level**

Grade	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on the State Exam by Grade							
	Charter School		School 1		School 2		School 3	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5								
6								
7								
8								
All								

**English Language Arts Performance of
School and Comparison Schools by School Year**

School Year	Grades	Percent of Charter School Students Enrolled in At Least Their Second Year and All Students in Comparison Schools Scoring Proficient on State Exam by Year							
		Charter School		School 1		School 2		School 3	
		Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2012-13									
2013-14									
2014-15									

Growth Measure (national norm-referenced assessment)

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

If the school has administered a norm referenced test, e.g. Terra Nova, ITBS, Stanford 10, it should report cohort growth results in a similar fashion to the growth measure based on state tests.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2013-14 and 2014-15. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

Include a brief narrative that describes the type of test administered, to which grades, the date of administrations, etc.

Results

Cohort Growth on XXX Test from Spring 2014 to Spring 2015

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2013-14	Target	2014-15	
A					YES/NO
B					YES/NO
C					YES/NO
All					YES/NO

Evaluation

Provide a narrative explicitly stating whether or not the school met the measure; i.e., whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

Present a narrative providing an analysis of year-to-year cohort performance in previous years.

Cohort Performance on the Norm Referenced Reading Test by School Year

School Year	Cohort met target?
2012-13	
2013-14	
2014-15	

Cohort Performance on XXX Test by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2011-12	?-?		
2012-13	?-?		
2013-14	?-?		
2014-15	?-?		

ELEMENTARY AND MIDDLE SCHOOLS: SCIENCE

2014-15 Science Performance by Grade Level and Years Attending the School

	Percent of Students at Levels 3 and 4 According to Number of Years in School							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4								
8								

HIGH SCHOOLS: ENGLISH LANGUAGE ARTS AND MATHEMATICS

Growth Measure

Each year, the group of students in their second year in the school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between the average of their first year in the school and an NCE of 50. If the cohort already achieved an average NCE of 50 in the first year, it will show an increase in their average NCE.

Method

This measure examines the change in performance of the same cohort of students from their first year to their second year in high school on a norm referenced reading test. Each cohort consists of those students who have norm-referenced reading test results for their first two years in the school. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50, it is expected to show some positive growth in the subsequent year.

Include a brief narrative that describes the type of test administered, to which grades, the dates of administration, etc.

Results

Provide a brief narrative highlighting results in the data tables that directly address the measure, e.g. the number of cohorts that achieved their target, and overall performance.

First to Second Year Cohort Growth on the Norm Referenced Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2010					YES/NO
2011					YES/NO
2012					YES/NO
2013					YES/NO

Evaluation

Provide narrative explicitly stating whether or not the school met the measure; i.e. whether the cohort achieved its target. In addition, the evaluation may include how close the cohort came to its target.

Additional Evidence

Narrative provides an analysis of year-to-year cohort performance including the previous year.

HIGH SCHOOLS: SUBJECT AREA MEASURES

Cohort Passing Rate by Regents Mathematics Exam

Exam	Cohort			
	2008	2009	2010	2011
Integrated Algebra				
Geometry				
Algebra 2				

Cohort Passing Rate by Regents Science Exam

Exam	Cohort			
	2008	2009	2010	2011
Living Environment				
Earth Science				
Chemistry				
Physics				