



## **East Harlem Scholars Academy II CHARTER SCHOOL**

### **2013-2014 ACCOUNTABILITY PLAN PROGRESS REPORT**

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By East Harlem Scholars Academy II

1573 Madison Avenue, Room 418  
New York, NY 10029  
Tel: (212) 348-2518  
Fax: (212) 348-2848

Steve Corbett, Founding Principal and Chandra Williams, Founding Director of Curriculum & Instruction, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Iris Chen	Secretary, Ed & Accountability Committee
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David Wildermuth	Finance Committee

**Steve Corbett has served as the Founding Principal since August 2013**

## INTRODUCTION

East Harlem Scholars Academy II opened in August, 2013 with 106 students in grades K-1. Founded upon the 55-year legacy of East Harlem Tutorial Program (EHTP), East Harlem Scholars Academy II 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.

58% of East Harlem Scholars students identify as Hispanic, 42% of students identify as Black, 1% of students identify as American Indian or Alaskan Native, and 1% of students identify as White. 95% of students are eligible for free and reduced lunch. 19% of students qualify for ELL services and 20% of students receive Special Education services.

East Harlem Scholars Academy II 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 II are grounded in the following guiding principles:

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

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

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

Recognizing the benefits of additional minutes of instruction in order for students to achieve proficiency in the core subject areas of ELA, math, science and social studies, East Harlem Scholars Academy II has a longer school day (7:25 a.m.-4:00 p.m.) and school year (187 days) than the district public schools. Students have 90 minutes of math instruction and 170-195 minutes of ELA instruction daily. The extended day and year also allows students at East Harlem Scholars Academy II 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 II that teachers learn together, solve problems in teams or as a whole staff and feel both individual and collective accountability for the success of every student in the school community. All

professional development initiatives at the school are designed and delivered in a manner consistent with the National Staff Development Council's *Standards for Staff Development*<sup>1</sup>.

East Harlem Scholars Academy II views families as its integral partners in ensuring that the needs of each student are met. East Harlem Scholars Academy II 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 II engages families in the life of the school in a variety of EHTP's tried and true ways to ensure that all families are informed and supported to participate actively in their child's academic experience.

#### School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11														
2011-12														
2012-2013														
2013-2014	54	52												106

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

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

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

Teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, facilitated by the co-teaching model, teachers alternate, as appropriate, between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. Also, student learning in literacy and ELA is reinforced throughout the school day through instruction in other content areas that (1) provides explicit instruction and supportive practice in the use of effective comprehension strategies, (2) increases the amount and quality of sustained discussion of reading content, (3) sets and maintains high standards for text, conversation, questions and vocabulary, and (4) increases students' motivation and engagement with reading. In addition, East Harlem Scholars Academy II 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 II uses Pearson Scott Foresman's *Reading Street*, which is a scientific- and research-based reading program aligned with Common Core standards. The core reading program provides explicit, systematic, high-quality instruction focusing on the five critical

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

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

elements that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The program consistently meets or exceeds expectations at all grade levels. Classic and contemporary fiction and non-fiction selections serve as the foundation of the instructional plan. *Reading Street* is aligned with the research-based 3-Tier Reading Model. The 3-Tier Reading Model is a framework designed to help prevent reading difficulties from taking hold through instructional strategies such as the GRR, which is the overarching instructional model that is utilized at the school. A consistent finding in meta-analyses examining effective instructional practices for students with reading and learning disabilities is that a combination of explicit and systematic instruction with carefully scaffolded instruction that provides modeling and feedback is associated with improved academic outcomes.<sup>4</sup>

East Harlem Scholars Academy II, while focusing on phonics and phonemic awareness in the early grades, also introduces students to the joy of reading with authentic literature. East Harlem Scholars Academy II students understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective<sup>5</sup> and the concurrent focus on phonics and phonemic awareness provide them with the tools to do just that.

To measure students' ELA progress, the school uses weekly Reading Street assessments that are aligned to the content and grade level standards. In addition, students complete Words Their Way spelling tests and are tested every eight weeks on their reading level growth using the Fountas & Pinnell assessment. During weekly professional development, teachers analyze student data and create action plans for each student to ensure they reach their end of year ELA goals.

#### **Goal 1: Absolute Measure**

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

#### **Method**

N/A: School currently only serves grades K-1

#### **Results**

N/A: School currently only serves grades K-1

#### **Evaluation**

N/A: School currently only serves grades K-1

#### **Additional Evidence**

N/A: School currently only serves grades K-1

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

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

**Goal 1: Absolute Measure**

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

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Comparative Measure**

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

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Comparative Measure**

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

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Growth Measure**

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

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 1: Optional ELA Measure**

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

**Method**

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

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

**Results**

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

**Fountas & Pinnell Results Spring 2014**

Grade	Number Tested	2013-2014 Percent of Students on Grade Level	Target Percentage	Target Achieved
K	54	93%	80%	YES
1	52	62%	80%	NO

**Evaluation**

In 2013-2014, East Harlem Scholars Academy II achieved its goal for Kindergarten scholars, however fell short of meeting the goal for First graders. Kindergarten scholars made over 1.5 years growth in reading, with 87% of scholars ending the year above grade level. Our first grade scholars came to

our school with varying abilities, each coming from different schools the year prior. During our BOY assessment, we determined that 42% of our first graders entered the school reading on either AA or A, pre-k level. Despite this, first graders grew 1.4 years growth as a cohort.

We will continue to set ambitious goals and hold high expectations for all of our students, and through a continued focus on literacy through guided reading, phonics, ELA skills, and guided reading believe our scholars will continue to grow as readers.

### **Additional Evidence**

In the beginning of the year, 5% of our kindergarten scholars entered reading on grade level, with 93% reading above grade level at year's end. Only 23% of first grade scholars entered the year on grade level, with 62% reading on grade level by year's end.

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

Each year, 80 percent of students K-3 will perform at the 50<sup>th</sup> percentile or higher on the NWEA 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 Kindergarten and first grade. The early assessment measures the extent to which a child is cognitively prepared to begin academic work as well as core subject tests for those students who have beginning literacy skills. Skill assessment expands in breadth and depth with each grade level. The MAP provides dependable information about each student, information that the teacher can then use to modify lessons by targeting specific skills. This test was chosen because of the depth of information provided by the results, allowing teachers to address the needs of individual students and entire classes by identifying problem areas within the curriculum itself. Further, the MAP provides national percentiles that can be tracked over time.

### **Results**

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

**Reading MAP Results Spring 2014**

Grade	Number Tested	Percentage of Students performing at 50 <sup>th</sup> percentile or higher	Target for Percentage of Students with a NCE of 50 or higher	Target Achieved
K	54	51%	80%	NO
1	52	46%	80%	NO

## **Evaluation**

In 2013-2014, East Harlem Scholars Academy II did not achieve this goal. The school fell short of the target percentage with 51% of kindergarten students and 46% of 1<sup>st</sup> grade grade students scoring at at the 50<sup>th</sup> percentile or higher. While we did not meet the goal of 80% of students scoring in the 50<sup>th</sup> percentile or higher, our scholars outperformed their projected reading goals in each grade, scoring at 103% and 110% respectively. Our scholars also increased their national percentile rank in each grade.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy II plans to utilize additional NWEA MAP instructional tools to support differentiation of skill sets that are aligned with MAP and common core standards. By using this data to inform our small group instruction, scholars will gain practice in areas they are deficient in and be supported in learning concepts that are new and unfamiliar in. We also plan to focus explicit professional development on supporting teachers in using these tools to inform their instruction.

## **Additional Evidence**

No additional evidence is available at this time.

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

Each year, 80 percent of students will exhibit proficiency in Language Arts by writing a piece that will be scored using an internally developed rubric to evaluate proficiency in writing. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.

## **Method**

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

## **Results**

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

**Writing Rubric Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of Students who are Proficient (Level 3 or higher)</b>	<b>Target</b>	<b>Target Achieved</b>
K	54	69%	80%	NO
1	52	73%	80%	NO

## **Evaluation**

In 2013-2014, East Harlem Scholars Academy II did not achieve the optional ELA writing goal for grades K, and 1. Kindergarten and 1<sup>st</sup> grade scholars did make significant growth over the course of the year. As a grade, Kindergarten averaged a rubric score of 2.91, and First grade a 2.94 on a scaled rubric of 1-4. Our data also shows us that punctuation was our weakest area in both grades, and we plan to incorporate further support in ELA skills to meet this need in the 2014-15 school year.

For the 2014-2015 school year, the school plans to continue using Lucy Calkins' Writing Workshop *Units of Study* and will provide additional professional development for teachers around using this curriculum and providing intervention for students that fall below proficiency on the writing rubric and demonstrate gaps in the foundational skills learned in previous grades.

#### **Additional Evidence**

No additional evidence is available at this time.

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

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average in the previous year and the 50<sup>th</sup> percentile in the current year. If a grade-level cohort exceeds an the 50th 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, 1<sup>st</sup> and 2nd. 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. Further, the MAP provides normal curve equivalents necessary to track growth over time.

#### **Results**

N/A

#### **Evaluation**

N/A

#### **Additional Evidence**

No additional evidence is available at this time.

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

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

### **Method**

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

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

### **Results**

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

**Fountas & Pinnell Results Spring 2014**

<b>Grade</b>	<b>Number Tested</b>	<b>Percentage of students who achieved over one grade level of growth</b>	<b>Target</b>	<b>Target Achieved</b>
K	54	87%	80%	YES
1	52	81%	80%	YES

### **Evaluation**

In 2013-2014, East Harlem Scholars Academy II exceeded this goal in both Kindergarten and First Grade with 87% and 81% of our students achieving over one grade level of growth in their first year of enrollment.

## **Additional Evidence**

No additional evidence is available at this time.

## **Summary of the English Language Arts Goal**

East Harlem Scholars Academy II achieved its ambitious goals for the Fountas & Pinnell reading assessments in Kindergarten. We did not meet the reading goal in 1<sup>st</sup> grade or meet the targets for the MAP exam scores in either grade. We did meet the goal of first year scholars achieving more than one year's growth in reading in both Kindergarten and First Grade. Additional data in the upcoming years will allow us to more closely evaluate our progress towards the English Language Arts goal. Overall, our current performance levels represent a solid foundation for continued success in the upcoming years. As we work to improve our ELA curricular framework, our use of data to drive instruction, and our students' test-taking skills, we are confident that we will continue to support high levels of student achievement in English Language Arts.

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

<i>Optional</i>	that will be scored using a rubric to evaluate proficiency. These essays will be evaluated by educators other than the student's own classroom teachers. Proficiency will equal an average score of at least 3 (out of 4) on the assigned rubric.	
Growth <i>Optional</i>	Each year, on the MAP exam all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average percentile in the previous year and an the 50 <sup>th</sup> percentile or higher in the current year. If a grade-level cohort exceeds the 50 <sup>th</sup> percentile in the previous year, the cohort is expected to show a positive gain in the current year.	N/A
Growth <i>Optional</i>	Each year, 80 percent of students tested during their first year of enrollment will achieve over one grade level of growth in reading as is 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.	Achieved

### Action Plan

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

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

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

Additionally, East Harlem Scholars Academy II has adopted a new phonics program called Reading Mastery to assist teachers in explicitly teaching phonics skills that can be immediately applied in context during the reading comprehension block. The school is also rearranging the whole school schedule and revamping pacing guides and unit plans to allow for a cohesive flow between the different components of our ELA block. This restructuring will allow teachers to teach a specific

comprehension skill that the students can then practice during independent reading as well as guided reading. Additionally, the revamping of our pacing guides and unit plans will allow teachers to make stronger connections between our reading and writing blocks. For example, when students are reading non-fiction text, they will also write non-fiction text. This will also lend itself better for teachers to make connections between reading and writing strategies throughout the day in the other content areas as well.

East Harlem Scholars Academy II will also continue to supplement the core reading and writing instructional materials it uses with Pearson's *Words Their Way* program, using small groups of 5-7 students for a 20-minute daily phonics block. This program will help to further build vocabulary, spelling, and word recognition skills in our students, particularly our school's ELLs. *Words Their Way* has evolved from three decades of developmental aspects of word knowledge with children and adults. The power of the *Words Their Way* program for word study lies in the diagnostic information contained in the students' spelling inventions that reveal their current understanding of how written English words work. By using students' invented spellings as a guide, teachers can better differentiate efficient, effective instruction in phonics, spelling and vocabulary. The *Words Their Way* program includes small group, targeted instruction to allow teachers to track students' progress as it relates to phonemic awareness, letter/sound recognition, and word patterns.

## MATHEMATICS

### Goal II: Mathematics

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

#### Background

East Harlem Scholars Academy II students participate in over 90-100 minutes of Math daily. The school uses the University of Chicago's *Everyday Mathematics* and EngageNY to deliver rigorous mathematics instruction. Extensive research has been done on the *Everyday Mathematics* (*Everyday Math*) curriculum since its implementation in 1986. The *Everyday Math* teacher's guide provides sections on diverse language learners that encourage different group interaction among students and that also build on each student's prior knowledge. At each grade level, the *Everyday Math* curriculum provides students with multiple opportunities to learn concepts and practice.<sup>6</sup> Across grade levels, concepts are reviewed and extended in varying instructional contexts. The distinguishing features of *Everyday Math* are its focus on real-life problem solving, student communication of mathematical thinking, and appropriate use of technology. This curriculum also emphasizes balancing different types of instruction (including collaborative learning), using various methods for skills practice, and fostering parent involvement in student learning. EngageNY 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

<sup>6</sup> What Works Clearinghouse (2010). *Everyday Mathematics*[R]. What Works Clearinghouse Intervention Report. Retrieved from <http://www.mendeley.com/research/literacy-express-works-clearinghouse-intervention-report/>.

forth by the New York State Board of Regents. As part of this agenda, EngageNY 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 II adapted material from the math modules on the EngageNY website. The modules included instructional resources, bilingual resources, performance tasks and assessment guidelines and materials.

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

**Goal 2: Absolute Measure**

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

In 2013-14, 2014-15, and 2015-16, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination.<sup>7</sup>

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Absolute Measure**

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

**Method**

N/A: School currently only serves grades K-1

<sup>7</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Comparative Measure**

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

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 2: Growth Measure**

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

### **Method**

N/A: School currently only serves grades K-1

### **Results**

N/A: School currently only serves grades K-1

### **Evaluation**

N/A: School currently only serves grades K-1

### **Additional Evidence**

N/A: School currently only serves grades K-1

### **Goal 2: Optional Measure**

Each year, 80 percent of students K-3 will perform at the 50<sup>th</sup> percentile or higher 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 grades Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup> and 3rd. 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. Further, the MAP provides normal curve equivalents necessary to track growth over time.

### **Results**

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

**Math NWEA MAP Results Spring 2014**

Grade	Number Tested	Percentage of Students scoring in the 50 <sup>th</sup> percentile or Higher	Target for Percentage of Students with a NCE of 50 or Higher	Target Achieved

<b>K</b>	<b>54</b>	<b>50%</b>	<b>80%</b>	<b>NO</b>
<b>1</b>	<b>52</b>	<b>53%</b>	<b>80%</b>	<b>NO</b>

### Evaluation

In 2013-2014, East Harlem Scholars Academy II did not achieve the goal. 50% of our Kindergarten students and 53% of our 1<sup>st</sup> grade students scored in the 50<sup>th</sup> percentile or higher. While neither grade made the 80% goal, each grade made significant growth over the course of the year. Both grades outperformed their projected growth, 107% and 121% respectively. Each grade also increased their national percentile ranking significantly.

To improve these scores for the 2014-2015 school year, East Harlem Scholars Academy II plans to utilize additional NWEA MAP instructional tools to support differentiation of skill sets that are aligned with MAP and common core standards. By using this data to inform our small group instruction, scholars will gain practice in areas they are deficient in and be supported in learning concepts that are new and unfamiliar in. We also plan to focus explicit professional development on supporting teachers in using these tools to inform their instruction.

### Additional Evidence

No additional evidence at this time.

#### Goal 2: Optional Measure

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

### Method

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

### Results

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

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

Grade	Number Tested	Average Mastery of Mathematics Objectives	Target Average Mastery of Mathematics Objectives	Target Achieved
<b>K</b>	<b>54</b>	<b>80%</b>	<b>80%</b>	<b>YES</b>

<b>1</b>	<b>53</b>	<b>85%</b>	<b>80%</b>	<b>YES</b>
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### Evaluation

East Harlem Scholars Academy II achieved its goals in both Kindergarten and First Grade. Each grade showed significant growth over the year, and produced over 80% average objective mastery in common core aligned math standards by end of year.

### Additional Evidence

No additional evidence is available at this time.

### Goal 2: Optional Measure

Each year, on the MAP exam, all grade-level cohorts of students (in grades K-3) will reduce by one-half the gap between their average percentile in the previous year and the 50<sup>th</sup> percentile or higher in the current year. If a grade-level cohort exceeds the 50<sup>th</sup> percentile 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, 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>. . 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. Further, the MAP provides normal curve equivalents necessary to track growth over time.

### Results

N/A

### Evaluation

N/A

### Additional Evidence

N/A

### Summary of the Mathematics Goal

East Harlem Scholars Academy II did not achieve its optional goal for student performance with regards to MAP assessments. East Harlem Scholars Academy II did however meet the goal of 80%

objective mastery on common core aligned internal assessments. We are confident that with a continued focus on data driven instruction, and with ongoing professional development related to effective differentiation of math concepts and skills that we will support high levels of student achievement in Mathematics. Our current levels of performance represent a solid foundation for continuing success in the upcoming years.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2013-14 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	N/A
Absolute	Each year, 80 percent of students K-3 will perform at an NCE of 50 or higher on the MAP exam.	Did Not Achieve
Absolute (Optional)	Each year, students will demonstrate average mastery of 80% of Mathematics objectives as measured by an internal end-of-year summative assessment aligned to Common Core and NY State Standards.	Achieved
Growth (Optional)	Each year, on the MAP exam, all grade-level cohorts of students (in Grades K-3) will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 or higher in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A

### Action Plan

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

assessments each quarter. This approach will enable our students to apply mathematical concepts to the real world and to make personal connections to their own lives.

The Director of Curriculum and Instruction and Principal will continue to support teachers with content and instructional coaching specifically around the mathematical progressions and teaching for conceptual understanding. Data from the year indicated that teachers need more support in identifying and providing appropriate intervention for student misconceptions and providing more professional development and coaching for teachers around the standards and progressions will help address this growth area. Teachers also identified a need for more frequent assessments and carved out time for problem solving and critical thinking within the math block. The leadership team has adjusted the professional development calendar for teachers to provide time for learning more strategies for teaching these types of problems.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. East Harlem Scholars Academy II recognizes that ELL students need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. As part of teacher professional development, an emphasis will be placed on differentiation and scaffolding during the 2014-2015 school year. Effective differentiation will challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, as well as amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.<sup>8</sup> With the co-teaching model, teachers will be expected to include more small group support and maintain a low teacher-student ratio to best meet the needs of all students, particularly those who are struggling. The school will also provide intensive professional development about the use of mathematics vocabulary to support ELL students.

## SCIENCE

### **Goal 3: Science**

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

#### **Background**

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

The National Science Teachers Association supports the notion that inquiry-based science must be a basic in the curriculum of every elementary school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an

<sup>8</sup> WestEd. (2008). EL expertise: Not just for specialists anymore. The R&D Alert, 10(1), 3-5. Retrieved from [http://www.wested.org/online\\_pubs/RD-08-02.pdf](http://www.wested.org/online_pubs/RD-08-02.pdf)

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 II. 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 Academy II's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

East Harlem Scholars Academy II 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 Center<sup>9</sup>, Science for All Children<sup>10</sup> and the National Science Teachers Association.

**Goal 3: Absolute Measure**

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

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 3: Comparative Measure**

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

**Method**

N/A: School currently only serves grades K-1

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

<sup>10</sup> National Science Resources Center (NSRC) (1997). Science for All Children: A Guide to Improving Elementary Science Education in Your School District.

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 3: Optional Measure**

Each year, 80 percent of 3-5 grade students will perform at the 50<sup>th</sup> percentile or higher on the NWEA MAP exam.

The MAP, a nationally-normed, standardized achievement test is aligned to New York State Standards and will be administered in grades 3-5 in upcoming years. 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. Further, the MAP provides normal curve equivalents necessary to track growth over time.

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

**Goal 3: Optional Measure**

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

**Method**

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

**Results**

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

**Evaluation**

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

**Additional Evidence**

N/A

**NCLB****Goal 5: NCLB**

The school will make Adequate Yearly Progress.

**Goal 5: Absolute Measure**

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**Method**

N/A: School currently only serves grades K-1

**Results**

N/A: School currently only serves grades K-1

**Evaluation**

N/A: School currently only serves grades K-1

**Additional Evidence**

N/A: School currently only serves grades K-1

## APPENDIX B: OPTIONAL GOALS

### **Goal S: ELL LEARNERS**

ELL students will speak English proficiently.

#### **Goal S: Absolute Measure**

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

#### **Method**

N/A: School is only in its first year

#### **Results**

N/A: School is only in its first year

#### **Evaluation**

N/A: School is only in its first year

#### **Additional Evidence**

N/A: School is only in its first year

**Goal S: ATTENDANCE**

East Harlem Scholars Academy will post strong attendance data.

**Goal S: Absolute Measure**

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

**Method**

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

**Results****2013-2014 Attendance**

Grade	Average Daily Attendance Rate
K	94%
1	93%
School Wide	93%

**Evaluation**

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

**Additional Evidence**

N/A

**Goal S: CORE VALUES**

East Harlem Scholars Academy students will demonstrate strength of character.

**Goal S: Absolute Measure**

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

**Service**

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

**Courage**

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

**Humility**

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

**Originality**

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

**Leadership**

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

**Achievement**

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

**Reflection**

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

**Method**

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

**Results****2013-2014 Core Values**

Percentage of Students that received an Average of 3 or higher on the Core Values
85%

**Evaluation**

East Harlem Scholars Academy II met its core values goal of 80% or higher of students receiving an average of 3 or more on the core values rubric. Students were graded each quarter on their embodiment of the core values and these grades are displayed on the quarterly report cards. All staff members also reflected on their mid-year and end-of year evaluations their students' ability to articulate and to represent the school's core values in the classroom and in the school community.

**Additional Evidence**

No additional evidence is available at this time.

**Goal S: FAMILY ENGAGEMENT**

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

**Goal S: Absolute Measure**

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

### **Method**

East Harlem Scholars Academy II conducted one family satisfaction survey in the middle of the 2013-2014 year to measure family satisfaction with the school. The school also participated in the NYC DOE Survey

### **Results**

100% of families responded to the internal survey. 98% of respondents provided a positive response to each of the questions asked. In addition, 99% of families completed the NYC DOE survey.

### **Evaluation**

East Harlem Scholars Academy II met the goal of receiving 90% of family satisfaction surveys and exceeded the target of at least 70% of them providing a positive response. In the 2014-2015 school year, we will continue work diligently to work with our families to receive their feedback.

### **Additional Evidence**

No additional evidence is available at this time.

#### **Goal S: Absolute Measure**

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

### **Method**

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

### **Results**

#### **2013-14 Family Engagement Participation**

Percentage of Families Participating in two or more Family Engagement Events
100%

### **Evaluation**

East Harlem Scholars Academy II met the goal of family participation in family engagement events. Family engagement events are planned by semester and include a variety of activities, including math and literacy night, family film night, health and wellness workshops and parent-teacher

conferences. These events are always marketed in both English and Spanish via printed communications, email and automated phone calls. At each family event, attendance is tracked and analyzed by the school's leadership team.

**Additional Evidence**

No additional evidence is available at this time.