



SUCCESS ACADEMY

**Success Academy Charter School –
Harlem 3**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Jeff Erickson

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Jeff Erickson, Director of Data Reporting, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Samuel Cole	Chairperson
Bryan Binder	Vice-Chairperson
Scott Friedman	Treasurer
Greg Sawers	Secretary
Jay Bryant	
Sam Chainani	
Donna Kennedy	
Lance Rosen	
Cate Shinker	
Khadijah Pickel	Parent Representative

Richard Seigler served as the school leader in 2012-13.

INTRODUCTION

The mission of Success Academy Charter School – Harlem 3 (“SA Harlem 3”) is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards and the resources to lead and succeed in school, college, and a competitive global economy.

School Enrollment by Grade Level and School Year¹

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10	76	103	70											249
2010-11	136	128	132	68										464
2011-12	92	138	155	137	78									600
2012-13	59	98	117	129	114	72								589

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students will demonstrate proficiency in reading, writing, and comprehending the English language.

Background

Believing that all students can succeed, SA Harlem 3 goes above and beyond Common Core standards. SA Harlem 3 uses THINK Literacy, a comprehensive balanced literacy program, in all grades. THINK Literacy was developed in-house by the Instructional Management team at Success Academy Charter Schools, the charter management organization. There are many components of THINK, including Shared Text, Guided Reading, Read Aloud with Discussion, Reading Workshop, and Writing Workshop. During Shared Text, the teacher displays a text and the whole class reads and analyzes it together, giving students practice interpreting brief, engaging texts. During Guided Reading, the teacher works with a small group of students to read and comprehend a book that is one level above what they can read and understand independently. During Read Aloud with Discussion, the teacher models the internal thinking that excellent readers exhibit, and students discuss their ideas about the book with their classmates. During Reading Workshop and Writing Workshop, students internalize key aspects of great reading and writing, through direct instruction, independent work, and partner work. All THINK components press students to read, write, think, and speak with clarity and precision.

¹ Enrollment numbers are current as of April 29, 2013. Per instruction from SUNY, enrollment numbers reflect originating charters.

In kindergarten and first grade, students also receive extensive phonics instruction. This early literacy curriculum is modeled on an enhanced version of Success For All (SFA), which has a proven track record in urban schools and has been implemented in 1,300 schools around the United States.

Students are assessed in reading regularly. They progress to the next instructional reading level when ready. Thus, children are assigned to appropriate reading levels based on reading performance, not age or grade.

SA Harlem 3 enforces specific protocols for how it collects, distributes, and analyzes data. These protocols work to help teachers and school leaders freely access information in real-time. In a fast-paced and constantly changing school environment, having ready access to academic data empowers the staff to better decide how to expend time and resources so as to maximize student achievement.

SA Harlem 3 views its teachers as Olympic athletes who must constantly train and improve their skills. Professional development is a regular part of their professional responsibilities as it develops skills, provides content area knowledge, and improves pedagogical techniques so that the teachers are prepared to “win the race” that is educating children. Further information is available in the school’s charter.

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.

This measure assumes that the general format and structure of the State ELA exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school’s performance.

Method

The school administered the New York State Testing Program English language arts assessment to students in third through fifth grade in April 2013. 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.

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	129	0	0	0	129
4	114	0	0	0	114
5	72	0	0	0	72
6					
7					
8					
All	315	0	0	0	315

Results

Based on third through fifth grade scores from 2012-13, SA Harlem 3 did not meet the 75 percent proficient rate goal for English language arts. However, as noted below, this is due to significant changes to the exam.

Performance on 2012-13 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	Number Tested	Percent	Number Tested
3	50.4%	129	50.0%	128
4	56.1%	114	56.1%	114
5	68.1%	72	68.1%	72
6				
7				
8				
All	56.5%	315	56.4%	314

Evaluation

Schools across New York State experienced significantly lower scores on state exams in 2012-13 due to the shift to assessments that measure the Common Core Learning Standards. These lower scores were anticipated by the New York State Department of Education as the new examination was expected to “effectively create a new baseline measurement of student learning.”³

Like the majority of other schools in the state, SA Harlem 3 students scored lower than in previous years. Despite the drop in pass rate, each grade at SA Harlem 3 ranks within the top 14% in the state and has outperformed other schools in its district in the 2012-13 school year by a wide margin.

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.

³ See, e.g., *Memo from Commissioner King: Use of State Test Scores in Teacher and Principal Evaluations*, dated Aug. 2, 2013, available at <http://usny.nysed.gov/docs/memo-scores-release.pdf> (last visited Sept. 4, 2013).

Additional Evidence

As noted above, the New York State English language arts examination increased in difficulty in 2012-13, which greatly affects comparative data with prior years. As a result, pass rates on the 2012-13 English language arts test were lower than last year in each grade. But, as noted elsewhere, each grade at SA Harlem 3 ranks within the top 14% in the state.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	72.0%	69	86.9%	107	50.0%	128
4			94.8%	77	56.1%	114
5					68.1%	72
6						
7						
8						
All	72.0%	69	90.2%	184	56.4%	314

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (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 current year's English language arts AMO. 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 200.⁴

Results

English Language Arts 2012-13 Performance Level Index (PLI)

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
315	7	37	51	6

$$\begin{array}{rcccccc}
 \text{PI} & = & 37 & + & 51 & + & 6 & = & 94 \\
 & & & & 51 & + & 6 & = & 57 \\
 & & & & & & \text{PLI} & = & 151
 \end{array}$$

Evaluation

Per the Charter Schools Institute’s Progress Report Template (“the Guidelines”),⁵ SA Harlem 3 is not reporting on this absolute measure. The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program.

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.⁶

Results

SA Harlem 3’s students outperformed aggregate results for District 4 by a wide margin.

**2012-13 State English Language Arts Exam
SA Harlem 3 and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	SA Harlem 3 Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	50.0%	128	21.0%	1051
4	56.1%	114	26.1%	1084
5	68.1%	72	20.4%	1056
6				
7				
8				
All	56.4%	314	22.5%	3191

⁵ Available at <http://www.newyorkcharters.org/schoolsAccountability.htm> (last updated July 2013).

⁶ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Evaluation

SA Harlem 3 met the comparative measure goal for English language arts by outperforming other schools in its district by a wide margin.

Additional Evidence

SA Harlem 3 considerably outperformed District 4 in the 2010-11, 2011-12, and 2012-13 school years.

English Language Arts Performance of SA Harlem 3 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					
	2010-11		2011-12		2012-13	
	SA Harlem 3	Local District	SA Harlem 3	Local District	SA Harlem 3	Local District
3	72%	40.9%	86.9%	48.7%	50.0%	21.0%
4			94.8%	45.8%	56.1%	26.1%
5					68.1%	20.4%
6						
7						
8						
All	72%	40.9%	90.2%	47.2%	56.4%	22.5%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁷

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

⁷ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

According to the Comparative Performance Report, SA Harlem 3 had a “higher than expected to a large degree” effect on student achievement.

2011-12 English Language Arts Comparative Performance by Grade Level⁸

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		130	86.1%	45.0%	41.1%	2.72	
4		78	94.9%	49.0%	45.9%	3.07	
5							
6							
7							
8							
All		67.9%	208	89.4%	46.5%	42.9%	2.85

School’s Overall Comparative Performance:
“Higher than expected to a large degree”

Evaluation

For the 2011-12 school year, SA Harlem 3 demonstrated an Effect Size of 2.85. This far exceeds the target value of 0.3.

Additional Evidence

Though 2011-12 was not the first year SA Harlem 3 administered the New York State tests, 2011-12 was the first year for which SA Harlem 3 received a Comparative Performance Report. SA Harlem 3 believes that it will demonstrate consistently high Effect Sizes in the years to come.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for	Number Tested	Actual	Predicted	Effect Size
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⁸ Data provided by the Charter Schools Institute.

		Free Lunch				
2009-10	Data not available to SA Harlem 3					
2010-11	3	68%	69	72.4%	45.1%	1.71
2011-12	3-4	67.9%	208	89.4%	46.5%	2.85

Goal 1: Growth Measure⁹

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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.

Results

Per the Guidelines, SA Harlem 3 is not reporting on this growth measure. The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8. This measure assumes that the general format and structure of the State ELA exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school’s performance.	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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English	Achieved

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

	language arts exam will be greater than that of students in the same tested grades in the local school district.	
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 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

In order to continue improving in English language arts, SA Harlem 3 will make the following improvements to its literacy program:

- More effectively use shared text to enhance student discussions around literature that are truly student-driven and less directed by the teacher.
- Provide students with more opportunities to respond to literature in writing.
- Promote genre variety in the classroom by giving students short excerpts of non-fiction, realistic fiction, folktales, interviews, plays, pamphlets, advertisements, etc.
- Help students identify the main idea of what they read in order to better understand author's purpose and connect details to a cohesive narrative.
- Deepen class discussions around literature to transcend the literal and have students infer character traits, feelings and other aspects of literature not explicitly written.

MATHEMATICS

Goal 2: Mathematics
 Students will show competency in their understanding and application of mathematical computation and problem solving.

Background

SA Harlem 3 uses Cognitively Guided Instruction (CGI) and the Investigations math program. Some of its key elements are described below:

- Problem Solving – CGI offers students a chance to solve real world, contextualized mathematical problems using conceptual understanding. Students learn the basics of problem solving strategies by solving daily word problems that require critical thinking and both written and verbal expression of mathematical reasoning. Students work individually to solve a problem and then share their strategies with their peers. The teacher leads a discussion based on student strategies that leads to understanding of mathematical properties.

- Assessment – SA Harlem 3 administers Math Interim Assessments and weekly quizzes to determine the progress of students with respect to the Common Core standards. Teachers use the data to inform future instruction.

- Common Core State Standard Alignment – SA Harlem 3 has mapped the scope and sequence of CGI and the Investigations math program to closely align with the Common Core. This scope and sequence closely follows the state and national requirements of what students should know and be able to do at each administration of the state math assessments. By aligning closely with the Common Core and assessments, teachers will have a much better sense of where their students stand in SA Harlem 3’s goal of preparing all students for college-track level mathematics in middle and high school.

- Conceptual Understanding – Investigations math places an emphasis on open-ended exploration and interactive learning components to each lesson to let students make sense of mathematics by building on ideas and observations from previous experiences. By learning mathematical ideas and procedures that is grounded in meaning, students are able to apply their thinking to new situations and unfamiliar problems. CGI uses daily world problems to give students meaning, understanding, and application to the math they learn.

- Computational Fluency – SA Harlem 3 also provides students with regular math facts practice because it recognizes the importance of computational fluency. Math facts quizzes emphasize both accuracy and speed.

Goal 2: Absolute Measure

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

This measure assumes that the general format and structure of the State mathematics exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school’s performance.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through fifth grade in April 2013. 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.

2012-13 State Mathematics Exam

Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁰			Total Enrolled
		IEP	ELL	Absent	
3	129	0	0	0	129
4	114	0	0	0	114
5	72	0	0	0	72
6					
7					
8					
All	315	0	0	0	315

Results

Based on scores from 2012-13, SA Harlem 3 exceeded the absolute measure goal for math.

**Performance on 2012-13 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	Number Tested	Percent	Number Tested
3	78.9%	129	78.7%	128
4	88.6%	114	88.6%	114
5	76.4%	72	76.4%	72
6				
7				
8				
All	81.9%	315	81.8%	314

Evaluation

SA Harlem 3 met the absolute measure goal in 2012-13 for mathematics. As it continues to improve its math program, SA Harlem 3 expects to continue to perform well in the future.

Additional Evidence

Although pass rates have dropped since last year, there was widespread drop statewide (see ELA Goal 1: Absolute Measure). Despite the widespread drop in scores, this absolute measure goal was met in 2012-13, and each grade level at SA Harlem 3 placed in the top 2% statewide.

Mathematics Performance by Grade Level and School Year

¹⁰ 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.

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	93%	69	93.5%	107	78.7%	128
4			98.7%	77	88.6%	114
5					76.4%	72
6						
7						
8						
All	93%	69	95.7%	184	81.8%	314

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (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 current year's mathematics AMO. 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 200.¹¹

Results

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
315	3	16	41	40

$$\begin{array}{rclclclcl}
 \text{PI} & = & 16 & + & 41 & + & 40 & = & 97 \\
 & & & & 41 & + & 40 & = & 81 \\
 & & & & & & \text{PLI} & = & 178
 \end{array}$$

Evaluation

¹¹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency

Per guidance, SA Harlem 3 is not reporting on this absolute measure.¹² The State Education Department has not recalibrated the AMO to align with the new mathematics 3-8 testing program.

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 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.¹³

Results

SA Harlem 3’s students outperformed aggregate results for District 4 by a very wide margin.

**2012-13 State Mathematics Exam
SA Harlem 3 and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	SA Harlem 3 Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	78.7%	128	25.4%	1056
4	88.6%	114	28.3%	1088
5	76.4%	72	22.0%	1062
6				
7				
8				
All	81.8%	314	25.3%	3206

Evaluation

SA Harlem 3 met the comparative measure goal for math by outperforming other schools in its district by a very wide margin.

Additional Evidence

¹² See the Guidelines.

¹³ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

SA Harlem 3 considerably outperformed District 4 each year from 2010-11 to 2012-13. SA Harlem 3 expects that it will continue to outperform District 4 by a wide margin.

**Mathematics Performance of SA Harlem 3 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					
	2010-11		2011-12		2012-13	
	SA Harlem 3	Local District	SA Harlem 3	Local District	SA Harlem 3	Local District
3	93%	48.4%	93.5%	56.3%	78.7%	25.4%
4			98.7%	62.8%	88.6%	28.3%
5					76.4%	22.0%
6						
7						
8						
All	93%	48.4%	95.7%	59.6%	81.8%	25.3%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁴

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 small 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 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

¹⁴ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

In 2011-12, the Comparative Performance Report finds that SA Harlem 3 had a “higher than expected to a large degree” effect on student achievement.

2011-12 Mathematics Comparative Performance by Grade Level¹⁵

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		130	93.1%	51.9%	41.2%	2.34	
4		78	98.7%	60.6%	38.1%	2.26	
5							
6							
7							
8							
All		67.9%	208	95.2%	55.2%	40.0%	2.31

School’s Overall Comparative Performance:
“Higher than expected to a large degree”

Evaluation

For the 2011-12 school year, SA Harlem 3 demonstrated an Effect Size of 2.31. This far exceeds the target value of 0.3.

Additional Evidence

SA Harlem 3 has demonstrated consistently high Effect Sizes and will continue to do so in the years to come.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	3	68%	69	92.7%	50%	2.30
2011-12	3-4	67.9%	208	95.2%	55.2%	2.31

Goal 2: Growth Measure¹⁶

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.

¹⁵ Data provided by the Charter Schools Institute.

¹⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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.

Results

Per the Guidelines, SA Harlem 3 is not reporting on this growth measure. The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8. This measure assumes that the general format and structure of the State math exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.	Achieved
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

Action Plan

Despite impressive state math test results, SA Harlem 3 is looking to make the following

improvements to the math program:

- More effectively guide students to move away from invented strategies for solving problems, which can sometimes be laborious, towards more efficient strategies that improve accuracy
- Improve the pacing calendar for math instruction so that teachers have time to teach oft-overlooked skills like fractions

SCIENCE

Goal 3: Science

Students will understand and apply scientific principles at a proficient level.

Background

The school's curriculum is unique in its attention to science, including unprecedented daily instruction. The school uses a discovery-based, experiential approach to science, guided by the most influential authorities on elementary science education today, the American Association for the Advancement of Science Benchmarks and the National Resource Council National Science Education Standards. Taught by specialized science teachers, students have hands-on experience with objects, materials, and organisms to understand the natural world. The curriculum provides students with a solid foundation in discovery-based science to ensure that they can excel in middle and high school science classes.

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.

This measure assumes that the general format and structure of the State science exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.

Method

The school administered the New York State Testing Program science assessment to students in fourth grade in Spring 2013. 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

Results from 2012-13 show that 100% of SA Harlem 3 students scored Level 4 on the fourth grade New York State science test.

**SA Harlem 3 Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency	
	SA Harlem 3 Students In At Least 2 nd Year	
	Percent	Number Tested
4	100%	114
8		

Evaluation

Fourth grade New York State science results show that SA Harlem 3 exceeded its performance measure of getting 75% of scholars to score proficient by a wide margin: an impressive 100% of SA Harlem 3 scholars scored Level 4.

Additional Evidence

One-hundred percent of SA Harlem 3 students passed the fourth grade New York State science test in 2011-2012 and 2012-2013.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4			100%	78	100%	114
8						
All			100%	78	100%	114

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

Local school district data on the results of science testing for 2012-13 in the surrounding school district is not yet available, and, therefore, SA Harlem 3 is not able to compare its performance with local school district performance.

**2012-13 State Science Exam
SA Harlem 3 and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	SA Harlem 3 Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	114		
8				

Evaluation

Not yet available.

Additional Evidence

Because District 4 science testing data is not yet publicly available, SA Harlem 3 cannot compare its performance with that of its local school district. In 2011-12, however, SA Harlem 3 outperformed District 4.

**Science Performance of SA Harlem 3 and Local District
by Grade Level and School Year**

Grade	Percent of SA Harlem 3 Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	SA Harlem 3	Local District	SA Harlem 3	Local District	SA Harlem 3	Local District
4			100%	81%	100%	
8						
All						

Summary of the Science Goal

SA Harlem 3 exceeded its academic goals in science by getting 100% of its fourth grade students to score a 4 on the science test in 2012-13.

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

	This measure assumes that the general format and structure of the State science exam will remain consistent. To the extent that there are significant format and structure changes to the exam, the school understands that its authorizer will take such changes into account when assessing the school's performance.	
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

SA Harlem 3 will continue offering discovery-based science to all students five days a week. Results from state science tests show that SA Harlem 3's focus on science is paying considerable dividends.

NCLB

Goal 4: NCLB
The school will make Adequate Yearly Progress.

Goal 4: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *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 that indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

SA Harlem 3 achieved a status of "Good Standing" in 2012-2013.

Evaluation

SA Harlem 3 achieved its goal of attaining a status of "Good Standing" according to NCLB.

Additional Evidence

Throughout all three years of administering New York State tests, SA Harlem 3 has maintained its status of "Good Standing" and expects to maintain this status in the future.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing