

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

Harlem Day Charter School

ACCOUNTABILITY PLAN PROGRESS REPORT 2005-2006

Academic Goals

English Language Arts

Goal 1: Students at Harlem Day Charter School will become proficient readers and writers of the English language Absolute Proficiency

Required outcome measures

Measure 1: Seventy-five percent of eligible third- fifth grade students¹ will score a three on the New York City Department of Education English Language Arts (ELA) Test administered in the spring every year.

Method: Harlem Day Charter School assessed all third- fifth grade students in the 2005-2006 school year using the New York State English Language Arts (ELA) test. The NYS ELA test is a timed assessment that consists of multiple choice and short answer questions in addition to an editing paragraph. It is administered by the classroom teacher. The tests were scored at the Center for Charter School Excellence with a group of other charter schools in the city. Scoring was overseen by a private consultant, and school representatives graded tests of students from other schools. A student scoring in level 1 reached the "Basic" skill level, or below the required level for passing. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met the requirements to pass to the next grade. Students scoring at level 3 or 4 have met the state standards for the particular grade.

Results: Harlem Day Charter School assessed a total of 96 eligible students in third-fifth grades. Out of these 96 eligible students, 6 students scored a level 1 (6 percent), 44 students scored a level 2 (46 percent), 43 scored at level 3 (45 percent), and 1 scored at level 4 (1 percent). The score for one student was unavailable due to an ATS error. See graph below for a breakdown of scores.

Grade	Eligible Students Tested	Level 1	Level 2	Level 3	Level 4
3 rd	45	6 (14%)	18 (40%)	19 (43%)	1 (3%)
4 th	34	-	17 (50%)	17 (50%)	-
5 th	17	-	9 (53%)	7 (41%)	-

¹ An eligible student is defined as a child enrolled at Harlem Day for two or more years.

45.8 percent of eligible Harlem Day third through fifth graders scored at or above a level three on the State ELA exam, falling 29.2 percent points below our goal of 75%. While we recognize we have much work to do, we are encouraged by the low number of students scoring in level 1.

Breakdown by grade – Grade 3

Method: Harlem Day Charter School assessed all third grade students in the 2005-2006 school year using the New York State English Language Arts (ELA) test. The NYS ELA test is a timed assessment that consists of multiple choice and short answer questions in addition to an editing paragraph. It is administered by the classroom teacher. The tests were scored at the Center for Charter School Excellence with a group of other charter schools in the city. Scoring was overseen by a private consultant, and school representatives graded tests of students from other schools. A student scoring in level 1 reached the "Basic" skill level, or below the required level for passing to the fourth grade. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met the requirements to pass to the fourth grade. Students scoring at level 3 or 4 have met the state standards for this grade.

Results: Harlem Day Charter School assessed a total of 59 third graders, of which 45 qualified as eligible. Out of these 45 eligible students, 18 students scored a level 2 (40 percent), 19 scored at level 3 (43 percent), and 1 scored at level 4 (3 percent). Of the fourteen students who were ineligible (at HDCS for fewer than two years), 2 scored at level 2 (14 percent), 5 scored at level 3 (36 percent) and 7 scored at level 3 (50 percent). In total there were 8 students (6 eligible and 1 ineligible) that scored at level 1 on the test. Although 46 percent of eligible students scored at levels 3 and 4, falling short of the 75 percent goal, **86 percent of** students met basic proficiency in the grade. See graph below for a breakdown of scores. *See Appendix D for Harlem Day data.*

3rd Grade ELA Score	Eligible Students 2005-06		Ineligible Students 2005-06	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
4	1	3%	0	0
3	19	43%	7	50%
2	18	40%	5	36%
1	6	14%	2	14%
<i>Total</i>	<i>45</i>	<i>100%</i>	<i>14</i>	<i>100%</i>

Grade 4

Method: Harlem Day Charter School assessed all fourth grade students last winter using the New York State English Language Arts (ELA) test. The NY State ELA test is a timed assessment that consists of a combination of multiple choice questions and written response that is administered by the classroom teacher. The tests were scored in collaboration with other NYC charter schools and sent to the Department of Education to

be scored. A student scoring in level 1 reached the "Basic" skill level, or below the required level. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met (level 2 and 3) or exceeded (level 4) the state requirements for the fourth grade.

Results: Harlem Day Charter School assessed a total of 39 fourth graders, of which 34 qualified as eligible. Out of these 34 eligible students, 17 scored at level 2 (50 percent), 17 scored at level 3 (50 percent), and 0 scored at level 4 (0 percent). Of the 5 students that qualified as ineligible, 1 scored at a level 2 (20%), 3 scored at level 3, and 0 scored at Level 4. In total there were 8 students (6 eligible and 1 ineligible) that scored a level 1 on the test. Although 51 percent of eligible students scored at levels 3 and 4, falling short of the 75 percent goal, **97 percent** of students met basic proficiency in the grade. See graph below for a breakdown of scores. *See Appendix D for Harlem Day data.*

4 th Grade ELA Score	Eligible Students 2005-06		Ineligible Students 2005-06	
	Number	Percent	Number	Percent
4	0	0%	0	0%
3	17	50%	3	60%
2	17	50%	1	20%
1	0	0%	1	20%
Total	34	100%	5	100%

Grade 5

Method: Harlem Day Charter School assessed all fifth grade students last winter using the New York State English Language Arts (ELA) test. The NY State ELA test is a timed assessment that consists of a combination of multiple choice questions and written response that is administered by the classroom teacher. The tests were scored in collaboration with other NYC charter schools and sent to the Department of Education to be scored. A student scoring in level 1 reached the "Basic" skill level, or below the required level. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met (level 2 and 3) or exceeded (level 4) the state requirements for the 5th grade.

Results: Harlem Day Charter School assessed a total of 18 fifth graders, of which 17 qualified as eligible. Out of these 17 eligible students, 7 scored at level 3 (41 percent), and 0 scored at level 4 (0 percent). We were unable to access the scores of one eligible student at the time of this report. Of the 1 student that qualified as ineligible, the score was a level 3. There were no students who scored a level 1 on the test. Although 41 percent of eligible students scored at levels 3 and 4, falling short of the 75 percent goal, **94 percent** of students met basic proficiency in the grade. See graph below for a breakdown of scores. *See Appendix for Harlem Day data.*

5 th Grade ELA	Eligible Students, 2004-05		Ineligible Students, 2004-05	
	Number	Percent	Number	Percent

Score				
4	0	0	0	0
3	7	41%	1	100%
2	9	57%	0	0
1	0	0	0	0
Total	18	98% (one student unknown)	1	100%

Measure 2: Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Method: Under the current federal No Child Left Behind Act, public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students that have taken the ELA assessment has scored at proficient and advanced levels (levels 2, 3 and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State's ELA performance standard.

Results:

Year	Grades	Percent of Students at each performance level				(N)
		Level 1	Level 2	Level 3	Level 4	
2005-2006	3-5	9	50	54	1	122

$PI = 50 + 54 + 1 + 54 + 1 = 160$

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at levels 2+3+4}) + (\text{percent of students at levels 3+4})$$

It is based on all students taking the January 2006 ELA assessment, not only eligible students.

In the 2005-2006 school year, Harlem Day's aggregate Performance Index of 160 exceeded the annual measurable objective of 122 on the state's ELA assessment. Thus, we met the measure for this reporting period.

Comparative Proficiency on State ELA Exam
Required outcome measures

Measure 3: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local school district 4.

45.8 percent of eligible Harlem Day students in grades three through five scored at or above a level 3 on the State ELA exam administered during the 2005-2006 school year. 52.1 percent of District 4 students in grades three through five scored at or above a level 3 on the State ELA exam for the same year. Harlem Day scored 6.3 percentile points below the district, thereby falling short of this measure.

Breakdown by Grade
Grade 3

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Harlem Day fell short of meeting this ambitious goal on the 3rd grade test. 46% of Harlem Day's eligible students performed at levels 3 and 4, 12 percentile points below our neighboring school district, District 4, where 58% of students tested scored at levels 3 and 4. On the other hand, Harlem Day students performed equally as well as District 4 students when comparing percentages of proficiency on the test, with both Harlem Day and the District scoring at 86% at levels 2, 3 and 4, the city's requirement for promotion. While we recognize that our level 3 and 4 level goals were not met, this was the first administration of the new state testing program, and we will utilize this data to better meet an array of goals in the upcoming school year.

Action Plan: We will continue our professional development and test preparation strategies that we implemented for the 2005-06 school year adding intensity to the importance of beginning test preparation strategies on day one of school. We will identify students in the lower two quartiles from other previous tests and provide intervention services to these students. We can provide our teachers with specific training in the low-performing areas identified within prior tests and during our test preparation. Finally, our on-site reading specialist, grade level leaders and administration will work with teachers and support services to design individual student plans for those who need additional resources.

Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.²

² This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

Grade 4

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Although Harlem Day fell short of meeting this ambitious goal on the 4th grade test, our school outperformed the neighboring school district, District 4. 50% of Harlem Day's eligible students performed at levels 3 and 4, 3 percentile points above District 4, where 47% of students tested scored at levels 3 and 4. Harlem Day students performed much better than District 4 students when comparing percentages of proficiency on the test, with 100% of Harlem Day's eligible students scoring at proficient levels, 2,3 and 4, compared to 84% of District 4 students scoring at levels 2, 3 and 4, the city's requirement for promotion. While we recognize that our level 3 and 4 level goals were not met, this was the first administration of the new state testing program, and we will utilize this data to better meet an array of goals in the upcoming school year.

Action Plan: We will continue our professional development and test preparation strategies that we implemented for the 2005-06 school year adding intensity to the importance of beginning test preparation strategies on day one of school. We will identify students in the lower two quartiles from other previous tests and provide intervention services to these students. We can provide our teachers with specific training in the low-performing areas identified within prior tests and during our test preparation. Finally, our on-site reading specialist, grade level leaders and administration will work with teachers and support services to design individual student plans for those who need additional resources.

Grade 5

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Harlem Day fell short of meeting this ambitious goal on the 5th grade test. 41% of Harlem Day's eligible students performed at levels 3 and 4, 9 percentile points below our neighboring school district, District 4, where 50% of students tested scored at levels 3 and 4. On the other hand, Harlem Day students outperformed District 4 students when we compare percentages of proficiency on the test, with 94% of Harlem Day students performing at the proficient level, (2,3 and 4) and the District scoring at 90% at proficient levels (2, 3 and 4), the city's requirement for promotion. While we recognize that our level 3 and 4 level goals were not met, this was the first administration of the new state testing program, and we will utilize this data to better meet an array of goals in the upcoming school year.

Action Plan: We will continue our professional development and test preparation strategies that we implemented for the 2005-06 school year adding intensity to the importance of beginning test preparation strategies on day one of school. We will identify students in the lower two quartiles from other previous tests and provide intervention services to these students. We can provide our teachers with specific training in the low-performing areas identified within prior tests and during our test preparation. Finally, our on-site reading specialist, grade level leaders and administration will work with teachers and support services to design individual student plans for those who need additional resources.

Measure 4: Each year, the school will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.³

We have not yet received this information from CSI.

Value Added to Student Learning
Required outcome measure

Measure 5: Each year, 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 ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.⁴

Data is unavailable this year. Harlem Day will be able to report on this in the 2006-2007 Progress Report after completing the two years of State testing in the same grades.

Comprehensive Summary of English Language Arts Assessments: It is important to reflect on the overall assessments and outcomes when determining the success of Harlem Day's English Language Arts program. Although we did not meet some of our ambitious goals on the measures outlined in this section of the accountability progress report, we have made improvements on where our students perform at New York City and State level, and the number of students we are moving from the bottom quartile to the middle and upper quartiles. Furthermore, we are outperforming many of our neighboring schools, not only in our district but also in New York City and the State. We recognize a need to improve our performance on these state tests in significant ways. Below is an action plan to work towards meeting the goals outlined in our accountability plan.

Plan of Action: Harlem Day recognizes that continued improvement occurs over time. Our goal this year was to address the needs of at risk students in our school, as well as to develop the middle and higher quartile students. We provided these students with intensive programming in order to move the at risk students from the bottom quartile to the next level. We also started developing programming to increase enrichment for our students, including third, fourth and fifth grade literacy groups; as well as continuing the 3rd, 4th and 5th grade Summer Leap program during the summer. We also utilized our staff developer to work more closely with teachers to address differentiated instruction on all levels for all grades. With the hiring of a new leadership team combining over 30 years of teaching and leadership experience in elementary education, we are confident that the professional development needs of our teachers will be met to better support the academic needs of our students. This leadership team has added important components

³ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

⁴ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

to the existing Harlem Day literacy curriculum, including intensive training and focus on guided reading and the writer's workshop.

From this data, we recognize that teachers must continue to develop at all levels. We also recognize that there are not only new teachers to Harlem Day, but also teachers new to the teaching profession. This training focus may include assisting teachers in instruction on fluency in reading and writing and not just on getting students to read. Directing teachers to look deeper at the levels of fluency and writing will help students move from the middle quartile to the high. In order to achieve this high standard, we will be implementing the following:

- Professional development and research around the understanding of various levels of reading fluency and attention to more complex comprehension strategies.
- We will incorporate the Readers and Writers Workshop model that has proven successful in many school districts.
- Continued professional development to address differentiated learning to focus more on the skill development of our middle and high quartile students.
- Redefinition of our Student Support Service strategies to include more students in the lower quartiles, as determined by test analysis. We will work to enhance our plan to provide targeted assistance based on student performance based on the various assessment levels. To this effort, we have a reading specialist that has been hired to pull out and push into classrooms with our at risk students. In addition, she will be offering the Wilson Reading Program as an alternative to improve their skills.
- Intensive, school wide focus and training on the use of data to differentiate instruction and to meet the needs of individual students, thus moving them into higher quartiles and increasing their achievement. De-mystifying data for individual teachers so they are using assessments in their daily planning and work with individual students.

Mathematics

Goal: Students at Harlem Day Charter School will demonstrate competency in the understanding and application of mathematical computation and problem-solving.

Absolute Proficiency

Required outcome measures

Measure 1: Each year, 75 percent of 3rd – 5th graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

Method: Harlem Day Charter School assessed all third- fifth grade students in the 2005-2006 school year using the New York State Mathematics test. This test is a timed assessment that consists of multiple choice and short answer questions. It is administered by the classroom teacher. The tests were scored at the Center for Charter School

Excellence with a group of other charter schools in the city. Scoring was overseen by a private consultant, and school representatives graded tests of students from other schools. A student scoring in level 1 reached the "Basic" skill level, or below the required level for passing. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met the requirements to pass to the next grade. Students scoring at level 3 or 4 have met the state standards for the particular grade.

Results: Harlem Day Charter School assessed a total of 96 eligible students in third-fifth grades. Out of these 96 eligible students, 1 students scored a level 1 (1 percent), 36 students scored a level 2 (37.5 percent), 55 scored at level 3 (57.3 percent), and 4 scored at level 4 (4 percent). The score for one student was unavailable due to an ATS error. See graph below for a breakdown of scores.

Grade	Eligible	Score of 1	Score of 2	Score of 3	Score of 4
3 rd	45	-	17 (38%)	26 (58%)	2 (4%)
4 th	34	-	9 (26%)	23 (68%)	2 (6%)
5 th	17	1	10 (59%)	6 (35%)	-

61.5 percent of eligible Harlem Day third through fifth graders scored at or above a level three on the State Math exam, falling 13.5 percent points below our goal of 75%. While we recognize we have much work to do, we are encouraged by the fact that only one student scored at level 1

Breakdown by Grade
Grade 3

Method: Harlem Day Charter School assessed all third grade students last spring using the New York State Mathematics test. The NYS Math test is a timed assessment that consists of multiple choice and short answer questions administered by the classroom teacher. The tests were scored in collaboration with other NYC charter schools and sent to the Department of Education to be scored. A student scoring in level 1 reached the "Basic" skill level, or below the required level. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met (level 2 and 3) or exceeded (level 4) the state requirements for the third grade.

Results: Harlem Day Charter School assessed a total of 58 third graders (one less than ELA as the student moved to another school), in which 45 qualified as eligible. Out of these 45 eligible students, 26 scored a level 3 (58 percent), and 2 scored a level 4 (3 percent). Of the 13 students that qualified as ineligible, 11 scored a Level 3, and none scored a Level 4. There were no students that scored a 1 on the test. Although 61 percent of eligible students scored at levels 3 and 4, falling short of the 75 percent goal, **100 percent of** students met basic proficiency in the grade. See graph below for a breakdown of scores. See graph below for a breakdown of scores.

3 rd Grade Math Score	Eligible Students 2005-06		Ineligible Students 2005-06	
	Number	Percent	Number	Percent
4	2	4%	0	43%
3	26	58%	11	85%
2	17	38%	2	15%
1	0	0	0	0
Total	45	100%	13	100%

Grade 4

Method: Harlem Day Charter School assessed all fourth grade students last spring using the New York State Mathematics test. The NYS Math test is a timed assessment that consists of multiple choice and short answer questions administered by the classroom teacher. The tests were scored in collaboration with other NYC charter schools and sent to the Department of Education to be scored. A student scoring in level 1 reached the "Basic" skill level, or below the required level. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met (level 2 and 3) or exceeded (level 4) the state requirements for the fourth grade.

Results: Harlem Day Charter School assessed a total of 40 fourth graders, in which 34 qualified as eligible. Out of these 34 eligible students, 23 scored a level 3 (68 percent), and 2 scored a level 4 (6 percent). Of the 6 students that qualified as ineligible, 3 scored a Level 3, and none scored a Level 4. In total, there was 1 student (ineligible) that scored a 1 on the test. Although 74 percent of eligible students scored at levels 3 and 4, falling just one percentage point short of the 75 percent goal, **100 percent of** students met basic proficiency in the grade. See graph below for a breakdown of scores. See graph below for a breakdown of scores.

4 th Grade Math Score	Eligible Students 2005-06		Ineligible Students 2005-06	
	Number	Percent	Number	Percent
4	2	6%	0	0%
3	23	68%	3	50%
2	9	26%	2	33%
1	0	0	1	17%
Total	34	100%	6	100%

Grade 5

Method: Harlem Day Charter School assessed all fifth grade students last spring using the New York State Mathematics test. The NYS Math test is a timed assessment that consists of multiple choice and short answer questions administered by the classroom teacher. The tests were scored in collaboration with other NYC charter schools and sent to the Department of Education to be scored. A student scoring in level 1 reached the "Basic" skill level, or below the required level. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have

met (level 2 and 3) or exceeded (level 4) the state requirements for the fifth grade.

Results: Harlem Day Charter School assessed a total of 18 fourth graders, in which 17 qualified as eligible. Out of these 17 eligible students, 6 scored a level 3 (35 percent), and none scored a level 4 (0 percent). Of the 1 student that qualified as ineligible, the score was a Level 3. Although 35 percent of eligible students scored at levels 3 and 4, falling short of the 75 percent goal, **94 percent of** students met basic proficiency in the grade. See graph below for a breakdown of scores.

5 th Grade Math Score	Eligible Students 2005-06		Ineligible Students 2005-06	
	Number	Percent	Number	Percent
4	0	0%	0	0%
3	6	35%	1	100%
2	10	59%	0	0%
1	1	6	0	0%
Total	17	100%	1	100%

Measure 2: Each year, the school’s aggregate Performance Index on the State math exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.

Method: Under the current federal No Child Left Behind Act, public schools are expected to enable all students to meet state performance standards. In New York State, the standard is met by showing that an absolute proportion of students that have taken the ELA assessment has scored at proficient and advanced levels (levels 2, 3 and 4). The specified proportion is called the Performance Index (PI). The Annual Measurable Objective (AMO) is the PI value that signifies that tested students in the aggregate are making satisfactory progress toward the goal that all students will be proficient in the State’s ELA performance standard.

Results:

Year	Grades	Percent of Students at each performance level				(N)
		Level 1	Level 2	Level 3	Level 4	
2005-206	3-5	2	40	70	4	86

$$PI = \frac{40}{70} + \frac{70}{70} + \frac{4}{70} = \frac{114}{70} = 1.63$$

The Performance Index is based on the following calculation:

$$PI = (\text{percent of students at levels 2+3+4}) + (\text{percent of students at levels 3+4})$$

It is based on all students taking the January 2006 ELA assessment, not only eligible students.

In the 2005-2006 school year, Harlem Day's aggregate Performance Index of 188 exceeded the annual measurable objective of 122 on the state's Math assessment. Thus, we met the measure for this reporting period.

Comparative Proficiency on State Exams

Required outcome measures

Measure 3: Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam in each tested grade will be greater than that of the local school district 4.

61.5 percent of eligible Harlem Day students in grades three through five scored at or above a level 3 on the State Math exam administered during the 2005-2006 school year. 63.8 percent of District 4 students in grades three through five scored at or above a level 3 on the State Math exam for the same year. Harlem Day scored 2.3 percentile points below the district, thereby falling short of this measure.

Breakdown by Grade

Grade 3

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Harlem Day fell short of meeting this ambitious goal on the 3rd grade Math assessment. 62% of Harlem Day's eligible students performed at levels 3 and 4, 7 percentile points below our neighboring school district, District 4, where 69% of students tested scored at levels 3 and 4. On the other hand, Harlem Day students outperformed District 4 students when we compare percentages of proficiency on the test, with 100% of Harlem Day students scoring at the proficient level (2,3 and 4), and with 89% of District 4 students scoring at the proficient level, the city's requirement for promotion. Harlem Day students performed 11 percentile points above the district. While we recognize that our level 3 and 4 goals were not met, this was the first administration of the new state testing program, and we will utilize this data to better meet an array of goals in the upcoming school year.

Action Plan: Our plans for improvement on the math assessments are similar to our plans for improvement on the ELA exam. We will continue our professional development and test preparation strategies that we implemented for the 2005-06 school year adding intensity to the importance of beginning test preparation strategies on day one of school. We will identify students in the lower two quartiles from other previous tests and provide intervention services to these students. We can provide our teachers with specific training in the low-performing areas identified within prior tests and during our test preparation. Finally, our classroom teachers are working together to align our Saxon Math program to match the sequence of strands that are outlined in the test.

Grade 4

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Harlem Day fell 1 point short of this ambitious goal on the 4th grade Math assessment. 74% of Harlem Day's

eligible students performed at levels 3 and 4, 8 percentile points above our neighboring school district, District 4, where 66% of students tested scored at levels 3 and 4. Harlem Day students outperformed District 4 students when we compare percentages of proficiency on the test, with 100% of Harlem Day students scoring at the proficient level (2,3 and 4), and with 88% of District 4 students scoring at the proficient level, the city's requirement for promotion. Harlem Day students performed 12 percentile points above the district. While we recognize that our level 3 and 4 goals were not met, we are very proud that our students were only one point below this goal and will continue to work with individual students to move them from the second quartile to the 3rd and 4th. We are encouraged that no eligible Harlem Day students scored at level 1.

Action Plan: As stated in the ELA action plans, we will continue our professional development and test preparation strategies that we implemented for the 2005-06 school year adding intensity to the importance of beginning test preparation strategies on day one of school. We will identify students in the lower two quartiles from other previous tests and provide intervention services to these students. We can provide our teachers with specific training in the low-performing areas identified within prior tests and during our test preparation. Finally, our classroom teachers are working together to align our Saxon Math program to match the sequence of strands that are outlined in the test.

Grade 5

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Harlem Day fell short of meeting this ambitious goal on the 5th grade Math assessment. 35% of Harlem Day's eligible students performed at levels 3 and 4, 19 percentile points below our neighboring school district, District 4, where 54% of students tested scored at levels 3 and 4. On the other hand, Harlem Day students outperformed District 4 students when we compare percentages of proficiency on the test, with 100% of Harlem Day students scoring at the proficient level (2,3 and 4), and with 84% of District 4 students scoring at the proficient level, the city's requirement for promotion. Harlem Day students performed 16 percentile points above the district. While we recognize that our level 3 and 4 goals were not met, this was the first administration of the new state testing program, and we will utilize this data to better meet an array of goals in the upcoming school year. We are encouraged that no Harlem Day students scored at level 1.

Action Plan: As stated in the ELA action plans, we will continue our professional development and test preparation strategies that we implemented for the 2005-06 school year adding intensity to the importance of beginning test preparation strategies on day one of school. We will identify students in the lower two quartiles from other previous tests and provide intervention services to these students. We can provide our teachers with specific training in the low-performing areas identified within prior tests and during our test preparation. Finally, our classroom teachers are working together to align our Saxon Math program to match the sequence of strands that are outlined in the test

Measure 4: Each year, the school will exceed its expected level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to small degree)

*according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.*⁵

Value Added to Student Learning

Required outcome measure

*Measure 5: Each year, 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 Math exam and 75 percent at or above Level 3 on the current year's State Math exam.*⁶

Data is unavailable this year. Harlem Day will be able to report on this in the 2006-2007 Progress Report after completing the two years of State testing in the same grades.

Comprehensive Summary of Math Assessments: It is important to reflect on the overall assessments and outcomes when determining the success of Harlem Day's Math program. Although we didn't meet our ambitious goals on the measures outlined in this section of the accountability progress report, we have made improvements on where our students perform at New York State level, and the number of students we are moving from the bottom quartile to the middle quartile. Furthermore, we are outperforming many of our neighboring schools when it comes to basic proficiency. We are also in a position to move many students at level 2 into the top quartiles with intensive and individualized instruction. Below is an action plan to work towards meeting the goals outlined in our accountability plan.

Plan of Action: Harlem Day recognizes that continued improvement occurs over time. After completing three years of the Saxon Math program, we are reflecting on ways to improve the program in our school. For example, we will continue to offer a summer remedial program for 1st and 2nd graders to focus on both math and literacy skills to move these bottom quartile students to the next level. We will also continue the Summer Leap program for 3rd -5th graders. This year we have moved our daily class schedules to a block schedule model allowing ample time to teach and remediate as needed. The Saxon assessments are being collected by administration to allow for professional development opportunities and discussions on how to meet individual student needs.

From this data, we recognize that teachers must continue to develop all levels of students. We also recognize that there are not only new teachers to Harlem Day, but also those new to the teaching profession. Directing teachers to look more deeply at the levels of mathematics, while implementing additional supplements, will help students move from

⁵ This complex and fair statistical analysis utilizes demographic and state assessment data, which gives schools an opportunity to see where they stand compared to demographically similar schools across the state. The analysis is conducted by CSI staff and presented to the school for incorporation into the annual Accountability Plan Progress Report.

⁶ If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

the middle and low quartiles to the high. In order to achieve this “high standard”, we propose the following:

- Professional development and research around the understanding of various levels of mathematics and attention to more complex comprehension strategies.
- Continued professional development to address differentiated learning to focus more on the skill development of our middle and high quartile students.
- Increase attention to math rubrics to improve the quality of math and development of their mathematical skills.
- Redefinition of our Student Support Service strategies to include more students in the lower quartiles, as determined by test analysis. We will work to enhance our plan to provide targeted assistance based on student performance based on the various assessment levels.
- Intensive, school wide focus and training on the use of data to differentiate instruction and to meet the needs of individual students, thus moving them into higher quartiles and increasing their achievement. De-mystifying data for individual teachers so they are using assessments in their daily planning and work with individual students.

Science

Goal 3: All students at Harlem Day Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Proficiency

Required outcome measures

Each year, 75 percent of fourth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

Measure 1: Seventy-five percent of eligible students⁷ will have a passing score on the New York State Science Assessment, administered to 4th grade students every year.

Method: Harlem Day Charter School assessed all fourth grade students last spring using the New York State Science test. The NYS Science test is a timed assessment that consists of multiple choice and short answer questions administered by the classroom teacher. The tests were scored in collaboration with other NYC charter schools and sent to the Department of Education to be scored. A student scoring in level 1 reached the "Basic" skill level, or below the required level. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met (level 2 and 3) or exceeded (level 4) the state requirements for the fourth grade.

Results: Harlem Day Charter School assessed a total of 40 fourth graders, of which 34 qualified as eligible. Out of these 34 eligible students, 19 scored a level 3 (56 percent),

⁷ An eligible student is defined as a child enrolled at Harlem Day for two or more years.

and 14 scored at level 4 (41 percent). None scored below level 3. The score for one student is not available due to an error in the ATS system. Of the 6 students that qualified as ineligible, 5 scored a Level 3 (83%), none scored a Level 4 (0%), and 1 student scored at level 1. See graph below for a breakdown of scores.

4 th Grade Science Score	Eligible Students 2005-06		Ineligible Students 2005-06	
	Number	Percent	Number	Percent
4	14	41%	0	0%
3	19	56%	5	83%
2	0	0%	0	0%
1	0	0	1	17%
Total	34*	97%	6	100%

- Score not available for one student due to ATS error. See attachment

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Harlem Day met this ambitious goal with exceptional performance on the 4th grade science test. 97% of Harlem Day’s eligible students performed at levels 3 and 4. None scored below level 3, and 1 student’s score is not available. There is a possibility that 100% of Harlem Day’s students performed at levels 3 and 4.

Comparative Proficiency on State Exams

Required outcome measure

Each year, the percent of students who are 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 the local school District 4.

District comparisons were not available at the writing of this report.

Social Studies

Goal 4: All students at Harlem Day Charter School will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

Absolute Proficiency

Required outcome measure

Each year, 75 percent of fifth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Measure 1: Seventy-five percent of eligible students⁸ will perform at or above Level 3 on the New York State Social Studies Assessment, administered to 5th grade students every year.

Method: Harlem Day Charter School assessed all fifth grade students last fall using the New York State Social Studies test. The NY State Social Studies test is a timed assessment that consists of a combination of multiple choice questions and written response that is administered by the classroom teacher. The tests were scored in collaboration with other NYC charter schools and sent to the Department of Education to be scored. A student scoring in level 1 reached the "Basic" skill level, or below the required level. Students scoring in level 2, 3, and 4 are scoring at Basic Proficient, Proficient, and Advanced Proficient, respectively, and have met (level 2 and 3) or exceeded (level 4) the state requirements for the 5th grade.

Results: Harlem Day Charter School assessed a total of 18 fifth graders, of which 17 qualified as eligible. Out of these 17 eligible students, 12 scored at level 3 (71 percent), and 2 scored at level 4 (12 percent), and 1 student's scores were not available due to an ATS error. Of the 1 student that qualified as ineligible, the score was a level 4. 2 eligible students scored at level 2 (12%), and no students scored at level 1 (0%). 83% percent of eligible students scored at levels 3 and 4, more than meeting the 75% goal. **95 percent** of students met basic proficiency in the grade. See graph below for a breakdown of scores. See Appendix D for Harlem Day data.

5 th Grade Social Studies Score	Eligible Students 2005-06		Ineligible Students 2005-06	
	Number	Percent	Number	Percent
4	2	12%	1	100%
3	12	71%	0	0%
2	2	12%	0	0%
1	0	0	0	0%
Total	18*	95%	1	100%

- Score not available for one student due to ATS error. See attachment

We recognize that meeting a goal of 75% of students performing at levels 3 and 4 is a significant accomplishment for any school in New York City. Harlem Day met this ambitious goal on the 5th grade Social Studies assessment. 83% of Harlem Day's eligible students performed at levels 3 and 4.

Comparative Proficiency on 5th Grade Social Studies Exam

Required outcome measure

Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of the local school district 4.

Comparative district scores were not yet available at the writing of this report.

⁸ An eligible student is defined as a child enrolled at Harlem Day for two or more years.

Additional Required Academic Measure

Required outcome measure

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

Method: All of the teachers employed by Harlem Day Charter School have appropriate certification to effectively teach our students. The chart below shows a list of individual teachers along with the certification that is held. In addition, as the above reports will show once the state results are received; annual tests to measure student progress provide teachers with independent information about each child's strengths and weaknesses. With this knowledge, teachers craft lessons to make sure each student meets or exceeds the standards. In addition, administrators use the data to assess exactly how much progress each teacher's students have made and to better inform decisions about how to run their schools.

Results: As stated on a letter dated April, 19, 2006, Harlem Day Charter School is in Good Standing for the 2005-2006 Accountability status. We received the school's report card from the State Education Department and will use the information to inform us on teaching and instruction. A copy of the letter can be found in Appendix B. The chart below shows all of Harlem Day School teachers with certification information.

Teacher Certification Information for the Harlem Day Charter School 2005-2006

Teacher's Name	# Yrs Teaching Prior to this year	How long at this school prior to this year?	Type/Expiration of Certification	Certification Area(s)/ Content Knowledge	Comments
Jane Hover	6	2	Provisional	PreK-6	
Tara Stant		0	Provisional	PreK-6	
Elizabeth Menn	3	1	Initial Conditional	1-6	
Nisha Bahri	0	0	Provisional	PreK-6	
Laura Davis	2	1	Provisional	PreK-6	
Raygine DiAquoi	1	1	Provisional	PreK-6	
Danielle Gilligan	1	1	Initial Conditional	1-6	
Ted Kilcommons	3	3	Provisional	PreK-6	
Erika Strohlic		0	Provisional	PreK-6	
Julie Bachrach	5	4	Provisional	PreK-6	
Sol Concepcion		0	Initial	1-6	
Christine Palmer		0	Provisional	PreK-6	
Jennifer Pike	3	3	Provisional	PreK-6	
Veronica Sanchez	1	4	In progress	In progress	To be completed May 2006
Rose Gelrod		0	Permanent		
Monica Hostetler	0	0	In progress (Trans B)	Special Education 1-6	Pending state review, Teach for America

Organizational Goals

Parent and Student Satisfaction

Goal: Harlem Day Charter School will maintain strong organizational viability by maintaining strong parent support and commitment to the school.

Parents

Optional outcome measures

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least two-thirds of *all* parents⁹ provide a positive response to each of the survey items.

Method: The survey was distributed to parents via student's take-home folders in late May. In addition, members of the administrative team offered surveys to parents upon arrival in the morning then again during our dismissal times at 3:15 and 5:30pm. Surveys were collected by the teachers and at the main security desk. They were then collected by our development coordinator for review and tally. All results were then given to administrators and the parents will be made aware of the results when they return in September.

Results: Out of the 239 students attending Harlem Day Charter School, 68 surveys (or 28.4 percent of the total student population) were returned. This number is consistent with the average percentage of parents that regularly attend PTA meetings (28 percent) each month throughout the year. *See Appendix D for a sample survey and actual tally and Appendix E for copies of all parent surveys.*

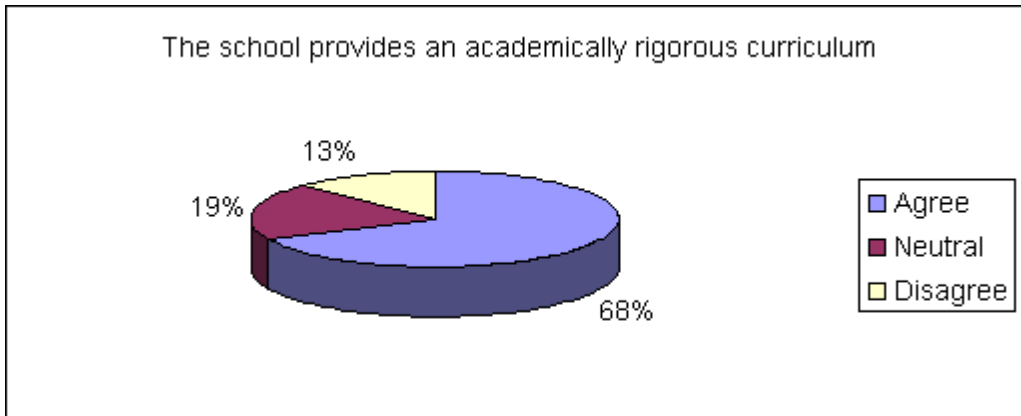
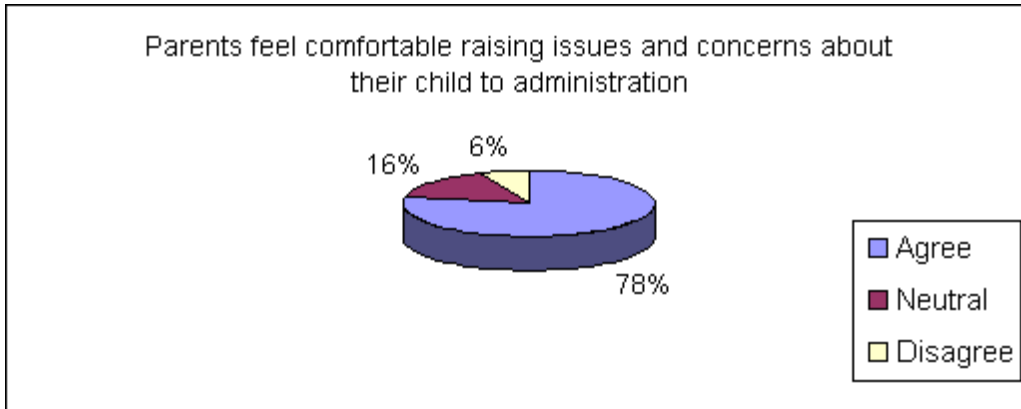
Overall, an average of 94% of parents that completed the surveys feel that they are comfortable with raising issues and concerns about their children to the administrative team. In addition, 87% of this group of parents feels that Harlem Day Charter School provides an academically rigorous curriculum. Finally, 89% of parents agree that the teachers at Harlem Day adequately inform them of their child's progress. Overall, an average of 90 percent of parents who responded reported to either agree or be neutral with the positive statements about the effectiveness of the school's academic program, communication, and child's progress, exceeding our goal of 80 percent. The graphs below show the percentages that were stated above.

Action Plan: Compared to last year, Harlem Day has improved the parent's perception of communication within the school, primarily between families and the Harlem Day staff. In accordance with last year's accountability progress report, we devised a Plan of Action to address parent concerns about communication between families and the school. We planned numerous outreach initiatives to our family community. First, we held orientation sessions prior to the start of the new school year, where new parents can talk with veteran parents and staff. We also held a "back to school" event and monthly parent

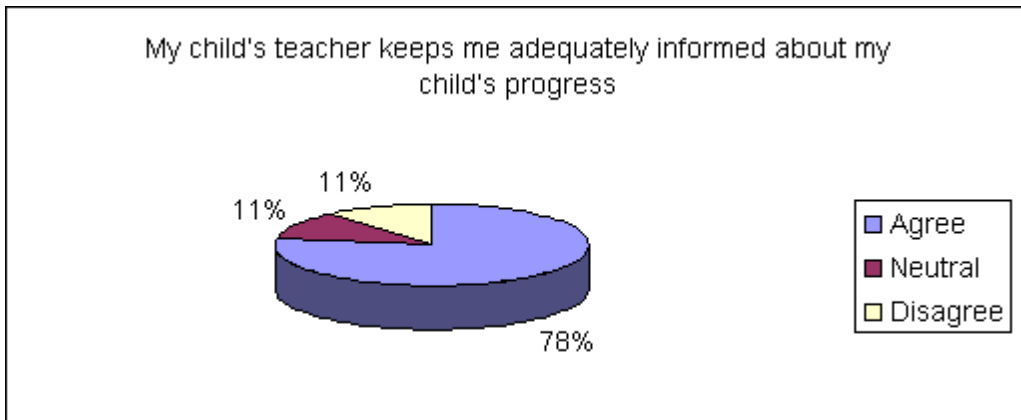
⁹ All parents include those who do not respond to the survey.

association meetings for families to gather and communicate about volunteering, event planning, and fundraising. We continued to use the community bulletin board in the school's lobby, with announcements, PTA and school newsletters, articles, and other readings to better communicate with parents. We maintained consistent communication with parents via weekly bulletins and monthly announcements. We will continue enhancing these action steps into our upcoming 2006-07 school year. One way in which we have begun to reach out is to have individual family chats with new members of our school community.

Parent's Attitude Toward Administration



Parent's Attitude Toward Teachers



Students

Optional outcome measures

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

Measure 1: During the school year, Harlem Day Charter School will maintain an enrollment level equal to or exceeding 90% percent capacity and a waitlist equal to or exceeding 95% percent of the school's population.

Results: Enrollment was tabulated on a daily basis and enrollment rarely fell below 94 percent on any given day. At the end of the school year, our total enrollment was 239 students.

At the opening of the 2005-06 school year, we had wait lists for kindergarten, first, second, third, fourth and fifth grades. In total, we had 280 applications for 58 openings. The total wait list was 222 (92.5 percent of the school's population). In June 2005, our total wait list was 149 students (76.4 percent of the school's population). This well exceeded our goal of a 15 percent wait list over the course of the entire school year.

Our market demand is proving stronger still in our sixth year of recruiting, as applicants are responding to our marketing and "word of mouth". For the 2005-2006 school year, we had a total of 483 applications during our April lottery and currently have wait lists for kindergarten through fifth grades. This number increased by 57.7 percent in one year.

For the 2006-07 school year, we have 37 kindergarten openings, with 234 applications and a current wait list of 197 (or 585 percent of the entire kindergarten population). In addition we had 8 openings in First Grade and two openings in second grade with 72 and 52 applicants, respectively. The waitlist is 64 (or 160 percent for first grade) and 50 (or 125 percent for second grade). We did not have any openings for the third fourth and fifth grades. In total there were 125 applications for these grades. Third grade has 59 waitlisted, fourth grade has 49 waitlisted and the fifth grade has 17 applicants on the waitlist. While we still get many interested families, to date, we have completed our intake process and all the new students have been selected for the upcoming 2006-2007 school year.

Action Plan: We will continue our annual recruitment for new students for the 2007-08 school year beginning in November 2006. Applications will be available at the school's main office and security desk as well as through the PTA. We will also promote our school in the local newspapers, area daycare centers/pre schools and through our parent body.

<u>Grade</u>	<u>Available Spots</u>	<u>Total Applications</u>	<u>Waitlisted</u>
<u>K</u>	<u>37</u>	<u>234</u>	<u>197</u>
<u>1</u>	<u>8</u>	<u>72</u>	<u>64</u>
<u>2</u>	<u>2</u>	<u>52</u>	<u>50</u>
<u>3</u>	<u>0</u>	<u>59</u>	<u>59</u>
<u>4</u>	<u>2</u>	<u>49</u>	<u>47</u>
<u>5</u>	<u>0</u>	<u>17</u>	<u>17</u>

Unique Non-Academic Goals

Goal: Harlem Day Charter School will provide a work environment that prepares “highly qualified teachers” for each grade level.

Optional outcome measure(s)¹⁰

Measure 1: *Each year, 100 percent of Harlem Day Charter School pedagogical staff will undergo 40 hours or more of professional development training in the areas of curriculum, classroom management, and technology.*

Method: At Harlem Day, we recognize the importance of providing ongoing opportunities for professional growth and our teachers are fortunate to work in a collegial environment where their unique backgrounds are valued and augmented by professional development programs.

Results: Each new year, our Administrative Team devises an annual professional development program to address the needs of our teachers. This program includes on-site workshops, inter-visitations with local public and private schools, individualized training, and ongoing supervision focused on classroom work. During the month of August, before the school year commences, our teachers have approximately 40 hours of professional development and team building. Teachers then receive ongoing professional development throughout the academic year. For example, we pair experienced teachers with new teachers each year to help develop classroom management techniques and create a general atmosphere of camaraderie. In addition, we offer full day professional development workshops that the teachers express the need for. *Please see Appendix B for our professional development calendar from the 2005-2006 school year as well as an example of one agenda with a sign in sheet.*

Action Plan: It is the goal of Harlem Day to promote continued education for our staff. Harlem Day strives to provide an environment that supports teachers becoming highly qualified, as defined by No Child Left Behind. For the 2006-07 school year Harlem Day

¹⁰ The outcome measure includes: the level of performance you expect your school or your students to achieve; the assessment tool you will be using; who will administer and score the instrument (if it is not a standardized test); when it will be administered and to which students.

Charter school will continue to plan and execute professional development to teachers during summer training then throughout the school year. The calendar in Appendix C shows the days and dates that future training is scheduled throughout the school year.

Organizational Viability

Harlem Day Charter School will maintain strong organizational viability by demonstrating sound financial practices and effective, responsible decision-making.

Measure 1: Actual and proposed budgets for each school year will show effective allocation of resources to ensure effective school programs.

Method: Actual and proposed budgets for 2005-06 are shown in *Appendix F*.

Measure 2: Yearly balance sheets will show that the school is fiscally sound and maintains adequate cash reserves.

Method: The yearly audited balance sheets are shown in *Appendix F*.



Harlem Day Charter School Parent Survey 2005-2006 School Year

Parent/Guardian Name _____(Optional)

Your child's grade	K	1	2	3	4	5
# of year's your child has attended Harlem Day	1	2	3	4	5	6

Please answer questions based on the following scale:

Please complete both sides

Please comment on the effectiveness of the academic programs at Harlem Day Charter School:

	Agree	Neutral	Disagree
<u>Interpersonal-Administration</u>			
I feel welcome at my child's school			
I feel that my child is safe at school			
I feel comfortable raising issues and concerns about my child to administration			
The current Principal is accessible and willing to listen to my concerns			
The school staff communicate and respond in a friendly and professional manner			
My questions and concerns are addressed in a timely fashion by Administration			
The school meets the social needs of the students			
The school provides me with adequate opportunities to get involved			
<u>Interpersonal-Teachers</u>			
My child's teacher keeps me adequately informed about my child's progress			
I know what my child's teacher expects of my child			
Teachers show respect for parents and students			
I feel comfortable raising issues and concerns about my child to his /her teacher			
<u>Academic</u>			
The school provides an academically rigorous curriculum			
The school expects quality work of its students			
There is a fun and challenging learning environment at HDCS			
I like the school's report cards /progress report			
The schools assessment process is fair			
<u>Curriculum</u>			
The Urban Education Exchange curriculum (English Language Arts) is effective			
The Waterford, reading, writing and phonics program is effective			
The Saxon Math and Delta Science programs are effective			
The Spanish and Heartwood ethics programs are effective			
The Art, Music, Gym and Health programs are effective			

Harlem Day Charter School's Strengths are:

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Harlem Day Charter School's areas for improvement are:

Additional Comments:

Technology At Home

Do you have a Computer at home?
Do you have internet access?
Do you have a computer in need of an upgrade?
Where do you go to get internet access if you do not have it at home?

Totals from Parent Survey responses 2005-2006

Your child's grade	K	1	2
	18	12	9
	Agree	Neutral	Disagree
<u>Interpersonal-Administration</u>			
I feel welcome at my child's school	49	8	6
Percent	78%	13%	10%
I feel that my child is safe at school	51	7	5
Percent	81%	11%	8%
I feel comfortable raising issues and concerns about my child to administration	49	10	4
Percent	78%	16%	6%
The current Principal is accessible and willing to listen to my concerns	32	25	6
Percent	51%	40%	10%
The school staff communicate and respond in a friendly and professional manner	43	16	4
Percent	68%	25%	6%
My questions and concerns are addressed in a timely fashion by Administration	34	25	4
Percent	54%	40%	6%
The school meets the social needs of the students	34	22	7
Percent	54%	35%	11%
The school provides me with adequate opportunities to get involved	52	8	3
Percent	83%	13%	5%
<u>Interpersonal-Teachers</u>			
My child's teacher keeps me adequately informed about my child's progress	49	7	7
Percent	78%	11%	11%
I know what my child's teacher expects of my child	50	8	5
Percent	79%	13%	8%
Teachers show respect for parents and students	53	5	5
Percent	84%	8%	8%

I feel comfortable raising issues and concerns about my child to his /her teacher	54	6	3
Percent	86%	10%	5%
<u>Academic</u>			
The school provides an academically rigorous curriculum	43	12	8
Percent	68%	19%	13%
The school expects quality work of its students	50	9	4
Percent	79%	14%	6%
There is a fun and challenging learning environment at HDCS	45	13	5
Percent	71%	21%	8%
I like the school's report cards /progress report	49	13	1
Percent	78%	21%	2%
The schools assessment process is fair	42	18	3
Percent	67%	29%	5%
<u>Curriculum</u>			
The Urban Education Exchange curriculum (English Language Arts) is effective	44	18	1
Percent	70%	29%	2%
The Waterford, reading, writing and phonics program is effective	52	11	
Percent	83%	17%	0%
The Saxon Math and Delta Science programs are effective	45	15	3
Percent	71%	24%	5%
The Spanish and Heartwood ethics programs are effective	43	17	3
Percent	68%	27%	5%
The Art, Music, Gym and Health programs are effective	47	16	
Percent	75%	25%	0%