

Accountability Plan Progress Reports for the 2007-08 School Year

Reader's Guide

SUNY Authorized Charter Schools

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 an 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 its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** 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 state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

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

HARLEM DAY CHARTER SCHOOL

2007-08

ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Sharan K. Shah prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

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INTRODUCTION

Harlem Day Charter School was founded in 2001 with the mission to ensure that our students are equipped with the skills and behaviors to think critically and succeed in a competitive world. We accomplish this by holding our students to high standards in a child centered and developmentally appropriate environment, where they grow academically, socially and morally. Partnerships with parents and community groups are essential to achieving these goals. In all subjects, an emphasis is placed on enhancing children’s natural curiosity about the world around them. Harlem Day currently serves approximately 240 students in Kindergarten through 5th grade. Admitting students entirely by random lottery, Harlem Day is open to all children eligible to attend public school in New York City, and draws its student body from the surrounding East Harlem neighborhood, West Harlem and the Bronx. The School’s free and reduced lunch percentage – a commonly-used indicator of poverty – has been at nearly 90percent over the past five years, and Harlem Day’s population continues to reflect the population of Harlem at large: overwhelmingly African American and disadvantaged. In addition to an academically rich regular school day program, Harlem Day students benefit from the Extended Day, an integrated art and academic program offered after the end of the formal school day and a six week remedial summer school program.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04	39	59	41	20										
2004-05	42	40	61	40	20									
2005-06	33	42	40	59	39	18								
2006-07	41	40	37	38	48	33								
2007-08	36	44	43	46	36	40								

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Students at Harlem Day Charter School will become proficient readers and writers of the English language.

Background

A Balanced Literacy Approach is our choice for reading, spelling, phonics and language arts. Reading and comprehension are integrated in all disciplines, enhancing and interconnecting all areas of learning. We refer to the Urban Education Exchange for an outline of Concepts of Comprehension and have incorporated elements of Direct Instruction, and the Reader's and Writer's Workshop. In 2007-08, the fifth grade became departmentalized holding one teacher accountable for delivering ELA content to all fifth grade students.

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program English Language Arts assessment to students in third through fifth grades in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2007-08 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	46				46
4	35				35
5	39				39
6					
7					
8					
All	120				120

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

The following table presents the state English Language Arts test results for all 120 students enrolled and for those 96 students enrolled in at least their second year in third through fifth grades. In 2007-08, 42 percent of all students enrolled and 44 percent of students enrolled in at least their second year scored at or above Level 3 (proficient).

Charter School Performance on 2007-08 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	9	50	41	0	41	46
	Students in At Least 2 nd Year	5	55	40	0	<u>40</u>	38
4	All Students	26	46	29	0	29	35
	Students in At Least 2 nd Year	27	38	35	0	<u>35</u>	26
5	All Students	0	46	54	0	54	39
	Students in At Least 2 nd Year	0	44	56	0	<u>56</u>	32
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	11	48	42	0	42	120
	Students in At Least 2 nd Year	9	47	44	0	<u>44</u>	96

Evaluation

Though a higher percentage of second year students scored Level 3 (44 versus 42), indicating some value add from being at the school for two or more years, Harlem Day was 31 percentage points below the target of 75 percent proficient and therefore did not meet the measure. Our fifth graders had the highest percentage of students score proficient and despite having some students with an IEP, there were no fifth grade students in the Level 1 category. The fifth grade was departmentalized this year with one teacher responsible for teaching the ELA content to all fifth grade students and the other teacher owning the math content. That resulted successfully in even instruction and notable progress for all of the students. It allowed the teacher to focus on student mastery of the standards and differentiate instruction so that all students were learning. Having one teacher see both classes each day allowed for reflection on the lesson after the first class, and immediate corrections to the lesson to better it for the next class. The third grade cohort did not meet its measure. However, though that cohort has the highest percentage of students with IEP's, only nine percent scored at Level 1. That indicates a strong chance of bringing most of those students to proficiency in the 2008-09 school year. Harlem Day's fourth grade cohort, identified early on as our weakest group, fell far short of the measure in ELA, with only 35 percent of students scoring proficient. The

low percentage of proficient students is directly attributed to the high teacher turnover that this cohort has experienced, which lends to the large number of behavior and discipline issues. Also to be noted is that 12 percent of the eligible students in grades 3-5 tested have an IEP.

Additional Evidence

The chart below represents the year-to-year trends during the current accountability period. Due to a number of leadership changes between the 2004 and 2006 school years, we can only use 2006-2007 data as our baseline data. There does not yet seem to be a steady trend in the year-to-year data or a trend in any particular grade. Overall, the fifth grade class seems to score higher than the other grades. It is also important to note that the number of eligible students tested in the third and fourth grades nearly doubled in both cases from 2006 to 2007. After reviewing the scaled scores of the students in third and fifth grade, we are encouraged by the number of students who scored Level 2 and have tailored curriculum to address teaching the state standards. We have made instructional changes in the fourth grade as well which will focus on the state standards.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					44	45	53	32	40	38
4					50	34	39	36	35	26
5					41	18	75	28	56	39
6										
7										
8										
All					45	97	56	96	44	103

The table below examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program. At Harlem Day Charter School, the fourth and fifth grade student scores increase the longer the students have been enrolled. In the third grade, the scores decrease and then start to increase again slowly.

2007-08 English Language Arts Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	50	8	33	3	100	2	38	32
4	11	9	33	3	33	3	37	19
5	43	7	43	7	100	2	57	23
6								

7								
8								
All	35	24	36	13	78	7	44	74

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI 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 PI is 200.

Results

Harlem Day Charter School assessed a total of 120 students in third through fifth grade, of which 42 percent scored at or above Level 3. Therefore, Harlem Day’s aggregate Performance Index of 132 did not meet the Annual Measurable Objective of 133 on the state’s ELA assessment for this reporting period.

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	11	48	42	0	120
$ \begin{array}{r} \text{PI} = 48 + 42 + 0 = 90 \\ \phantom{\text{PI}} = + 42 + 0 = 42 \\ \phantom{\text{PI}} = + + 0 = 132 \end{array} $					

Evaluation

Harlem Day did not meet the AMO this year. However, most students scored Level 2 or above with only eleven percent of the students tested scored in the Level 1 category. This is helpful information as it indicates that a majority of the students enrolled are near proficiency and focused instruction on the state standards will move them into the proficient categories. There is currently not a pacing guide that each grade level uses to ensure that they are building upon standards that students have mastered so that the learning is a scaffold.

Additional Evidence

The following chart outlines the school's change in PI and AMO by school year. As indicated, the number of students in the Level 1 category has remained relatively steady and low with approximately ten percent. It is important to note that 12 percent of the eligible students who tested have an IEP. A majority of the fluctuation in student performance occurs between Level 2 and Level 3 with the current trend showing a decrease over the years in students performing at Levels 3 and 4.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-5	122	9	50	54	1	160	122
2006-07	3-5	122	10	39	50	1	141	122
2007-08	3-5	120	11	48	42	0	132	133

Goal 1: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

Harlem Day tested 103 students in their second year of enrollment and the District tested 3,403 students. Harlem Day did not outperform the District in any grade level. Overall, 58 percent of the students in the district were at or above proficiency and 44 percent of students at HDCS were at or above proficiency.

**2007-08 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4	
		Charter School Students In At Least 2 nd Year

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

	Percent	Number Tested	Percent	Number Tested
3	40	38	54	1,134
4	35	26	54	1,164
5	56	39	66	1,105
6				
7				
8				
All	44	103	58	3,403

Evaluation

As indicated in the chart above, Harlem Day fell short of outperforming District 4 in grade three by 14 percent, in grade four by 19 percent and in grade five by 10 percent. The fifth grade was the closest to meeting the district's performance. The fifth grade was departmentalized this year so that the fifth grade teachers could teach to their strengths, which ensured that all students were receiving high quality instruction. The fourth grade class struggled with a number of behavior issues this year, which impeded the learning in the classroom. The third grade had the highest number of IEP's in the school. None of the upper grade classes had associate teachers as the K-2 classes do so the decrease in individual attention for the students also had an impact especially on the third grade.

Additional Evidence

According to the table below, analysis of the data across the years does not specifically indicate any trends. The charter school outperformed the district last year but not this year. Fifth grade consistently comes the closest to performing at the District's level, outperforming the district last year. In addition, the fourth grade outperformed the district in 2005 and that cohort again outperformed the district as fifth graders in 2006. Across the years, the third and fourth grade scores have been declining compared to the district. That has triggered the school to place associate teachers in the upper classes to offer more small group instruction for these grades in order to increase student achievement.

English Language Performance of Charter School and Local District by Grade Level and School Year

Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4

Grade	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					46	58	53	49	40	54
4					50	47	39	46	35	54
5					41	50	75	49	56	66
6										
7										
8										
All					46	52	56	48	44	58

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

Harlem Day tested 124 students last year and almost 50 percent of students scored at or above Level 3. The predicted score was approximately 60 percent; therefore, the school had an Effect Size of negative .79.

2006-07 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		41	51.2	59.8	-8.6	-0.62
4		50	34.0	60.4	-26.4	-1.91
5		33	69.7	60.4	9.3	0.70
6						
7						
8						
All	56.8	124	49.2	60.2	-11.0	-0.79

School's Overall Comparative Performance:

Lower than expected to a medium degree

Evaluation

Overall, Harlem Day did not meet the Effect Size measure as the school's aggregate Effect Size did not exceed 0.3 nor was it a positive score. However, the fifth grade exceeded the predicted goal with an Effect Size of positive seven percent. The third grade also had encouraging results as the actual percent of proficient students was 51.2 and the prediction was 59.8 percent. The fourth grade had disappointing results, which was not a surprise as they were our weakest cohort. Unfortunately, for the last two years, the fourth grade has not

had consistent educators in the classroom and the change in teachers resulted in much lost instructional time and a number of behavior and discipline issues and continues to impact their learning.

Additional Evidence

Though the results for the comparative performance over the past few years are disappointing, as a school we are using the 2006-07 data as our benchmark data. That is the year that we installed a new leadership team to focus on stability and increasing student performance. With the implementation of the assessment program and some curricular changes we are optimistic that we can meet the measure of 0.3 in 2008-09.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	57.9	17	100	63.6	2.23
2005-06	3-5	57.1	115	49.6	58.9	-0.49
2006-07	3-5	56.8	124	49.2	60.2	-0.79
2007-08	3-5	TBA				

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Overall, Harlem Day did not reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. The school needed to increase the overall percentage of proficient students by 15.5 percent from 44 percent to 59.5 percent. Individually, however, the fourth grade needed to increase their percent of students proficient by 7.5 percent, from 60 percent to 67.5 percent proficient and the fifth needed to increase the percentage of proficient students by 23.5 percent from 28 percent to 51.5 percent proficient.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	25	60	67.5	36	NO
5	32	28	51.5	56	YES
6					
7					
8					
All	57	44	59.5	46	NO

Evaluation

Though the measure was not met for the school overall (fourth and fifth grades) it is important to note the fact that ELA scores increased from the year before by impressive margins for fifth grade (gains of 28 percentile points over the fourth grade test administered the year before to the same cohort.) In the case of fourth grade, a comparison of student performance on last year’s third grade test and results on this year’s assessment show concerning loss, underscoring the skill gaps among this group of students. Student scores in third grade are promising but then there seems to be a drop in fourth grade, which requires the fifth grade instruction and curriculum to try to achieve above and beyond one year of growth. Unfortunately, for the last two years, the fourth grade has not had consistent educators in the classroom and the change in teachers resulted in much lost instructional time and a number of behavior and discipline issues and continues to impact their learning.

Additional Evidence

The additional tables below represent how the cohorts performed by grade level in each performance category. Fifth grade moved all of the students performing at Level 1 into a higher category and increased the number of students who moved from Level 2 to Level 3.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts	
		Meeting Target	Number of Cohorts
2006-07	4-5	1	2
2007-08	4-5	1	2

These tables provide the opportunity to examine year-to-year changes in the same students’ performance levels. It shows how many students in a particular performance level in 2006-07 remained at the same level, moved to a higher level, or moved to a lower level in 2007-08. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2006-07 to proficiency in 2007-08. This does not include students who were tested in one year but not in the other. Multiple tables are used for individual grades.

The first table is students who were in grades three and four in 2006-2007 who went into grades four and five in 2007-2008. Overall, 16 students increased their score and 16 students decreased their scores while 27 students' scores remained the same.

**Change in English Language Arts Performance Levels
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level 2007-08				Total Number
		Level 1	Level 2	Level 3	Level 4	
2006-07	Grades 4 and 5					
	Level 1	2	2	0	0	4
	Level 2	3	12	14	0	29
	Level 3	2	9	13	0	25
	Level 4	0	0	0	0	0
	Total Number	7	23	27	0	57

The second table is students who were in grade three in 2006-2007 who went into grade four in 2007-2008. For this cohort, 2 students' scores increased, 11 students' scores decreased and 12 students' scores remained the same.

**Change in English Language Arts Performance Levels
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level 2007-08				Total Number
		Level 1	Level 2	Level 3	Level 4	
2006-07	Grade 3 to 4					
	Level 1	2	0	0	0	2
	Level 2	3	3	2	0	8
	Level 3	2	6	7	0	15
	Level 4	0	0	0	0	0
	Total Number	7	9	9	0	25

The third table is students who were in grade four in 2006-2007 who went into grade five in 2007-2008. For this cohort, 14 students' scores increased, 3 students' scores decreased and 15 students' scores remained the same. This cohort had the highest number of students whose scores increased.

**Change in English Language Arts Performance Levels
from 2006-07 to 2007-08**

		Number of Students at Each Performance Level 2007-08				Total Number
		Level 1	Level 2	Level 3	Level 4	
2006-07	Grade 4 to 5					
	Level 1	0	2	0	0	2
	Level 2	0	9	12	0	21
	Level 3	0	3	6	0	9
	Level 4	0	0	0	0	0
	Total Number	0	14	18	0	32

Summary of the English Language Arts Goal

Prior to this school year, periodic assessment and demographic data was not readily available or utilized at Harlem Day Charter School to identify gaps in curriculum and instruction, and individual student strengths and weaknesses; or to inform class lists and best practices across all grade levels. Using last year’s data as baseline data, the new instructional leadership team became aware of the many changes in curriculum and instruction that would need to be put in place. They continue to analyze data and make changes, more aggressively now based on this year’s data and report. At the aggregate level, Harlem Day did not meet the Absolute, Comparative or Growth measures for this school year. However, with the changes in place for 2008-09, we are confident that student achievement will increase and we will meet our measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Close
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.	Did Not Achieve

Action Plan

In response to all of the ELA scores, Harlem Day’s educational administration is implementing a number of changes in instruction and curriculum. Harlem Day has designed a Data Dashboard to collect and analyze assessment, academic, social and emotional data for each student so that administration and faculty can accurately predict areas of strength and weakness and set goals. In 2008-09, we will be able to begin with a full year’s data dashboard to use to drive instruction. A number of strategic decisions have been made to address weaknesses and increase academic achievement. In 2008-09, third and fourth grade will follow that trend and become departmentalized. The current fourth grade teachers have been moved out of Lead Teacher roles and the teachers placed in fourth and fifth grades have been carefully chosen for their proven success in improving student achievement. Grade level teachers will work with the struggling students in summer school so that they will be familiar with issues prior to the start of the year.

In 2008-09, teachers will begin the year with information on how their students scored on the New York State Assessments so that they can develop individual growth plans outlining student strengths and weaknesses on specific standards and address those throughout the year.

Changes in the ELA curriculum are currently in place to address the gaps in the school's performance, including interim assessments and a new, clear scope and sequence and a pacing guide imbedded with remediation time in order to ensure that students are mastering standards before moving onto the next standard or scope of instruction. In order to ensure that data is used effectively to increase academic achievement, the fall and spring Iowa Test of Basic Skills (ITBS) which is a national assessment will be replaced by interim assessments based directly on the New York State Standards offered through Acuity by McGraw Hill. Students will take a pretest during the first week of school, which teachers and administrators will analyze to identify exact standards where students are weak. Then, interim assessments in October, November, and December will monitor student progress and drive instruction and midcourse corrections in order to quickly identify whether students are mastering skills before moving forward.

After each assessment, teachers and administrators will review data to immediately identify a group of standards where there are gaps in student skills and will address those with appropriate curriculum in whole and small group instruction. Focusing on a small group of skills will allow the teacher to teach and re-teach using various materials and methods until students master the skills. After teachers have focused instruction on a group of standards, students will take an interim assessment to ensure that a majority of the class has reached proficiency. The assessment will be standards-based and mimic the state test but will not be as long as it is only covering a specific set of standards. Teachers will re-teach concepts that students have not mastered and again target their instruction on the next set of skills that students should master. A Saturday Academy will be added and required for students identified on interim assessments as below proficient.

Like the fifth grade, third and fourth grades will be departmentalized with one teacher owning ELA and Social Studies and the other teacher owning Math and Science. Each department has identified Power Standards that have been incorporated into a scope and sequence with focused formative assessments in September, October, December, March and June. In addition, we have hired one associate teacher for each of the upper grades to allow for smaller group instruction. Some personnel and program changes have been made to help focus on the needs of the students including one kindergarten teacher moving up with her class. The Spanish program has been replaced by a school day music program to reinforce the connection between math and music and enhance opportunities for left-brained education. Harlem Day will have a full time social worker in 2008-09, as we have in the past, and in addition will add two social work interns. Students with discipline issues will begin working immediately with the social work team in September. Also, the Special Education teacher will be part of the full-time faculty which will allow more students to receive extra support. We will continue to have a longer (six-week) Summer Academy with final assessments and communication with parents regarding assessments will be more often, allowing parents to be held accountable for their students' progress. Finally, a literacy and math component will be added to Extended Day.

A number of professional development supports have also been established to support the instructional staff in increasing academic achievement. All teachers will receive a notebook designed by the Head of School with best practices in literacy, math, social studies and

science to guide instruction. We have established a connection to Gateway school to share best practices on student learning and we have an Advisory Committee of educational professionals which serves as resources for the instructional staff. Teachers are encouraged to visit other schools and to lead their own professional development sessions on their best practices. There will also be an immediate review of data for teachers in grade level meetings. We have developed a Steering Committee of faculty and administration to oversee climate and culture so that issues do not escalate and focus remains on academics; and a Curriculum Committee that offers teachers a chance to strengthen their leadership and educational programming skills through working directly with the Head of School.

MATHEMATICS

Goal 2: Mathematics

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

Background

Historically Harlem Day has used Saxon math curriculum supported by Scott Foresman textbooks for practice and review. However, this year we underwent an extensive and comprehensive review of the math curriculum including assessment analysis and teacher observation of the curriculum in use as well as in-depth teacher interviews and review of the trends and best practices in elementary math curriculum. The result of the review is that in 2008-09, instead of Saxon, Scott Foresman will be the foundation upon which we will base our math instruction and it will be supplemented in a number of creative ways to ensure students are not just learning rote aspects of mathematics but are exposed to many opportunities to problem solve as well.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in third through fifth grade in January 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	45			1	46
4	35			1	36
5	39			1	40
6					
7					
8					
All	119			3	122

Results

³ 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

The following table presents the NYS Math test results for 119 students enrolled in the school and for those 95 students enrolled in at least their second year in third through fifth grade. In 2007-08, 59 percent of all students enrolled and 61 percent of students enrolled in at least their second year scored at or above Level 3 (proficient).

**Charter School Performance on 2007-08 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	% Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	11	29	58	2	60	45
	Students in At Least 2 nd Year	11	30	57	2	59	37
4	All Students	11	54	34	0	34	35
	Students in At Least 2 nd Year	11	54	35	0	35	26
5	All Students	5	13	79	3	82	39
	Students in At Least 2 nd Year	3	9	88	0	88	32
6	All Students						
	Students in At Least 2 nd Year						
7	All Students						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						
All	All Students	9	32	57	2	59	119
	Students in At Least 2 nd Year	8	31	60	1	61	95

Evaluation

The school did not meet the math measure at the aggregate level of 75 percent of all students performing at or above Level 3 for each grade level. Harlem Day’s fifth graders exceeded the goals for performance on the New York State math assessments, with 88 percent of students performing at or above Level 3, a significant increase from their scores in fourth grade when only 58 percent were proficient. It is evident that the departmentalization of this grade proved successful. One teacher was responsible for delivering the math content to all the fifth grade students. This allowed the teacher to focus on mastery of specific skills and differentiate instruction to make sure that each student was learning. The third graders did not meet their goal but had very encouraging results as only five of the 40 students tested scored in the Level 1 category, despite the fact that this cohort has the highest percentage of students with an IEP. Harlem Day’s fourth grade cohort, identified early on as our weakest group, fell short of the goals in math, with only 35 percent of its students achieving proficiency. The absence in movement toward goal achievement is directly attributed to the high teacher turnover that this cohort has experienced, which led to the large number of behavior and discipline issues. There are a number of behavior and discipline issues in that cohort of students mostly attributed to the lack of consistency in instruction that happened in their earlier years. Prior to 2006-07, leadership at the school was unstable and teacher turnover was alarmingly high. Stability has since been improved in both areas. Discipline issues were distractions to all the students and will be improved with the hiring of a new social worker and two additional

social work interns who will all be supervised by a LCSW who is familiar with Harlem Day and our students.

Additional Evidence

There was a significant leadership change between 2005-06 and 2006-07 and the new leadership team did not have the benefit of a thorough and accurate report on the school’s past data and trends. As a result, the leadership team in place can only consider the 2006-07 school year as a baseline for analyzing data and making changes in the instructional program to address the weaknesses. Overall, the school has started to increase proficiency moving from 57 percent to 61 percent; but, year-to-year, the third grade class has fluctuated and the fourth grade has consistently declined, and the fifth grade performance has consistently increased.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					62	45	53	30	59	45
4					74	34	58	36	35	35
5					35	17	59	27	88	39
6										
7										
8										
All					57	96	57	93	61	119

The table below examines whether performance changes the longer students are enrolled in the school. In a successful school, student performance should increase with prolonged participation in the academic program. At Harlem Day Charter School, the fifth grade student scores increase the longer the students have been enrolled and the third grade scores decrease and then start to increase again slowly. The fourth grade scores increase in the second year and then decline in the third and fourth years.

2007-08 Mathematics Performance by Grade Level and Years Attending the School

Grade	Percent of Students at Levels 3 and 4 According to Number of Years Enrolled							
	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63	8	33	3	0	2	66	32
4	33	9	67	3	33	3	32	19
5	43	7	71	7	100	2	91	23
6								
7								
8								
All	46	24	57	13	44	7	63	74

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in math. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's math AMO, which for 2007-08 is 102. The PI 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 PI is 200.

Results

Harlem Day Charter School assessed a total of 119 students in third through fifth grade, of which 60 percent scored at or above Level 3. Therefore, Harlem Day's aggregate Performance Index for math is 151 for this reporting period.

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	9	31	58	2	119
$\begin{array}{rcccccc} \text{PI} & = & 31 & + & 58 & + & 2 & = & 91 \\ & & & + & 58 & + & 2 & = & 60 \\ & & & & & & \text{PI} & = & \mathbf{151} \end{array}$					

Evaluation

This school year, Harlem Day's aggregate Performance Index of 151 exceeded the annual measurable objective of 102 on the state's Math assessment. Thus, we met the measure for this reporting period.

Additional Evidence

Harlem Day continues to exceed the AMO every year and increased the PI from last year. The percentage of students performing at Levels 1 and 2 did not significantly change, but the percent performing at or above Level 3 did increase slightly.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-5	86	2.6	35.3	59.5	2.6	159	86
2006-07	3-5	86	10	31	56	3	149	86
2007-08	3-5	119	9	31	58	2	151	102

Goal 2: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

Overall, 60 percent of Harlem Day students performed at or above Level 3 in mathematics made up of 57 percent of third graders, 35 percent of fourth graders and 88 percent of fifth graders. Of the local school district students, 78 percent performed at or above Level 3.

**2007-08 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	59	37	84	1144
4	35	26	75	1181
5	88	28	74	1117
6				
7				
8				
All	60	91	78	3442

Evaluation

Harlem Day did not meet the measure of outperforming the local school district on the aggregate percentage of students performing at or above Level 3, falling short by 18 percent. The fifth grade exceeded the fifth grade district performance by 14 percent, the third grade fell short of equaling the district by 27 percent and the fourth grade fell short of meeting the district by 40 percent. This data indicates that we need to put more focus on better preparing students before third grade so that they continue to build on the power skills that are being tested and increase their scores from third to fifth grade because we are seeing a bit of the opposite effect and it requires the fifth grade teacher to make more than one year of growth with many students.

Additional Evidence

Though Harlem Day has not increased academic achievement at the rate of the local district, the percentage of students performing at Level 3 is increasing. Both the third and fifth grade percentages increased, the fifth grade performance increasing by over 20 percent. The fourth grade scores declined sharply as a result of the behavioral and classroom management issues in those classes.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Percent of Charter School Students Enrolled in At Least Second Year and All District Students
at Levels 3 and 4

Grade	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					64	69	53	78	59	84
4					70	67	58	64	35	75
5					39	55	59	64	88	74
All					62	64	57	69	61	78

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

Harlem Day tested 119 students last year and almost 60 percent of students scored at or above Level 3. The predicted score was approximately 75 percent; therefore, the school had an Effect Size of negative 1.17.

2006-07 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4	Difference between Actual and Predicted	Effect Size
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			Actual	Predicted		
3		38	57.9	81.0	-23.1	-1.70
4		48	56.3	74.4	-18.2	-1.29
5		33	63.6	70.0	-6.3	-0.37
All	58.6	119	58.8	75.3	-16.5	-1.17

School's Overall Comparative Performance:
<i>Lower than expected to a large degree</i>

Evaluation

Overall, Harlem Day did not meet the Effect Size measure as the school's aggregate effect size did not exceed 0.3 nor was it a positive score. However, the fifth grade came the closest to the predicted goal with an Effect Size of negative .37 percent. The third and fourth grades had disappointing results. Unfortunately, last year's fourth grade had not had consistent educators in the classroom and the change in teachers during the past few years resulted in discipline issues and much lost instructional time.

Additional Evidence

The Effect Size has been steadily decreasing, which speaks to the need of reassessing the effectiveness of the instructional program. This year we conducted a thorough analysis of the math curriculum to identify gaps in skills and material to address weaknesses. In 2008-09, the math program will focus on the power standards that need to be mastered in the early grades so that students are building on them by the time they reach the upper grades. A consultant will work with Harlem Day periodically, and a consistent math vocabulary list and pacing guide will be in place.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2004-05	4	57.9	18	94.4	81.7	1.05
2005-06	3-5	57.1	116	62.1	69.8	-0.40
2006-07	3-5	58.6	119	58.8	75.3	-1.17
2007-08	3-5	TBA				

Goal 2: Growth Measure

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

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in

2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Harlem Day reviewed the data from last year’s third grade test for this year’s fourth graders; and last year’s fourth grade test for this year’s fifth graders. There were 65 students in the cohorts and the target was for 69 percent of those students to perform at or above Level 3.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4		Target	Target Achieved
		2006-07	2007-08		
4	33	61	68	33	NO
5	32	59	67	88	YES
All	65	63	69	61	NO

Evaluation

Overall, Harlem Day did not meet this measure and fell eight percent short. Individually, however, the fifth grade exceeded their goal of 67 percent with 88 percent of those students performing at or above Level 3. The fourth grade decrease in proficiency was of great concern and prompted an overhaul of the math curriculum and a restructuring of teachers in that grade level. The fourth grade teachers hired for 2008-09 come with years of proven experience in raising academic achievement and will be introduced to the data dashboard in the summer so that they can make data-driven curricular decisions in their classes.

Additional Evidence

Harlem Day’s performance from third to fourth grade decreased, which puts a heavy instructional burden on the fifth grade teachers to move students more than one year in order for those students to perform at or above grade level. Based on analysis of this data, instructional changes have been implemented for the next school year. The additional table in the appendix represents how the cohorts performed by grade level in each performance category. It is important to note that fifth grade moved one of the only two students who scored a 1 to a Level 3 and moved seven students from a Level 2 to Level 3.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-5	0	2
2007-08	4-5	1	2

This table provides the opportunity to examine year-to-year changes in the same students' performance levels. It shows how many students in a particular performance level in 2006-07 remained at the same level, moved to a higher level, or moved to a lower level in 2007-08. It shows the number of students, not percentages. Students in the upper right quadrant are those who moved from below proficiency in 2006-07 to proficiency in 2007-08. This does not include students who were tested in one year but not in the other. Multiple tables are used for individual grades.

The first table is students who were in grades three and four in 2006-2007 who went into grades four and five in 2007-2008. Overall, 13 students increased their score and 11 students decreased their scores while 34 students' scores remained the same.

**Change in Math Performance Levels
from 2006-07 to 2007-08**

Grades 4 and 5		Number of Students at Each Performance Level				Total Number
		2007-08				
		Level 1	Level 2	Level 3	Level 4	
2006-07	Level 1	2	2	1	0	5
	Level 2	2	6	10	0	18
	Level 3	0	9	26	0	35
	Level 4	0	0	0	0	0
	Total Number	4	17	37	0	58

The second table is students who were in grade three in 2006-2007 who went into grade four in 2007-2008. For this cohort, 3 students' scores increased, 10 students' scores decreased and 13 students' scores remained the same.

**Change in Math Performance Levels
from 2006-07 to 2007-08**

Grade 4		Number of Students at Each Performance Level				Total Number
		2007-08				
		Level 1	Level 2	Level 3	Level 4	
2006-07	Level 1	1	2	0	0	3
	Level 2	2	4	1	0	7
	Level 3	0	8	8	0	16
	Level 4	0	0	0	0	0
	Total Number	3	14	9	0	26

The second table is students who were in grade four in 2006-2007 who went into grade five in 2007-2008. For this cohort, 10 students' scores increased, 1 student's score decreased and 21 students' scores remained the same.

Change in Math Performance Levels

from 2006-07 to 2007-08

Grade 5		Number of Students at Each Performance Level				Total Number
		Level 1	Level 2	Level 3	Level 4	
2006-07	Level 1	1	0	1	0	2
	Level 2	0	2	9	0	11
	Level 3	0	1	18	0	19
	Level 4	0	0	0	0	0
	Total Number	1	3	28	0	32

Summary of the Mathematics Goal

Overall, Harlem Day met one of the five measures for this accountability period in 2007-2008. At the aggregate level, Harlem Day did not meet the first absolute measure of 75 percent of students performing at or above Level 3. However, at the grade level, the fifth grade exceeded the goals for performance on the New York State math assessments, with 88 percent of students performing at or above Level 3. On the first comparative measure, again though the school did not meet the measure, the fifth grade outperformed the local school district by 14 percent as well as meeting the grade-cohort measure increasing their scores from fourth to fifth grade. Harlem Day’s fourth grade cohort, identified early on as our weakest group, fell far short of meeting any of the measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state exam and 75 percent at or above Level 3 on the current year’s State exam.	Did Not Achieve

Action Plan

Though the fifth grade exceeded many of the math measures and the third grade had promising results, the fourth grade results are disappointing but not surprising. Discipline issues were distractions to all the students and will be improved with the hiring of a new social worker and two additional social work interns who will all be supervised by a LCSW who is familiar with Harlem Day and our students.

There are a number of instructional changes in place for 2008-09 based on information from this data analysis. All the teachers who have been hired come with proven experience in increasing student academic achievement. Teachers will be informed of all student gaps and scores before school begins in the fall, and we will set accountability guidelines for them. This year a Curriculum Committee was formed with grade level and department teachers and instructional leadership. Their mission was to create a scope and sequence with the power standards and to identify best practice lessons for the standards. In addition, upon completion of a comprehensive review of the math curriculum this year, we identified gaps and strengths and, with the help of a math consultant well versed in teaching student mastery in math, we will be moving to a more comprehensive math curriculum based on New York State Standards through the Scott Foresman series. The scope and sequence will include grade level vocabulary lists, assessments, and supplementary notebooks for each grade level. The instructional leadership team will consider what needs to be adjusted and train teachers in the summer.

We will continue our professional development and test preparation strategies with added intensity on the importance of beginning test preparation strategies on day one of school. We will identify students in the lower two quartiles using summer school results and the first interim assessments and provide intervention services to these students, including a Saturday Academy. We will provide our teachers with specific training in the low-performing areas identified within prior tests and during our test preparation. All teachers will receive a notebook designed by the Head of School with best practices in literacy, math, social studies and science to guide instruction. 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.

SCIENCE

Goal 3: Science

Students at Harlem Day Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Background

Science instruction is guided by the Core Knowledge Sequence, created by E.D. Hirsch, which offers teachers a clearly-defined set of common units of study that each grade level will address. The theory of Core Knowledge is that children learn by building on what they already know, and that a sequenced curriculum will lead to steady improvements in achievement grade level by grade level. This is supplemented with Delta Science kits for the hands-on component to the instruction.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in fourth grade in spring 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Harlem Day assessed a total of 35 fourth grade students, of which 26 were in their second year of enrollment. Forty-three percent of the eligible students performed at Level 3 or 4, 54% at Level 2 and 4% at Level 1.

Charter School Performance on 2007-08 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	3	49	40	9	49	35
	Students in At Least 2 nd Year	4	54	31	12	<u>43</u>	26

Evaluation

It is disappointing to note that Harlem Day's fourth grade class fell short of meeting this measure by thirty-two percent. This cohort of classes has suffered from inconsistent teachers and numerous behavior and discipline issues in the past two years.

Additional Evidence

The year-to-year trend shows that the school’s science scores have declined sharply over the past three years exceeding the measure in the last two years and falling short this year by thirty-two percent. This is alarming as the school has performed well in the past and points to the management issues in the classroom that impeded learning for all students.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4					97	33	81	36	43	26

Goal 3: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

To date, these results are not available from the DOE.

**2007-08 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	43	26		

Evaluation

Additional Evidence

To date, these results are not available from the DOE.

**Science Performance of Charter School and Local District
by Grade Level and School Year**

Percent of Charter School Students Enrolled in At Least Second Year and All District Students
at Levels 3 and 4

Grade	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District

4

Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/ Did Not Achieve

Action Plan

In 2008-09, the faculty will apply strategies to increase comprehension and student academic achievement in all subjects. The science curriculum will be reviewed at the beginning of the year to identify any gaps in skills or weaknesses. We believe that increased reading comprehension will help us to meet the measure in 2008-09 and going forward. In addition, we will continue our professional development and test preparation strategies 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, and provide our teachers with specific training in the low-performing areas identified within prior tests. 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.

SOCIAL STUDIES

Goal 4: Social Studies

Students at Harlem Day Charter School will demonstrate competency in the understanding and application of social, geographical, civic, and world studies.

Background

Social Studies instruction is guided by the Core Knowledge Sequence, created by E.D. Hirsch, which offers teachers a clearly-defined set of common units of study that each grade level will address. The theory of Core Knowledge is that children learn by building on what they already know, and that a sequenced curriculum will lead to steady improvements in achievement grade level by grade level. This is supplemented by a partnership with the Gilder –Lehrman institute which offers professional development to social studies teachers during the summer. Harlem Day is one of a select number of schools invited to participate in this program.

Goal 4: Absolute Measure

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

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2007. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Harlem Day assessed a total of 39 fifth grade students, of which 32 were in their second year of enrollment. Sixty-six percent of the eligible students performed at Level 3 and less than 10 percent performed at Level 1.

Charter School Performance on 2007-08 State Social Studies Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	13	23	64	0	64	39
	Students in At Least 2 nd Year	9	25	66	0	<u>66</u>	32

Evaluation

Harlem Day's fifth grade class fell short of meeting this measure by nine percent with 66 percent of students performing at Level 3. Again, the number of students at Level 1 is less than 10 percent, which is encouraging. Upon analysis of the social studies exam, it is

apparent that much of the test is assessing reading skills and graph analysis, therefore, this score correlates to how our fifth grade performed on the ELA test. We will address this in 2008-09 by focusing on reading strategies for comprehension and are optimistic that strengthening reading skills in general will benefit the students in more subjects than English.

Additional Evidence

The year-to-year trend shows that the school has performed relatively consistently in social studies, exceeding the measure the last two years and falling short by nine percent this year though the number of eligible students also increased slightly. A focus on reading strategies and teacher training across the board in 2008-09 should help to close the current gap in social studies performance.

**Social Studies Performance
by Grade Level and School Year**

Percent of Students Enrolled in At Least Second Year at Levels 3 and 4

Grade	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	0	0	0	0	78	18	78	27	66	32

**2007-08 Social Studies Performance
by Grade Level and Years Attending the School**

Percent of Students at Levels 3 and 4 According to Number of Years in School

	One		Two		Three		Four or More	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	57	7	43	7	100	2	41	23

Goal 4: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

At the time of this report, the district information is not yet available.

**2007-08 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5				

Evaluation

Additional Evidence

Social Studies Performance of Charter School and Local District by Grade Level and School Year

Percent of Charter School Students Enrolled in At Least Second Year and All District Students
at Levels 3 and 4

Grade	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5										

Summary

For this accountability period, Harlem Day did not meet the Absolute measure in Social Studies and the Comparative measure was not available at the time of reporting.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A

Action Plan

In 2008-09, the faculty will continue to use strategies to increase comprehension and student academic achievement in all subjects. In addition, the social studies curriculum will be reviewed at the beginning of the year to identify any gaps in skills or weaknesses. All teachers will receive a notebook designed by the Head of School with best practices in literacy, math, social studies and science to guide instruction. We believe that increased reading comprehension will help us to meet the measure in 2008-09 and going forward. In addition, we will continue our professional development and test preparation strategies 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, and provide our teachers with specific training in the low-performing areas identified within prior tests. 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.

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

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

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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

According to the State Report Card, Harlem Day is in Good Standing.

Evaluation

This measure was met.

Additional Evidence

For the past five years, the school has been and continues to be in Good Standing according to the metrics applied for NCLB.

NCLB Status by Year

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

APPENDIX B: OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Parent Satisfaction

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

Goal 6: Absolute Measure

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

Method

The survey was developed by the Executive Director and Parent Education Manager and was based on data and samples commonly found in parent involvement research. It was distributed via backpack to every parent in the school and the return rate was tracked by the Parent Education Manager and the Classroom teachers. Incentives were offered for 100 percent class participation in each class and surveys were collected daily by the Parent Education Manager. Because the table below asks for the percentage of respondents, the results are based on percentage of respondents, not percentage of parents.

Results

The parent survey contained 24 questions in four categories: Interpersonal-Administration, Interpersonal-Teachers, Academics, and Curriculum. Over two-thirds of the families enrolled responded to the survey and the overall rating was satisfactory.

2007-08 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
139	203	68.5%

2007-08 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The school expects quality work of its students	87%
I like the school's report cards /progress reports and weekly reports	90%
I feel comfortable raising issues and concerns about my child to administration	78%
My child's teacher keeps me adequately informed about my child's progress	83%
The school provides me with adequate opportunities to get involved	83%

Evaluation

The measure was met for Parent Satisfaction and the number of responses increased from last year (109). The percentage of respondents who “Disagreed” dropped by an average of 7 percent for every question. The percentage of respondents who “Agreed” rose for every question except for questions on the efficacy of the ethics and science curriculum and the school’s ability to meet the social needs of the students. Overall the percentage of respondents who were satisfied with the school’s programming rose by an average of 5 percent.

Goal 6: Absolute Measure

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

Method

Students are tracked in our database, Education Edge, and in our Data Dashboard by the year in which they enrolled. We also keep past class lists as references.

Results

At the end of the 2006-07 school year, Harlem Day had 237 students enrolled of which 33 graduated and 30 chose not to return, enrolling in a different school for the 2007-08 school year. Therefore, our retention rate is 85 percent.

2007-08 Student Retention Rate

2006-07 Enrollment	Number of Students Who Graduated in 2006-07	Number of Students Who Returned in 2007-08	Retention Rate 2007-08 Re-enrollment ÷ (2006-07 Enrollment – Graduates) 85%
237	33	174	

Evaluation

Though the measure was not met this year, Harlem Day was only five percentage points short of meeting the measure. In addition, because the school only goes up to fifth grade, retention often drops in the fifth grade as parents opt to send their children to middle schools which start in the fifth grade. This year in particular, there were a number of discipline and behavior issues in the fourth grade cohort, so we saw a drop in retention of some of those students.

Additional Evidence

Data was not recorded accurately for retention rate prior to this school year, but will be recorded going forward.

Year	Retention Rate
2003-04	n/a
2004-05	n/a
2005-06	n/a
2006-07	n/a
2007-08	85%

Goal 6: Absolute Measure

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

Method

Student attendance is tracked in ATS and the school's database, Education Edge. It is collected and entered daily by the registrar and then the number of students absent is divided by the number of students in each class, each grade and total enrollment to determine the attendance rate for each respectively. In prior years, only annual attendance was tracked and then monthly attendance was tracked. This was the first year of tracking daily attendance and we will continue to track this going forward. In the case of 2005-06, that data was not accurately recorded and cannot be reported.

Results

The overall daily attendance rate for the 240 students enrolled in Harlem Day this year was 94 percent.

2007-08 Attendance

Grade	Average Daily Attendance Rate
1	95%
2	95%
3	94%
4	93%
5	95%
Overall	94%

Evaluation

This measure was not met by one percentage point. The drop in daily attendance can be attributed to the fact that the Extended Day program began in October instead of when school started and ended two weeks before school ended in June. Not having the Extended Day program poses a child-care problem for many families of Harlem Day. To address this problem in 2008-09, Extended Day will begin earlier in the school year and end two days before the school year ends.

Additional Evidence

Harlem Day has consistently had over 90 percent in average daily attendance. Accurate data for 2005-06 is neither available in the state report card nor internally.

Year	Average Daily Attendance Rate
2003-04	95%
2004-05	94%
2005-06	n/a
2006-07	93%
2007-08	94%

Goal 6: Highly Qualified Teachers

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

Goal 6: Absolute Measure

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

Each year, our Administrative Team devises an annual professional development program to address the needs of our teachers. This program includes on-site workshops, individualized training, and ongoing supervision focused on classroom work.

Results

The last two weeks 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 attending weekly faculty meetings for 90 minutes and four full day workshops, in addition to any conferences and workshops they wish to attend.

Evaluation

This measure was met. The 40 hours of Professional Development in August focused on the implementation of Schools Attuned, a program designed to help teachers use differentiated instruction in the classroom while also helping students be more responsible for their learning by helping them identify what kind of learner they are.

Additional Evidence

.After the training, teachers chose one student in their class to “attune,” and met monthly with the Student Support Team and the Principal to monitor the progress and strategies being used for that student. There were also two additional full day workshops for the staff to revisit Schools Attuned as a whole group.