

**HARLEM DAY
CHARTER SCHOOL**

**2009-2010
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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BY CURTIS PALMORE

240 EAST 123RD STREET
NEW YORK, NY 10035

Curtis Palmore prepared this 2009-2010 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Benjamin V. Lambert	Chairman, Executive Committee
Henry A. Lambert	Stepped-down from the Board of Trustees during the 2009-2010 year
Frank Mahoney	Stepped-down from the Board of Trustees during the 2009-2010 year
Linda Jones Easton	Secretary; Human Resources Committee
Larry Cohen	Executive Committee; Chair, Strategic Planning Committee; Finance Committee
Charmin DeLoatch	Parent Communication Committee
Dolores Gomez	Education Committee
Mary Beth Harvey	Stepped-down from the Board of Trustees during the 2009-2010 year
Nancy Heuston	Stepped-down from the Board of Trustees during the 2009-2010 year
Jerold D. Jacobson	Stepped-down from the Board of Trustees during the 2009-2010 year
Keith Meacham	Executive Committee; Co-Chair, Nominating Committee; Strategic Planning Committee
Chauncey G. Parker	Stepped-down from the Board of Trustees during the 2009-2010 year
Kinnari Patel-Smyth	Education Committee
Ted Swartz	Education Committee

INTRODUCTION

Harlem Day Charter School was founded in 2001. Our vision for success is a school where students are eager to learn and ask questions, teachers are excited to teach and grow as professionals and families are valued partners in their child’s academic, social and emotional growth. We will realize our vision by:

- Providing a rigorous, standards based curriculum that enables all students to meet and exceed established levels
- Ensuring that teaching is effective and supports the needs of all students
- Empowering students to make good decisions that will enable them to lead a healthful, independent and fulfilled life
- Consistently reinforcing the importance and value of education so that all stakeholders understand their shared responsibilities
- Ensuring that school leaders and Board members constantly support and develop teaching and learning, providing every appropriate resource
- Being reflective and self-evaluative practitioners, regularly engaging in active and open communication in a desire to develop and improve

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, Central Harlem and the Bronx. In addition to an academically rich regular school day program, Harlem Day students benefit from an array of extra-curricular programming such as music, art, library and health to ensure that the school program addresses the whole child beyond academic learning. Students also participate in a performing and visual arts based enrichment Extended Day program every afternoon.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06	33	42	40	59	39	18								
2006-07	41	40	37	38	48	33								
2007-08	36	44	43	46	36	40								
2008-09	46	46	46	43	47	32								
2009-2010	39	40	43	39	39	34								

2009-2010 Demographic Data

Characteristic	Percent	Number
American Indian or Alaskan Native	1%	3
Black or African American	74%	174
Hispanic or Latino	22%	52
White	≤ 1%	2
Multiracial	1%	3
Female	54%	126
Male	46%	108
Special Education	11%	25
Economically Disadvantaged	80%	188
Limited English Proficient	4%	10

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

We have continued to use a Balanced Literacy framework for literacy learning, including the elements of reading workshop, writing workshop, phonics and guided reading. Curriculum planning for the 2009-2010 school year began with teachers gaining a strong understanding of the New York ELA State Standards, and then they used various resources to plan out units of study. Teachers were able to plan out a long-term plan for the year using the Units of Study from the Teachers' College Reading and Writing Projects, as well as the Concepts of Comprehension from the Urban Education Exchange. Teachers were trained by our Reading Specialist and other intervention staff how to plan and execute effective guided reading lessons. We also received training from Ex-Cell in how to effectively teach vocabulary to English Language Learners (and all learners).

Goal 1: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 grade in April of 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-2010 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	40				40
4	39				39
5	34			1	35
All	113			1	114

Results

Of the 114 students in grades 3-5, 90 have been continuously enrolled at Harlem Day for two or more years. In 2009-2010, 51 percent of all students enrolled and 51 percent of continuously enrolled students scored at or above a scale score of 650 (proficient).

**Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	50	40
	Students in At Least 2 nd Year	<u>50</u>	36
4	All Students	49	39
	Students in At Least 2 nd Year	<u>43</u>	28
5	All Students	56	34
	Students in At Least 2 nd Year	<u>62</u>	26
All	All Students	51	113
	Students in At Least 2 nd Year	<u>51</u>	90

Evaluation

Harlem Day did not meet the absolute measure of attaining 75 percent proficiency by all students enrolled in at least their second year at the school. At 51 percent proficient, the school was 24 percentage points below the target. A smaller discrepancy exists for the fifth grade, with those continuously enrolled students scoring 13 percentage points below the target. There was no difference in performance between all students attaining proficiency and those who were continuously enrolled, with performance at 51 percent proficient for both.

Additional Evidence

Overall performance has remained relatively flat over the past four years at Harlem Day, although performance at each grade level has been uneven over that time period. There is a significant increase in performance from the 2008-2009 to the 2009-2010 academic year for Fifth grade.

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.

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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-2010	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53	32	40	38	56	36	50	36
4	39	36	35	26	56	41	43	28
5	75	28	56	39	39	23	62	26
All	56	96	44	103	52	100	51	90

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 2009-2010 is 155. 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 113 students in third through fifth grade. Harlem Day’s aggregate Performance Index was 92 on the state’s ELA assessment for this reporting period.

Calculation of 2009-10 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	27	52	19	1	113

$$\begin{array}{rcl}
 \text{PI} & = & 52 + 19 + 1 = 72 \\
 & & + 19 + 1 = 20 \\
 \text{PI} & = & \mathbf{92}
 \end{array}$$

Evaluation

Harlem Day did not meet the AMO of 155 for the 2009-2010 academic year.

Additional Evidence

The following chart outlines the school’s change in PI, with the corresponding AMO, by school year. As indicated, Harlem Day effectively met its AMO for three out of five years, missing the target by one point in 2007-2008. It is noteworthy that the 2009-2010 academic year is the only year that Harlem Day missed the AMO by such a significant amount over this accountability period. The recent large discrepancy should be considered in the context of the State Education Department’s newly instituted criteria for reaching the various levels.

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
2008-09	3-5	120	4	45	49	2	147	144
2009-10	3-5	113	27	52	19	1	92	155

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

The percentage of all tested Harlem Day students enrolled in at least their second year, who attained proficiency on the 2009-2010 ELA exams, was 20; the percentage of all tested District 4 students in grades 3 through 5 who attained proficiency was 43.

With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.”

**2009-2010 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		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	31	36	44	1104
4	8	28	44	1126
5	19	26	42	1080
All	20	90	43	3310

Evaluation

Harlem Day did not meet its objective for this outcome measure, missing its target by 24 percentage points. District 4 students outperformed continuously enrolled Harlem Day students in 3rd grade by 13 percentage points, in 4th grade by 36 percentage points and in 5th grade by 23 percentage points.

Additional Evidence

As evidenced in the table below, Harlem Day did not meet the comparative measure for three out of four of the past years, clearly supporting a need for significant changes in our school operations and instructional program.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-2010	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	53	49	40	54	56	66.6	31	44
4	39	46	35	54	56	64.2	8	44
5	75	49	56	66	39	72.1	19	42
All	56	48	44	58	52	68	20	43

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

Harlem Day tested 120 students in the 2008-2009 academic year of which 51 percent scored at or above a Level 3. The predicted target for this comparative performance measure was approximately 71 percent; therefore, the school had an Effect Size of negative 1.61.

2008-09 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		43	51.2	68.6	-17.4	-1.28	
4		46	54.3	69.6	-15.3	-1.17	
5		31	45.2	76	-30.8	-2.72	
6							
7							
8							
All		62.8	120	50.8	70.9	-20.1	-1.61

School’s Overall Comparative Performance:
Lower than expected to a large degree

Evaluation

Harlem Day did not meet the comparative performance measure as the school’s aggregate Effect Size did not exceed 0.3, nor was it a positive score. Harlem Day performed lower than expected to a large degree.

Additional Evidence

The results for the comparative performance over the past few years show a continuous decline in performance with an uneven trend in percent eligible for free lunch. Harlem Day met this measure for the first out of the past five consecutive years.

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	67.51	120	41.66	62.39	-1.56
2008-09	3-5	62.8	120	50.8	70.9	-1.61

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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

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 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2008-09 and 75 percent proficient in 2009-10. If a cohort had already achieved 75 percent proficient in 2008-09, 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

The percentage of the aggregate cohort that attained a scale score of 650 or above on the ELA exam was 52 in 2009-2010, missing its 60 percent target for growth by 8 percentage points.

Please note that for Harlem Day, our “test-retest” cohort is the same as our continuously enrolled cohort.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	28	46	61	43	NO
5	26	42	59	62	YES
All	54	44	60	52	NO

Evaluation

Harlem Day did not meet the growth measure for ELA; however, the school did show improvement in the Fifth grade cohort performance with an increase of 20 percentage points. Overall, the school missed its target of 60 percent by eight percentage points with overall cohort performance at 52 percent scoring a scale score of 650 or more.

Additional Evidence

Harlem Day has had at least one cohort meet the growth measure for three out of the past four years.

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
2008-09	4-5	0	2
2009-10	4-5	1	2

Summary of the English Language Arts Goal

Harlem Day did not meet any of the absolute or comparative measures set forth by NCLB, but did come close to meeting the Growth measure for our English Language Arts Goal 1.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.	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.	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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Close

ELA Action Plan

This year, we made it every teachers' responsibility to be a reading teacher, and therefore literacy and social studies were taught by all teachers in grades 3-5, as opposed to having departmentalized classes in those grades. Teachers' planning for student learning also included a strong scrutiny of students' performance results based on state tests (for grades 3-5), diagnostics given in September, as well as three subsequent interim assessments. Assessments for student learning include data collected from the Fountas and Pinnel Benchmark Assessment System as well as, school created ELA comprehension tests based off of previous New York State tests (for grades 3-5) and resources from Concepts of Comprehension (for grades K-2). Student's writing was also assessed through writing samples produced after each unit of study, as well as on the Interim Assessments. Additionally, rubrics were used to measure students' skills in their writing progress.

For the 2010-2011 academic year, students will be instructed in ability based small groups, to ensure that all learners are receiving appropriate learning strategies to ensure growth throughout the year. One of the contributing factors to higher student achievement on the State Mathematics Exam, compared to the ELA Exam was our strength in establishing small groups in math during the 2009-2010 school year, but not in ELA to push our highest achieving students in ELA to achieve a higher percentage of level 4's. After looking at the data, we realize that small group learning and teaching will be a major focus for improvement across all grades for the upcoming school year. As a result, we have established guided reading groups in all K-5 classes, using our most experienced and highly skilled teachers to deliver instruction to guided reading groups of 5-8 students for 30 minutes, 3 days a week. Realizing the low performance of 4th grade relative to the other testing grades may be attributed somewhat to the structure of the Fourth Grade State Exam, we have assigned four seasoned teachers to 4th grade- including a former literacy teacher, to address deficiencies in our weakest performing grade.

To further the work begun last school year in differentiation, for ELA, we will incorporate more phonics-based instruction in the academic program using an Orton-Gillingham approach, specifically using the Sunday Reading program. This will support higher reading levels across all grades at Harlem Day. This

formal phonics training is the next step in our focus on curriculum development for ability based small groups to help push our high level 2's to 3's and high level 3's to 4's. To ensure this practice is consistent across all classes and all grades, we have incorporated 20 minutes of word work instruction into the daily schedule for each classroom.

Other schoolwide program enhancements to address the low performance in ELA for 2009-2010 include: more targeted professional development, ongoing curriculum revisions and additional assessment procedures. A major focus for 2010-2011 is to continue to develop and improve teacher instructional strategies, through targeted professional development. This summer, Harlem Day enrolled every classroom teacher in a Teacher's College training day on how to effectively use the Teacher's College Workshop model. We incorporated formal training on the Teacher's College Workshop Model into our professional development offerings for 2010-11 to ensure consistency in pedagogical practice across classrooms. Similar to some of our District 4 schools where the Teacher's College model is a common practice, we will continue to reinforce the pedagogical practices of the Teacher's College Workshop Model through training and coaching. We anticipate that over time, this will be a contributing factor to narrowing the gap between Harlem Day and District results in student performance on the State ELA exams.

During the 2009-10 school year we significantly increased the amount of professional development and coaching for teachers. For the upcoming school year, we will expand on that with more targeted professional development provided through teacher observations and coaching by the Senior Leadership Team at Harlem Day. During Professional Dialogues, the Head of School will meet with all teachers to set specific student performance targets for their ability-based grade groups. Progress towards these targets will be monitored through Schoolwide Interim Assessments as well as weekly classroom assessments. This real time data review is an addition to the 2009-10 school year assessment procedures where we used three interim assessments a year. Now we will also assess learning on a weekly basis to ensure students are progressing and meeting targets set by the Classroom Teacher and Head of School. Results will be discussed during weekly professional development staff meetings to ensure that all stakeholders are aware of student goals and progress. When students are not making sufficient progress, data will be reviewed and teachers will re-assess the pedagogical strategies used for each student. Those students will be targeted for remedial support during the Extended Day Program for one hour each day, three days per week.

The 2009-2010 academic year was a major growth year for Harlem Day in ELA instruction, practices and curriculum development. Building on last year's progress, curriculum improvements for the 2010-2011 school year include the creation of a grammar scope and sequence for grades K-5 to improve student achievement. Also revisions to the curriculum that more closely align it with NYS standards have been made. Teachers have also prioritized becoming more familiar with the performance indicators for State Exams, and will be planning more effectively for the different components of the exam by including listening, speaking and writing strands into the curriculum.

Lastly, we have realized through administration of the 2009-2010 State Exams that we have to build testing stamina for our students in the third through fifth grades, because many of our students did not complete or focus on their exam due to texting anxiety and lack of stamina. Next year, we will begin test prep earlier in the year, and focus on lengthening lessons in the upper grades to encourage longer periods of attentiveness similar to that required on the State Exams.

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

For the 2009-2010 school year, Harlem Day began by breaking the New York State Standards into various learning units based on the mathematical strands. Using the Scott Foresman-Addison Wesley, program as a base for materials, teachers were able to plan out six units of studies based on math themes and New York State Standards. Supplemental materials that were divided evenly among all teachers came from previously used programs, including Scott Foresman Investigations and Saxon Math. Using the over-arching theme for a unit, teachers informally assessed students' abilities during each unit and divided their classes into three distinct groupings, including those in need of support (support), those that need to be pushed (push), and those that need extensions to their learning (extend). Using the framework of Grant Wiggins' Understanding by Design, teachers planned out units of study based on the standards they were covering, and developed learning based on the math programs that had previously been in place at Harlem Day (Saxon, Investigations, Addison Wesley). Teachers planned teaching and learning for their entire grade by meeting weekly and looking at students within the grade with similar needs, then divided classes into the three ability groupings.

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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through 5th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 200809 the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	40				40
4	39				39
5	35				35
All	114				114

Results

The following table presents the NYS Math test results for 114 students tested. In 2009-10, 77 percent of all students enrolled and 78 percent of students enrolled in at least their second year scored at or above a scale score of 650.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	98	40
	Students in At Least 2 nd Year	97	36
4	All Students	64	39
	Students in At Least 2 nd Year	57	28
5	All Students	69	35
	Students in At Least 2 nd Year	74	27
All	All Students	77	114
	Students in At Least 2 nd Year	78	91

Evaluation

The absolute measure requires 75 percent of continuously enrolled students to receive a scale score of 650 or above; therefore Harlem Day did meet this measure, surpassing the target by 3 percentage points. We also met the measure at the aggregate level, with 77 percent of all students enrolled receiving a scale score of 650 or more. Third grade was by far our strongest grade with nearly 100 percent of students scoring at a scale score of 650 or more.

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

Additional Evidence

The table below shows a positive trend of increasing proficiency for the school overall, moving from 57 percent in 2006-2007 to 78 percent in 2009-2010. Third grade performance has increased, from 53 percent scoring at Level 3 or above in 2006-2007 to 97 percent scoring a scale score of 650 or more in 2009-2010. Fourth and Fifth grade have experienced uneven performance over the past four years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-2010	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	53	30	59	45	83	35	97	36
4	58	36	35	35	48	40	57	28
5	59	27	88	39	87	23	74	27
All	57	93	61	119	69	98	78	91

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 Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135. 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 114 students in third through fifth grade. Harlem Day’s aggregate Performance Index for math is 109 for this reporting period.

Calculation of 2009-2010 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-5	15	61	19	5	114

$$\begin{aligned}
 \text{PI} &= 61 + 19 + 5 = 85 \\
 &+ 19 + 5 = 24 \\
 \text{PI} &= 109
 \end{aligned}$$

Evaluation

This school year, Harlem Day’s aggregate Performance Index of 109 did not meet the annual measurable objective of 135 on the State’s math assessment which was the State’s AMO as the time this report was prepared. Thus, we did not meet the measure for this reporting period.

Additional Evidence

Historically, Harlem Day exceeded its AMO each year and increased the PI year over year, with the exception of the 2006-2007 academic year. However, this year Harlem Day did not meet the AMO target of 135, nor did we increase our PI over last year pending possibly revised AMO targets from the State Education Department.

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	35	60	3	159	86
2006-07	3-5	86	10	31	56	3	149	86
2007-08	3-5	119	9	31	58	2	151	102
2008-09	3-5	117	0	28	68	4	172	119
2009-2010	3-5	114	15	61	19	5	109	135

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

Of the 91 continuously enrolled students tested in 2009-2010, 24 percent scored at a level 3 or above compared to 53 percent of all district students tested.

**2009-2010 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	40	36	49	1115
4	15	28	56	1138
5	17	27	55	1103
All	<u>24</u>	91	<u>53</u>	3356

Evaluation

Harlem Day did not meet the comparative measure of outperforming the district on the aggregate level; we fell short by 29 percentage points. Student performance fell short of the district by 38 percentage points at the fifth grade level; 41 percentage points at the fourth grade level, and; 9 percentage points at the third grade level.

Additional Evidence

Harlem Day has consistently underperformed the district at the aggregate level for the past four years. The fifth grade met the comparative measure for two out of four of those years.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-2010	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	53	78	59	84	83	92	40	49
4	58	64	35	75	48	82	15	56
5	59	64	88	74	86	83	17	55
All	57	69	61	78	69	86	24	53

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

Harlem Day tested 117 students in 2008-2009 and 72 percent of students scored at or above Level 3. The predicted score was approximately 86 percent; therefore, the school had an Effect Size of negative 1.36, performing lower than expected to a large degree.

2008-09 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
			Actual	Predicted		
3		42	83.4	90.6	-7.2	-0.93
4		45	48.9	83.3	-34.4	-3.02
5		30	90	84	6	0.54
All	62.8	117	71.8	86.1		-1.36

School’s Overall Comparative Performance:
Lower than expected to a large 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. At the aggregate level, the school performed lower than expected to a large degree. The fifth grade did perform higher than expected to a small degree.

Additional Evidence

The 2008-09 data reversed the trend of Harlem Day’s effect size’s continuously decreasing over the prior three years of the current charter period

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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	67.51	119	59.68	79.76	-1.74
2008-09	3-5	62.8	117	71.8	86.1	-1.36

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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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

As indicated by the table below, Harlem Day did not meet the growth measure for the 2009-2010 academic year. The aggregate performance was 65 percent proficient, missing the target by just 5 percentage points. Please note that for Harlem Day, our “test-retest” cohort is the same as our continuously enrolled cohort.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-2010	
4	28	75	76	57	NO
5	26	50	63	73	YES
All	54	63	70	65	NO

Evaluation

Though Harlem Day did not meet the growth measure at the aggregate level, the school did meet the measure for one out of two cohorts. The fifth grade performance surpassed the target by 10 percentage points, while the fourth grade fell below the target by 19 percentage points.

Additional Evidence

For three of the four past years, Harlem Day has met the target in cohort performance in one of its grade level comparisons.

**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
2008-09	4-5	1	2
2009-2010	4-5	1	2

Summary of the Mathematics Goal

Harlem Day achieved one of the absolute measures for the 2009-2010 academic year and came close to achieving the growth measure, with one cohort meeting the target. We did not meet one of the absolute measures or the comparative measures for Mathematics.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
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.	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.	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 grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Close

Action Plan

As mentioned in the Curriculum Blurb for Math, Harlem Day will be using an over-arching theme for each math unit, and teachers will informally assess students' abilities during each unit in order to divide their classes into three distinct groupings, including those in need of support (through supplemental curriculum provided by intervention teachers, use of manipulative to support hands-on learning, and explicit instruction on basic facts), those that need to be pushed (through scaffolded instruction, and specific learning goals), and those that need extensions to their learning (including above grade level learning goals and opportunities to have project-based learning experiences). Using the framework of Grant Wiggins' Understanding by Design, Harlem Day teachers have planned out units of study based on the standards they must cover, and developed lessons based on the math programs that had previously been in place at Harlem Day (Saxon, Scott Foresman, Investigations, Scott Foresman -Addison Wesley).

In addition to the Diagnostics and Interim Assessments that were put in place for the 2009-2010 academic year, weekly classroom assessments will also be used to monitor student progress. This real time data review is an addition to the 09-10 school year where we used three interim assessments a year. Now we will assess learning on a weekly basis to ensure students are progressing and meeting targets set by the Classroom Teacher and Head of School. Results will be discussed during weekly professional development staff meetings to ensure that all stakeholders are aware of student goals and progress. When students are not making sufficient progress, data will be reviewed and teachers will re-assign student groupings. Those students will be targeted for remedial support given by our specialist teachers to provide small group intervention strategies in math. SETTS teachers will also focus solely on math strategies with some of our identified remediation groups.

The foundation for establishing differentiated lesson plans and assessment was laid last year at Harlem Day for small group instruction. For the 2010-11 academic year, we have enhanced our program by

adding weekly assessments and pre- and post- unit tests that have been created for each math unit in grades K-5 to give hard evidence on the standards that students have mastered or still need support in. Many of our students that achieved a level 2 on this year's State Exam were within 10 points of the cut off score for a level 3. To address this area, and push our high level 2's into solid level 3's, next year our assessment procedures will allow us to more closely monitor student achievement throughout the year to ensure student understanding of mathematical concepts. Teachers will be looking specifically at math vocabulary and student written responses. Teachers will also focus on more word problem content similar to what is presented on State Exams.

Math instruction will also be strengthened overall through our newly hired Technology Coordinator who is also a certified math teacher. The Technology Coordinator will provide advanced professional development for teachers in using smart boards and technology to enhance student learning in math. He will also assist with small group instruction for some of our support and extend groups in the testing grades for math. In addition, the Directors of Curriculum, Learning and Teaching will provide teacher coaching on incorporating various math tools and resources to improve math scores overall, and encourage even growth across all grades, addressing the drastically uneven results in student performance in each grade on this years State Math Exam.

SCIENCE

Goal 3: Science

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

Background

Directors of Curriculum, Learning, and Teaching and classroom teachers have developed a science curriculum based on NYS standards that is integrated across all subjects. We will not continue to use Core Knowledge for the science curriculum in 2009-2010. Discreet skills and knowledge will be taught, aligned to the New York State standards, continuously and progressively, with the ultimate goal for science instruction to result in truly independent student investigative science projects by the time the students enter grade five. The activities will engage students in inquiry-based learning. Throughout all grades, practical labs will be the preferred method for scientific learning using the Delta Science Kits.

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 4th grade in the spring of 2010. 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

Fifty-seven percent of Harlem Day’s continuously enrolled students scored at a level 3 or 4 on the State’s Science exam.

**Charter School Performance on 2009-10 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	10	26	49	15	64	39
	Students in At Least 2 nd Year	11	32	43	14	57	28

Evaluation

Harlem Day did not meet the absolute measure for science, falling short of the goal by 18 percentage points. Furthermore, as noted in the table above, students enrolled in at least their second year at Harlem Day performed slightly lower than all students tested.

Additional Evidence

Harlem Day has shown uneven performance on the NYS Science exam over the past four years. The percentage of continuously enrolled students scoring at a level 3 or above has decreased from 63 percent in 2008-2009 to 57 percent in 2009-2010, a difference of six percentage points.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-2010	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	81	36	43	26	63	38	57	28
All	81	36	43	26	63	38	57	28

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

This comparative data are not available from the DOE.

**2009-10 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	57	28	N/A	N/A

Evaluation

N/A.

Additional Evidence

N/A

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-2010	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	81	N/A	43	N/A	63	N/A	57	N/A
All	81	N/A	43	N/A	63	N/A	57	N/A

Summary

Harlem Day did not meet the absolute measure for Science for the 2009-2010 testing year. Insufficient data prevent analysis on performance for the comparative measure.

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

Discreet skills and knowledge will be taught, aligned to the New York State standards, continuously and progressively, with the ultimate goal for science instruction to result in truly independent student investigative science projects by the time the students enter grade five. The activities will engage students in inquiry-based learning. Throughout all grades, age appropriate practical labs will be the preferred method for scientific learning using the Delta Science Kits. Students will also have the opportunity to use their listening and note-taking skills through specific strategies taught in science lessons. To monitor the mastery of science concepts, in 2010- 2011, a three-part assessment, including Unit tests, will be administered in all grades to show the understanding of science concepts and vocabulary. This will enable us to monitor student progress and understanding in science schoolwide, and thus address content areas in need of improvement to ensure higher student achievement on next year’s Science State Exam.

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 learning and teaching has been guided by the New York State Standards. Over the summer prior to this school year, the Learning and Teaching Coordinators alongside teachers planned a scope and sequence for the entire year based on the New York State Standards Scope and Sequence for Social Studies. Using Understanding by Design framework, teachers backwards planned from learning goals that they wanted students to achieve and used the State Standards as a basis for developing Medium Term Plans and Short Term Plans. Teachers used the Core Knowledge Sequence, created by E.D. Hirsch as supplemental materials for social studies learning. Teachers also began to incorporate social studies themes into everyday planning for ELA and Writing, in order to give students a thematic approach to their learning. Teachers were also able to use materials and professional development from the Gilder-Lehrman Institute as a supplement to Core Knowledge and the New York State Standards.

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 2009. 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 fifth grade students, of which 27 were in their second year of enrollment. 44 percent of the continuously enrolled students performed at a Level 3 or 4.

Charter School Performance on 2009-10 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	26	29	43	3	46	35
	Students in At Least 2 nd Year	26	30	41	3	44	27

Evaluation

Harlem Day did not achieve the target of 75 percent of students performing at a Level 3 or above for Social Studies overall or for students enrolled in at least their second year, falling short by 29 and 31 percentage points respectively. A total of 44 percent of all students tested attained a Level 3 or 4 in the 2009-2010 school year.

Additional Evidence

Harlem Day met the absolute measure for Social Studies for two out of four of the past years.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-2010	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	78	18	78	27	70	23	44	27
All	78	18	78	27	70	23	44	27

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

Harlem Day tested 27 continuously enrolled students in grade 5, of which 44 percent achieved a level 3 or 4. Testing results for the district performance on the NYS Social Studies exam were not available from the DOE at the time of this report.

**2009-2010 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	44	27	N/A	N/A

Evaluation

N/A

Additional Evidence

N/A

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	78	N/A	78	N/A	70	N/A	44	N/A
All	78	N/A	78	N/A	70	N/A	44	N/A

Summary

Harlem Day did not meet the absolute measure for Social Studies, falling short by 31 percentage points. Insufficient district data prevent the school from measuring its performance on the comparative measure.

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

The curriculum for Social Studies will be further developed using the Understanding By Design backwards planning framework in all grades, pulling content directly from New York State Standards for Social Studies. Social Studies content will be integrated across all subjects and planning will specifically address the state standards to be accomplished through ELA and other subjects. Social Studies themes will be the guiding content for some of the curriculum’s newly created thematic study units, giving the subject a new value across the school. Interim assessments for social studies will be administered in 3rd, 4th and 5th grades to monitor student progress toward mastering the New York State Standards for Social Studies by grade 5.

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

The NCLB measure was met.

Additional Evidence

Harlem Day has remained in good standing for the last five years.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	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

Harlem Day’s Parent Survey was developed by the Director of Accountability and Family Support and was based on scientifically-based data and samples commonly found in parent involvement research. Harlem Day conduct its annual survey of parents towards the completion of the school year in June. Surveys are sent home via back pack, are available upon request at the front desk, and are also distributed at parent events during the survey period.

Results

Out of the approximately 200 families that have children enrolled at Harlem Day, 146 responded for a response rate of 73 percent.

2009-10 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
146	200	73

2009-10 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The school provides me with adequate opportunities to get involved	91%
The school provides an academically rigorous curriculum	70%
The Reader’s and Writer’s Workshop Model (English Language Arts) is effective	82%
The Math program is effective	83%

Evaluation

Harlem Day missed the target response rate of two-thirds or 75 percent by two percentage points. However, of those families that did respond, over two-thirds of respondents were satisfied with Harlem Day’s program on three out of four items. We are currently working on strengthening our academic program to provide higher levels of academic rigor through differentiation as indicated by parent dissatisfaction with the strength of the academic program on item 2.

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 student information database, ATS, and in our Data Dashboard by the year in which they enrolled. We also keep past class lists as references. The School Registrar calculates student attrition both monthly and annually.

Results

The 2009-2010 retention rate was 88 percent.

2009-10 Student Retention Rate

2008-09 Enrollment	Number of Students Who Graduated in 2008-09	Number of Students Who Returned in 2009-10	Retention Rate 2009-10 Re-enrollment ÷ (2008-09 Enrollment – Graduates)
251	29	196	88

Evaluation

The 2009-2010 retention rate was 88 percent, falling short of the target by 2 percentage points.

Additional Evidence

Harlem Day’s student retention rate has progressively increased towards its goal of 90 percent. Incomplete enrollment and admissions data for the 2005-2006 academic year prevent accurate reporting on retention for that year and the subsequent year.

Year	Retention Rate
2005-06	N/A
2006-07	N/A
2007-08	85%
2008-09	85%
2009-10	88%

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. It is collected and entered daily by the registrar and then the number of students present 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 in this way. In the case of 2005-06, that data was not accurately recorded and cannot be reported.

Results

Harlem Day’s average daily attendance has been relatively constant across all grades, with overall attendance at 94 percent.

2009-10 Attendance

Grade	Average Daily Attendance Rate
1	92%
2	95%
3	94%
4	95%
5	94%
Overall	94%

Evaluation

Harlem Day did not meet the absolute measure of 95 percent average daily attendance for the 2009-2010 school year.

Additional Evidence

Average daily attendance has remained constant for the last three out of four years at 94 percent.

Year	Average Daily Attendance Rate
2005-06	n/a
2006-07	93%
2007-08	94%
2008-09	94%
2009-10	94%

Goal 7: Highly Qualified Teachers

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

Goal 7: 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

In the last two weeks of August, before the school year commences, our teachers have approximately 40 hours of professional development and team building. Teachers also receive ongoing professional development throughout the academic year, attending weekly faculty meetings for 90 minutes in addition to any conferences, school visits and workshops they attended individually.

Evaluation

Harlem Day did meet this measure, providing faculty with over 100 hours of professional development.

Additional Evidence

See the 2009-2010 Professional Development Calendar Attached.