

**HARLEM DAY
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY PLAN
PROGRESS REPORT**

By Katie Duffy

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Katie Duffy prepared this 2010-2011 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Benjamin V. Lambert	Chairman, Executive Committee
Linda Jones Easton	Secretary; Human Resources Committee
Larry Cohen	Executive Committee; Chair, Strategic Planning Committee; Finance Committee
Keith Meacham	Executive Committee; Co-Chair, Nominating Committee; Strategic Planning Committee
Kinnari Patel-Smyth	Education Committee
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INTRODUCTION

Harlem Day Charter School was founded in 2001. In FY2010-2011, Harlem Day served approximately 249 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.

Harlem Day Charter School is currently being restructured by Democracy Prep Public Schools.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	41	40	37	38	48	33								237
2007-08	36	44	43	46	36	40								245
2008-09	46	46	46	43	47	32								260
2009-2010	39	40	43	39	39	34								234
2010-2011	42	46	41	43	40	37								249

2010-2011 Demographic Data

Characteristic	Percent	Number
American Indian or Alaskan Native	1	2
Black or African American	66	165
Hispanic or Latino	29	73
White	1	3
Multiracial	1	3
No information	1	3
Female	54	134
Male	46	115
Special Education	12	30
Limited English Proficient	6	16

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

Harlem Day Charter School 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 2010-2011 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 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 Reading Specialist and other intervention staff how to plan and execute effective guided reading lessons. Harlem Day Charter School 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 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 5th grade in April 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654

ENGLISH LANGUAGE ARTS

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.

¹ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	43				43
4	41				41
5	36				36
All	120				120

Results

Of the 120 students in grades 3-5, 100 have been continuously enrolled at Harlem Day for two or more years. In 2010-2011, 29 percent scored at or above a 3.

**Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	43	43
	Students in At Least 2 nd Year	<u>28</u>	
4	All Students	41	41
	Students in At Least 2 nd Year	<u>24</u>	
5	All Students	36	36
	Students in At Least 2 nd Year	<u>19</u>	
All	All Students	29	120
	Students in At Least 2 nd Year	<u>29</u>	100

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 29 percent proficient, the school was 46 percentage points below the target.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

3	40	38	56	36	50	36	28	43
4	35	26	56	41	43	28	24	41
5	56	39	39	23	62	26	19	36
All	44	103	52	100	51	90	29	92

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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 2010-2011 ELA exam, was 29; the percentage of all tested District 4 students in grades 3 through 5 who attained proficiency was 41% in 3rd grade, 51% in 4th grade and 43% in 5th grade.

**2010-11 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	28	43	41	1145

4	24	41	51	1087
5	19	36	43	1078
All	29	120		3310

Evaluation

Harlem Day did not meet this measure. District 4 students outperformed continuously enrolled Harlem Day students in 3rd grade by 13 percentage points, in 4th grade by 27 percentage points and in 5th grade by 24 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 overall.

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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	40	54	56	66.6	31	44	28	41
4	35	54	56	64.2	8	44	24	51
5	56	66	39	72.1	19	42	29	43
All	44	58	52	68	20	43	29	

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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

Harlem Day tested 120 students in the 2010-2011 academic year of which 29 percent scored at or above a Level 3. The predicted target for this comparative performance measure was approximately 40 percent; therefore, the school had an Effect Size of negative 0.92.

2009-10 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						
4						
5						
6						
7						
8						
All						

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.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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
2009-10	3-5	78.9	120	39.2	40.1	- 0.92

Goal 1: Growth Measure

On the current year’s state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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

Harlem Day did not meet this goal. The percentage of the aggregate cohort that attained a score of 3 or above on the ELA exam was 29 in 2010-2011.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	41	35.7	50	31.3	NO
5	36	50.0	44.2	13.3	NO
All	54	42.6		22.6	NO

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
2007-08	4-5	1	2
2008-09	4-5	0	2
2009-10	4-5	1	2
2010-11	4-5	0	2

Summary of the English Language Arts Goal

Harlem Day did not meet any of the absolute or comparative measures.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	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.	N/A
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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

Harlem Day's action plan was to change its program, staff and design through a restructured-renewal as detailed and approved by the State University of New York's Charter Schools Institute. The restructured renewal allowed Harlem Day Charter School to become Harlem Prep Charter School.

In English we focus on phonics and fluency in grades K-1, and fluency and comprehension in grades 2-3, and advanced comprehension in grades 4-5. The core elements of our K-3 English Language Arts program are the SRA Reading Mastery Program, The Text Talk Program. In grades 4-5 we move to a self-designed reading program broken into Literature, Guided Reading, and Writing and Composition courses for all students.

We will "overwhelm the problem" of early literacy through at least 200 minutes of language arts instruction daily. (Students in grade 4 will receive at least 150 minutes of daily literacy instruction with the remaining 150 minutes dedicated to other key subject areas.) Students who need intensive remediation will go through an intensive 6 weeks of using the Literacy Links or SRA intervention programs. Literacy Links is a highly effective program that directly teaches sound-symbol relationships and gives both students and teachers the language and knowledge necessary for success in later reading.

For those students who still are not demonstrating success with phonemes, we will use a targeted Wilson Reading Program in groups no larger than three students to ensure that every student has mastered the connections between letters, combinations of letters, and sounds. Building on Literacy Links, students may then spend 20 minutes a day in individualized, computer-based instruction using the Waterford Early Reading Program. This program, developed over 20 years and costing over \$30 million, has had dramatic success making up for the over 3000 hours of literacy experiences that most urban students have missed before they enter school.

Finally, as the core instructional program, Democracy Prep will use SRA Reading Mastery. Reading Mastery provides a balanced literacy approach while directly teaching sound-symbol relationships and including ample practice with phonemic awareness and phonics. Both programs have extensive research bases that show their dramatic success rates in both urban and suburban contexts.

Once students have mastered phonemic awareness and phonics, it is essential that they read fluently. That is, the rate and accuracy with which they read must be solid. In order to ensure that all our readers are fluent readers, Democracy Prep will give a fluency test to all entering students in grades 3 and above. Those students who need fluency practice will receive instruction using the Corrective Reading Decoding program. Many of our students in the first year will need this supplemental decoding instruction to close the gaps that remain in their phonics skills. The SRA Corrective Reading Decoding program has been used with great success at Amistad Academy, Elm City College Prep and other highly successful urban schools; the program is designed to, in a two-year sequence, take students from the 3rd to 8th grade levels in reading fluency.

Our comprehensive exams and assessment system, described below, will ensure that standardized assessments are frequent (every six weeks in the form of Midterm and Trimester Exams), relevant (directly linked to classroom instruction), and standards based (aligned with the 28 New York State Learning Standards).

The chart below represents a selection of the academic metrics used to measure student performance.

Academic Metrics	Audited or Validated By	Outcome Data	Grades Used	Description & Rationale
New York City & State Exams	New York City & State Education Departments	Percent of students proficient in spring of next year	3-5	Provide absolute measure of content and comparison with different schools as well as longitudinal student & cohort progress using scale scores.
Democracy Prep Comprehensive Post-Test Exams	Democracy Prep leadership team and outside experts	June Comprehensive Post-Test Exam	3-5	Internally created exams are aligned to state standards and broken into six-week assessments that guide the scope and sequence of the DP curriculum and mimic college final exams.
MAP Complete Battery	NWEA—MAP Assessment	June scores compared to national peers	3-5	National normed and validated tests allow us to measure value added over time and to compare students to their national and charter peers.
Language Assessment Battery Revised	Democracy Prep	Students eligible for ELL services	K-5	The LAB-R test identifies students who are entitled to our Structured English Immersion program for English Language Learners.
NYSESLAT/ ACCESS exam	New York State Education Department	End of year scores	K-5	Used for all students who have been designated ELL to determine progress and exit criteria.
New York State Alternate Assessment	New York State Education Department	End of year scores	3-5	Used for any students who have IEPs recommending Alternate Assessments to assess progress towards IEP goals.
STEP	University of Chicago	National Benchmark every 6 weeks	K-3	Used to determine specific literacy progress of our students over time.
Fountas & Pinnel Reading Leveling	Fountas & Pinnel	Scores taken every six to	K-5	Used for all students to determine reading growth and absolute

Assessment		ten weeks. Endo the year scores.		progress.
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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

In the 2010-2011 school year, Harlem Day used 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 overarching 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 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 mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 5th grade in May 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

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

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	43				43
4	41				41
5	36				36
All	120				120

Results

The following table presents the NYS Math test results for 120 students tested. In 2010-2011, 44 percent of all students enrolled in at least their second year scored at or above a 3.

**Charter School Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	43	43
	Students in At Least 2 nd Year	58	
4	All Students	41	41
	Students in At Least 2 nd Year	32	
5	All Students	36	36
	Students in At Least 2 nd Year	42	
All	All Students	44	120
	Students in At Least 2 nd Year	44	

⁴ 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

Evaluation

The absolute measure requires 75 percent of continuously enrolled students to receive a score of 3 or above; therefore Harlem Day did not meet this measure.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59	45	83	35	97	36	58	43
4	35	35	48	40	57	28	32	41
5	88	39	87	23	74	27	42	36
All	61	119	69	98	78	91	44	120

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.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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 120 continuously enrolled students tested in 2010-2011, 44 percent scored at a level 3 or above compared to 54 percent of all district students tested.

**2010-11 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	58	43	48	1160
4	32	41	50	1091
5	42	36	55	1089
All	44	120	54	3340

Evaluation

Harlem Day did not meet the comparative measure of outperforming the district on the aggregate level.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	59	84	83	92	40	49	58	48
4	35	75	48	82	15	56	32	50
5	88	74	86	83	17	55	42	55
All	61	78	69	86	24	53	44	54

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 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

Harlem Day tested 120 students in 2010-2011 and 44 percent of students scored at or above Level 3. The predicted score was approximately 49.9 percent; therefore, the school had an Effect Size of negative 0.30, performing lower than expected to a large degree.

2009-10 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						
4						
5						
6						
7						
8						
All						

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

Evaluation

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.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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

2009-10	3-5	78.9	120	49.6	49.9	-0.36
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Goal 1: Growth Measure

On the current year’s state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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

Harlem Day did not meet the growth measure for the 2010-2011 academic year.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	41	46.4	57.8	37.5	NO
5	36	16.1	45.6	45.2	NO
All	77	28.6	51.8	41.3	NO

Evaluation

Though Harlem Day did not meet the growth measure.

**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
2007-08	4-5	1	2
2008-09	4-5	1	2
2009-10	4-5	1	2
2010-11	4-5	0	2

Summary of the Mathematics Goal

Harlem Day did not meet any of the absolute or comparative measures set forth.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	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.	N/A
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	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

Harlem Day's action plan was to change its program, staff and design through a restructured-renewal as detailed and approved by the State University of New York's Charter Schools Institute. The restructured renewal allowed Harlem Day Charter School to become Harlem Prep Charter School.

In math, we will use a systematic approach to basic math facts and computational skills, Saxon Math, coupled with a teacher-created curriculum that develops higher-level problem-solving skills which is supplemented by Envision Math. The curriculum was built to help students recognize that students need basic facts knowledge and "automaticity" with procedural computation, coupled with a deep conceptual understanding of mathematics. This combination of basic skills and conceptual understanding will give students the ability to solve complex mathematical application problems. In addition, the math lessons will follow a structured lesson plan designed for maximum success. The first 25 minutes of class and all homework assignments will include cumulative review. There will also be a daily section for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes.

Our comprehensive exams and assessment system, described below, will ensure that standardized assessments are frequent (every six weeks in the form of Midterm and Trimester Exams), relevant (directly linked to classroom instruction), and standards based (aligned with the 28 New York State Learning Standards).

The chart below represents a selection of the academic metrics used to measure student performance.

Academic Metrics	Audited or Validated By	Outcome Data	Grades Used	Description & Rationale
New York City & State Exams	New York City & State Education	Percent of students proficient in	3-5	Provide absolute measure of content and comparison with different schools as well as longitudinal

	Departments	spring of next year		student & cohort progress using scale scores.
Democracy Prep Comprehensive Post-Test Exams	Democracy Prep leadership team and outside experts	June Comprehensive Post-Test Exam	3-5	Internally created exams are aligned to state standards and broken into six-week assessments that guide the scope and sequence of the DP curriculum and mimic college final exams.
MAP Complete Battery	NWEA—MAP Assessment	June scores compared to national peers	3-5	National normed and validated tests allow us to measure value added over time and to compare students to their national and charter peers.
New York State Alternate Assessment	New York State Education Department	End of year scores	3-5	Used for any students who have IEPS recommending Alternate Assessments to assess progress towards IEP goals.

SCIENCE

Goal 3: Science

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

Background

Discreet skills and knowledge were 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 engaged 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 spring 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 2010-11 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Evaluation

Harlem Day did not meet the absolute measure for science, falling short of the goal by 18 percentage points.

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

These results are not available.

**2010-11 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				

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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4								

8								
All								

Summary

Harlem Day did not meet the absolute measure for Science for the 2010-2011 testing year.

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

Harlem Day’s action plan was to change its program, staff and design through a restructured-renewal as detailed and approved by the State University of New York’s Charter Schools Institute. The restructured renewal allowed Harlem Day Charter School to become Harlem Prep Charter School.

In Science we will rely on a content-rich curriculum of basic subject-area and cultural knowledge, such as the Core Knowledge Sequence. Recent cognitive research indicates “that the ability to learn something new depends on the ability to accommodate the new thing to the already known.” Low-income children, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can enter school at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. A content-rich curriculum such as the one we envision provides the basic knowledge that makes low-income students more effective learners later in their academic careers.

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 "In need of improvement".

Evaluation

The NCLB measure was not met.

Additional Evidence

Harlem Day in the "need of improvement" for the 2010-2011.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Need of Improvement