



HARLEM PREP CHARTER SCHOOL

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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Kimberly Mendez, Program Accountability Associate, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Robert North	Board Chair, Executive Committee
Roger Berg	Secretary, Executive Committee, Chair of Academic Accountability Committee
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Jake Foley	
Katie Duffy	

Kevin Shrum served as the school leader of Harlem Prep Elementary School in the 2017-18 school year.

Jason Rios served as the school leader of Harlem Prep Middle School in the 2017-18 school year.

Gregory Daniel served as the school leader of Harlem Prep High School in the 2017-18 school year.

The mission of Harlem Prep Charter School (Harlem Prep) is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The Harlem Prep academic program maintains core components of Democracy Prep Public Schools' (DPPS) rigorous elementary and middle school instructional model and school culture across all grades.

In 2016, the school earned a five-year renewal, along with authorization to expand to a full K-12 continuum by the 2019-20 school year. Subsequently, the school's first high school cohort of 96 students began ninth grade in the fall of 2016.

During the 2017-18 school year, Harlem Prep demonstrated significant progress in overall student proficiency on ELA and Math state exams, both compared to last year's performance and to surrounding district schools. Noteworthy metrics, including Effect Size, demonstrate the extent to which Harlem Prep continues to provide parents with a high-quality public school option in Community School District 4.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2013-14	75	81	58	60	61	53	108	102						598
2014-15	49	81	83	62	63	61	95	74	84					652
2015-16	54	56	85	86	55	58	93	112	94					693
2016-17	58	57	62	87	88	58	100	108	115	104				838
2017-18	52	62	58	62	87	82	94	113	100	114	86			910

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school anywhere and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Because Harlem Prep enrolled its first cohort in the fall of 2016, fourth-year accountability and graduation data are not available.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2015-16	2012-13	2012	[#]	[#]	[#]
2016-17	2013-14	2013	[#]	[#]	[#]
2017-18	2014-15	2014	[#]	[#]	[#]

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Because Harlem Prep enrolled its first cohort in the fall of 2016, fourth-year accountability and graduation data are not available.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012			
2016-17	2013-14	2013			
2017-18	2014-15	2014			

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011			
2016-17	2012-13	2012			
2017-18	2013-14	2013			

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Harlem Prep students will meet requirements for high school graduation.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

High School Promotional Criteria is based on:

- Passing all major subjects. A passing grade is a 70.
- Passing all comprehensive examinations. A passing grade is a 70.
- Passing all necessary Regents.
- A minimum 75% numerical average (GPA of 2.0 or higher).
- Maintaining a satisfactory disciplinary record.
- Grade-level MAP testing scores.
- No more than 9 absences.

Scholars who fail three or fewer combined comprehensive exams and classes may be eligible to attend Summer Academy and earn promotion to the next grade.

Graduation Requirements include:

In 12th grade, all seniors are expected to successfully complete the 10 Civic Skills and Dispositions requirements, and earn at least a 70 on the Senior Change the World Project and Research Paper. Additional graduation requirements include:

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier), awarded upon completing class credits listed in chart below;
- Satisfactory transcript, earning minimum of 70% in each class;
- Satisfactory PSAT, SAT, SAT II, and ACT scores;
- Demonstrated mastery in the Senior Civics Seminar;
- 83% or above on the U.S. Citizenship Exam;
- Satisfactory disciplinary record; and
- Minimum two college acceptance letters.

Content	Credits	NYS Requirement	Regents Exams
English	4	4	English
History	4	4	Global and US
Math	4	3	One Math (Second exam for diploma w/ distinction)
Science	4	3	One Science (Second exam for diploma w/distinction)
Foreign Language	3	1	N/A (One foreign language exam for diploma w/ distinction)
The Arts	1.5	1	N/A
Phys. Ed.	2	2	N/A
College Access	1	0	N/A
Health	.5	.5	N/A
Electives	1	3.5	N/A
Total Credits for Graduation	25	22	

RESULTS AND EVALUATION

83% of Harlem Prep scholars in the 2016 and 2017 cohorts earned promotion to the next grade, meeting the listed goal of at least 75% promotion in the first and second year cohorts. Harlem Prep exceeded the listed goal by 8 points in the 2016 and 2017 cohorts.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	98	83
2017	85	83

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

Harlem Prep did not meet the listed goal, with only 46% of students in the 2nd year Total Graduation Cohort scoring at or above proficient on at least three different Regents exams in 2017-18.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014		
2015		
2016	98	46

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

Because Harlem Prep enrolled its first cohort in the fall of 2016, fourth-year accountability and graduation data are not available.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2012		
2013		
2014		

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2011		
2012		

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2013		
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Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the school district of comparison.² Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

RESULTS AND EVALUATION

Because Harlem Prep enrolled its first cohort in the fall of 2016, fourth-year accountability and graduation data are not available.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012				
2013				
2014				

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

² Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

RESULTS AND EVALUATION

Because Harlem Prep enrolled its first cohort in the fall of 2016, fourth-year accountability and graduation data are not available.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
[Write name of exam here]			
Overall			

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012		
2013		
2014		

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Because Harlem Prep enrolled its first cohort in the fall of 2016, fourth-year accountability and graduation data are not available at this point. Of the two metrics that were measured this year, Harlem Prep achieved its goal of promoting at least 75% of students in the first and second year high school cohorts to the next grade level, signifying their on-time progress toward graduation.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A

Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Harlem Prep will prepare students for success in college.

Harlem Prep enrolled its first cohort of High School students, beginning with 9th grade, in the fall of 2016. Therefore, we are not yet able to report on college preparation data.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Harlem Prep students will demonstrate proficiency in English Language Arts.

BACKGROUND

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families, based on several research studies. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Harlem Prep provides explicit instruction around state standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus and network level. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers. Scholars at Harlem Prep are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Elementary School through High School take exams or Interim Assessments at the trimester level and are assessed on a unit basis throughout the year.

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	61	0	0	0	0	61
4	85	0	0	0	0	85
5	78	0	0	0	0	78
6	92	0	0	0	0	92
7	99	0	0	0	0	99
8	95	0	0	0	0	95
All	510	0	0	0	0	510

RESULTS AND EVALUATION

In the school year 2017-18, Harlem Prep Charter School did not meet the listed goal of 75% of scholars enrolled in at least their second year achieving proficiency on the New York State English Language Arts assessment. In that year, 45% of scholars enrolled in at least their second year at Harlem Prep Charter School achieved proficiency, 30 percentage points below the listed goal. However, in the third and fourth grade, over half of scholars in each class who were enrolled in at least their second year in the school achieved proficiency. In the third grade, 62% of scholars enrolled in at least their second year in the school achieved proficiency, and in the fourth grade, 53% of scholars enrolled in at least their second year in the school achieved proficiency. Furthermore, scholars enrolled in at least their second year in the aggregate outperformed all scholars in the school. While 44% of all scholars achieved proficiency on the ELA exam, 45% of scholars enrolled in at least their second year achieved proficiency, which suggests that the longer a scholar is enrolled at Harlem Prep Charter School, the more likely he or she is to achieve proficiency on the New York State English Language Arts exam.

Performance on 2017-18 State English Language Arts Exam

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.

By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59	61	62	55
4	53	85	53	77
5	33	78	33	67
6	48	92	46	41
7	36	99	37	82
8	40	95	44	79
All	44	510	45	401

ADDITIONAL EVIDENCE

During the accountability period, a greater percentage of scholars achieved proficiency on the English Language Arts exam each year. In 2015-2016, 34% of scholars enrolled in at least their second year at Harlem Prep Charter School achieved proficiency on the ELA exam. In the school year 2016-2017, 35% of scholars enrolled in at least their second year at Harlem Prep achieved proficiency on the English Language Arts exam. And in the school year 2017-2018, 45% of scholars enrolled in at least their second year at Harlem Prep Charter School achieved proficiency on the English Language Arts exam.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	39	76	53	73	62	55
4	31	49	28	75	53	77
5	28	53	22	49	33	67
6	29	42	30	53	46	41
7	36	80	30	81	37	82
8	37	57	42	86	44	79
All	34	357	35	417	45	401

Goal 3: Absolute Measure

Each year, the school’s aggregate Performance Index (“PI”) on the State English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially

proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2017-18 State MIP for ELA performance was 100.7 and the District/School MIP for 2017-18 ELA performance was 113.7. With a Performance Index of 129, Harlem Prep met and exceeded the listed performance goal, surpassing the State MIP by 28.3 points and the district MIP by 15.3 points.

English Language Arts 2017-18 Performance Index									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	20	36	34	10					
	PI	=	36	+	34	+	10	=	80
					34	+	10	=	44
							(.5)*10	=	5
							PI	=	129

Goal 3: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS AND EVALUATION

In the school year 2017-2018, Harlem Prep Charter School scholars enrolled in at least their second year at the school outperformed the district of comparison by 5 percentage points. 45% of Harlem Prep scholars in at least their second year achieved proficiency on the English Language Arts exam, compared to 40% of district students achieving proficiency in the same grades tested. Furthermore,

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Harlem Prep Charter School scholars in at least their second year outperformed district students in five of six grades tested. In the 5th grade, the district outperformed Harlem Prep scholars in at least their second year by only one percentage point. The third grade outperformed the district by the widest margin. 62% of third graders enrolled in at least their second year at Harlem Prep achieved proficiency in ELA compared with 47% of district students, a difference of 15 percentage points.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	62	55	47	899
4	53	77	39	886
5	33	67	34	871
6	46	41	43	910
7	37	82	36	912
8	44	79	40	905
All	45	401	40	5383

ADDITIONAL EVIDENCE

As in 2017-2018, scholars enrolled in at least their second year at Harlem Prep Charter School outperformed the district in the previous two years as well. In 2015-16 34% of Harlem Prep scholars in at least their second year achieved proficiency on the New York State ELA exam compared with 31.5% of district students. And in 2016-2017, 35% of Harlem Prep scholars enrolled in at least their second year achieved proficiency compared with 33% of district students. In both the school year 2015-2016 and the school year 2016-2017, Harlem Prep scholars enrolled in at least their second year in the school outperformed the district in the majority of grades tested.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	39	38	53	36	62	47
4	31	34	28	35	53	39
5	28	29	22	30	33	34
6	29	26	30	28	46	43
7	36	30	30	31	37	36
8	37	32	42	39	44	40
All	34	32	35	33	45	40

Goal 3: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Harlem Prep achieved an overall effect size of 0.35 on the 2016-17 ELA exam, surpassing predicted performance by 5.7 points. Grades 3-5 showed an average effect size of 0.61, while grades 6-8 showed an average effect size of 0.2.

Harlem Prep met the listed goal, achieving overall comparative performance that significantly exceeded expectations. With the exception of grade 7, all grade levels showed positive effect sizes, demonstrating greater student proficiency compared to similar public schools.

Grades 3-5 exceeded expectations to a meaningful degree while serving a student population consisting of 94% economically disadvantaged students. Grades 6-8 performed slightly higher than expected while serving a student population consisting of 84% economically disadvantaged students.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	93.1	61	48	27.6	20.4	1.4
4	90.8	85	28	26.5	1.5	0.09
5	96.6	78	23	18.4	4.6	0.35
6	88.0	92	22	18.8	3.2	0.25
7	84.3	99	26	28.8	-2.8	-0.15
8	88.7	95	20	32.2	8.8	0.49
All	89.5	510	31.8	26.1	5.7	0.35

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

ADDITIONAL EVIDENCE

Harlem Prep's overall effect size for grades 3-8 shows a slight increase relative to the prior year. The proportion of economically disadvantaged students enrolled at Harlem Prep increased in 2016, and the school's effect on ELA performance got stronger.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	3-8	72.7	440	22.3	24.9	-0.05
2015-16	3-8	88.2	482	29.6	23.9	0.34
2016-17	3-8	89.5	510	31.8	26.1	0.35

Goal 3: Growth Measure⁵

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁶

RESULTS AND EVALUATION

Harlem Prep did not meet the listed goal of exceeding the target mean growth percentile in 2016-17 ELA exam performance. While grade 8 did exceed the mean growth percentile target, all other grade levels landed below the target.

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.2	50.0
5	42.4	50.0
6	49.7	50.0
7	38.6	50.0
8	50.5	50.0
All	43.5	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Harlem Prep achieved three out of five of its ELA Goals for the 2017-18 school year. While Harlem Prep did not reach proficiency among 75% of students in grades 3-8, the school has shown consistent improvement in proficiency over the past three years. Additionally, students enrolled in at least their second year at Harlem Prep continue to outperform total student proficiency, demonstrating the success of a Harlem Prep education over time.

Harlem Prep also exceeded the Performance Index state MIP by 28.3 points and the district MIP by 15.3 points, as set forth in the state's ESSA accountability system. Harlem Prep grades 3-8 outperformed the comparable district by 5 points, and improved in overall proficiency by 10 points relative to the previous 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 proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50. (Using 2016-17 results.)	Did Not Achieve

ACTION PLAN

ELA curriculum is specifically being adjusted in the 2018-2019 school year to include more specific and targeted questions throughout Reading blocks. At the elementary level, this means an overhaul of the Novel Study program to better target specific learning outcomes, and a readjustment of the Writing curriculum to align with these shifts. These blocks are being aligned in content as well, so

that scholars are writing about what they are reading. Elementary assessment data is also going to be tracked to measure growth over the course of the year. Coupled with this, teachers are also receiving more targeted professional development around literacy instruction at the elementary level. At the middle school level, network staff is rewriting and refining plans that address the Reading for Informational Text standards to include more opportunities for direct instruction and more at-bats for scholars to practice these skills independently.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Harlem Prep enrolled its first cohort of High School students, beginning with 9th grade, in the fall of 2016. Therefore, we are not yet able to report on fourth year Accountability data.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

Harlem Prep students will demonstrate proficiency in Mathematics.

BACKGROUND

The Math curriculum at Harlem Prep Charter School is designed to ensure that students master state standards, including the standards for Mathematical Practice. At the elementary level, Eureka Math, a highly conceptual program, is coupled with a teacher-created curriculum that develops higher-level problem-solving skills. The curriculum was built on the premise that students need basic facts knowledge and “automaticity” with procedural computation, as well as a deep conceptual understanding of mathematics. At the middle and high school level, scholars receive a curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
3	61	0	0	0	0	61
4	85	0	0	0	0	85
5	78	0	0	0	0	78
6	94	0	0	0	0	94
7	100	0	0	0	0	100
8	70	0	0	0	0	70
All	488	0	0	0	0	488

RESULTS AND EVALUATION

In the school year 2018-2019, 44% of scholars enrolled in at least their second year at Harlem Prep Charter School achieved proficiency, 31 percentage points of meeting the listed goal of 75% of students achieving proficiency. However, over half of scholars enrolled in at least their second year at Harlem Prep Charter School achieved proficiency in each of grades 3, 4, and 5. In the third grade, 51% of scholars enrolled in at least their second year at HPCS achieved proficiency. In fourth grade, 53% of scholars enrolled in at least their second year in the school achieved proficiency. And in fifth grade, 52% of scholars enrolled in at least their second year at HPCS achieved proficiency. In all grades tested in the aggregate, scholars enrolled in at least their second year at Harlem Prep achieved proficiency at a higher rate than all scholars in the school, which suggests that the longer a scholar is enrolled at Harlem Prep Charter School, the more likely he or she is to achieve proficiency. 42% of all scholars in the school were proficient on the New York State math exam, compared with 44% of scholars enrolled in at least their second year.

Performance on 2017-18 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	51	61	51	55
4	52	85	53	77
5	51	78	52	67
6	33	94	37	411
7	41	100	42	83
8	26	70	24	54
All	42	488	44	377

⁷ 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

Approximately the same percentage of scholars enrolled in at least their second year at Harlem Prep Charter School achieved proficiency in math in school years 2015-2016, 2016-2017, and 2017-2018. In 2015-2016 43% of scholars enrolled in at least their second year at the school achieved proficiency. In 2016-2017 39% of scholars enrolled in at least their second year in the school achieved proficiency, and in school year 2017-2018 44% of scholars enrolled in at least their second year in the school achieved proficiency. In each year in the accountability period, a greater percentage of scholars enrolled in their second year in the school achieved proficiency compared to all scholars in the school. In 2015-2016, 43% of scholars in at least their second year in the school achieved proficiency in math compared to 42% of all scholars. In 2016-2017, 39% of scholars enrolled in at least their second year achieved proficiency in math compared to 36% of all scholars. And in the year 2017-2018, 44% of scholars enrolled in at least their second year in the school achieved proficiency compared to 42% of all scholars.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	47	76	58	72	51	55
4	33	48	36	74	53	77
5	34	53	25	48	52	67
6	64	42	40	53	37	411
7	48	81	36	81	42	83
8	32	57	37	86	24	54
All	43	357	39	414	44	377

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The 2017-18 State MIP for Math performance was 103.3 and the District/School MIP for 2017-18 ELA performance was 119.9. With a Performance Index of 124, Harlem Prep met and exceeded the listed performance goal, surpassing the State MIP by 20.7 points and the district MIP by 4.1 points.

Mathematics 2017-18 Performance Level Index (PI)									
Number in Cohort	Percent of Students at Each Performance Level								
	Level 1	Level 2	Level 3	Level 4					
	25	33	28	14					
	PI	=	33	+	28	+	14	=	75
					28	+	14	=	42
						+	(.5)*14	=	7
							PI	=	124

Goal 4: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁸

RESULTS AND EVALUATION

In the school year 2017-2018, scholars enrolled in at least their second year at Harlem Prep Charter school outperformed the district of comparison. In all tested grades in the aggregate, 44% of scholars enrolled in at least their second year at HPCS were proficient in math according to the New York State Math assessment, compared to 33% of students achieving proficiency in the district of comparison. Furthermore, Harlem Prep outperformed the district of comparison in every grade tested. In 3rd grade, 51% of scholars enrolled in at least their second year at HPCS were proficient, compared to 45% of district students. In 4th grade, 53% of scholars enrolled in at least their second year at HPCS were proficient compared with 34% of students in the district. In 5th grade, 52% of scholars in at least their second year at HPCS were proficient compared with 36% of students in the district. In 6th grade, 37% of HPCS scholars enrolled in at least their second year were proficient in math compared with 31% of district students. In 7th grade, 24% of Harlem Prep scholars enrolled in at least their second year in the school were proficient in math compared with 18% of district

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

students. In 8th grade, 44% of HPCS scholars enrolled in at least their second year in the school were proficient in math compared with 33% of district students.

**2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	51	55	45	885
4	53	77	34	891
5	52	67	36	870
6	37	411	31	925
7	42	83	30	920
8	24	54	18	591
All	44	377	33	5082

ADDITIONAL EVIDENCE

Harlem Prep Charter School outperformed the district in math by at least 10 percentage points each year between 2015 and 2018. In 2015-2016, 43% of scholars enrolled in at least their second year at HPCS achieved proficiency on the New York State math exam, compared to 21% of district students, a difference of 22 percentage points. In 2016-2017, 39% of scholars enrolled in at least their second year at HPCS achieved proficiency in math compared with 29% of district students, a difference of 10 percentage points. And in 2017-2018 44% of scholars enrolled in at least their second year at HPCS achieved proficiency in math compared with 33% of district students, a difference of 11 percentage points.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	47	37	58	39	51	45
4	33	33	36	33	53	34
5	34	32	25	35	52	36
6	64	25	40	27	37	31
7	48	22	36	23	42	30
8	32	16	37	16	24	18
All	43	28	39	29	44	33

Goal 4: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree)

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Harlem Prep achieved an overall effect size of 0.75 on the 16-17 state Math exam for grades 3-8, surpassing predicted performance by 14 points. All grades, with the exception of grade 5, exceeded performance expectations, while serving an average of 90% economically disadvantaged students. Grades 6-8 showed an average effect size of 0.90, serving a student population that was, on average, 85% economically disadvantaged. Overall for grades 3-8, Harlem Prep met the listed goal, with comparative performance that exceeded expectations to a large degree.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	93.1	82	54	32.8	21.2	1.02
4	90.8	80	35	26.1	8.9	0.46
5	96.6	55	22	22.2	-0.2	-0.01
6	88.0	95	37	22.1	14.9	0.87
7	84.3	102	31	21.3	9.7	0.48
8	88.7	107	36	12.9	23.1	1.34
All	89.5	521	36.4	22.4	14.0	0.75

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

Goal 4: Growth Measure⁹

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state's release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.¹⁰

RESULTS AND EVALUATION

Harlem Prep did not meet the listed goal of exceeding the target mean growth percentile in 2016-17 Math exam performance. While grades 6 and 8 did exceed the mean growth percentile target, all other grade levels landed below the target, resulting in an average mean growth percentile of 47.7 across grades 4-8.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	35.6	50.0
5	40.0	50.0
6	57.7	50.0
7	48.7	50.0
8	51.5	50.0
All	<u>47.7</u>	50.0

SUMMARY OF THE MATHEMATICS GOAL

In the 2017-18 school year, Harlem Prep achieved 3 out of 5 of its Mathematics goals, and it exceeded district student proficiency by 11 points. While Harlem Prep did not achieve 75% overall student proficiency, it exceeded its own prior year proficiency by 5 points. Harlem Prep students in at least their second year also exceeded performance of the total student pool, demonstrating that a Harlem Prep education results in greater proficiency over time.

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

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	Did Not Achieve

ACTION PLAN

Harlem Prep Middle is moving to a 100-minute block of math instruction, providing scholars one, cohesive math lesson per day in 6th and 7th grade. This longer block gives teachers more opportunities to weave in projects and group work designed to provide scholars a better depth of understanding. Teachers will also have access to technology that will allow them to better assign scholars review materials and will provide opportunities for differentiated practice and remediation.

HIGH SCHOOL MATHEMATICS

Harlem Prep enrolled its first cohort of High School students, beginning with 9th grade, in the fall of 2016. Therefore, we are not yet able to report on fourth year Accountability data.

GOAL 5: SCIENCE

Goal 5: Science

Harlem Prep students will demonstrate proficiency in Science.

BACKGROUND

The Science curriculum at Harlem Prep is based on the Next Generation Science Standards and is designed to give scholars a hands-on experience with scientific content. Each unit includes at least one lab to ensure that scholars get to apply the content they've learned and explore scientific concepts for themselves. Teachers at Harlem Prep put a heavy emphasis on ensuring that scholars see how scientific content relates to the real world. Science instruction also includes a heavy emphasis on state standards to ensure that scholars are able to access content through text as well as through experimentation. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

Harlem Prep Charter School met the listed goal of 75% of scholars enrolled in at least their second year in the school achieving proficiency. The school exceeded the goal by 6 percentage points. In the school year 2017-2018 81% of scholars achieved proficiency on the New York State science exam. In both 4th and 8th grade, over 75% of scholars in at least their second year at HPCS achieved proficiency in science. In 4th grade 87% of scholars enrolled in at least their second year at the school achieved proficiency, and in 8th grade, 76% of scholars enrolled in at least their second year at the school achieved proficiency.

Charter School Performance on 2017-18 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87	77	-	-
8	76	78	-	-
All	81	155	-	-

ADDITIONAL EVIDENCE

Each school year between 2015 and 2018, over 75% of scholars enrolled in at least their second year at HPCS achieved proficiency on the New York State science exam. In 2015-2016, 87% of scholars enrolled in at least their second year achieved proficiency. In 2016-2017, 79% of scholars enrolled in at least their second year at HPCS achieved proficiency, and in 2017-2018, 81% of scholars enrolled in at least their second year achieved proficiency. In each of those years, the percentage of scholars who were enrolled in at least their second year in the school achieved proficiency a rate equal to or higher than all scholars in the school, which suggests that the longer a scholar is enrolled at HPCS the more likely he or she is to achieve proficiency on the New York State science exam. In 2015-2016, 87% of scholars in their second year were proficient, compared with 79% of all scholars. In 2016-2017, 79% of scholars enrolled in at least their second year were proficient, and 79% of all scholars were proficient. In 2017-2018, 81% of scholars enrolled in at least their second year at HPCS were proficient compared with 79% of all scholars.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	94	49	84	63	87	77
8	82	50	90	80	76	78
All	88	99	87	143	81	155

Goal 5: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

In 2017-2018, 81% of scholars enrolled in at least their second year at the school were proficient compared with a mere 3% of students achieving proficiency in the district of comparison, a difference of 78 percentage points. The difference in the rate of students achieving proficiency was the greatest in the fourth grade. 87% of 4th graders enrolled in at least their second year at HPCS achieved proficiency in science compared with 2% of district students, a difference of 85 percentage

points. 76% of 8th grade scholars enrolled in at least their second year at HPCS achieved proficiency in science compared with 3% of district students, a difference of 73 percentage points.

2017-18 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ¹¹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	87	77	-	-
8	76	78	-	-
All	81	155	-	-

ADDITIONAL EVIDENCE

In 2015-2016, 87% of scholars enrolled in at least their second year at HPCS achieved proficiency in science compared with 65% of students in the district of comparison. In 2016-2017, 79% of scholars enrolled in at least their second year at HPCS achieved proficiency in science compared with 83% of district students, a difference of merely 4 percentage points.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	94	86	84	83	87	-
8	82	44	90	-	76	-
All	88	65	87	83	81	-

SUMMARY OF THE SCIENCE GOAL

Harlem Prep surpassed the goal of achieving 75% student proficiency on the state Science exam; Grades 4 and 8 exceeded the goal by 11 points and 1 point, respectively.

District performance data are not available for comparison.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the	TBD

¹¹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

	state exam will be greater than that of all students in the same tested grades in the school district of comparison.	
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HIGH SCHOOL SCIENCE

Harlem Prep enrolled its first cohort of High School students, beginning with 9th grade, in the fall of 2016. Therefore, we are not yet able to report on fourth year Accountability data.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Harlem Prep students will demonstrate proficiency in Social Studies and Civics.

Harlem Prep enrolled its first cohort of High School students, beginning with 9th grade, in the fall of 2016. Therefore, we are not yet able to report on fourth year Accountability data.

GOAL 7: ESSA

Goal 7: ESSA

Harlem Prep will make Adequate Yearly Progress.

Goal 7: Absolute Measure


Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

Harlem Prep achieved "Good Standing" status for the 2017-18 school year, consistently meeting the absolute measure under the state's accountability system.



Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing