



HARLEM PREP CHARTER SCHOOL

Work Hard. Go to College. Change the World!

2014-15 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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Carlos Mojica, Director of Systems and Support, and Benjamin Feit, Chief of Staff, prepared this 2014-15 Accountability Progress Report on behalf of the school’s board of trustees:

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Steven Cunning has served as Harlem Prep’s Executive Director since July 1, 2014.

INTRODUCTION

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' rigorous elementary and middle school instructional model and school culture across all grades. Harlem Prep was formerly known as Harlem Day Charter School, and Democracy Prep was granted the opportunity to manage the restructured renewal that SUNY authorized.

The curriculum and academic program at Harlem Prep are built on the success and best practices of the highest performing *no excuses* schools nationwide. As such, Harlem Prep embraces the common elements of *no excuses* high expectations public schools. In addition to incorporating the traditional attributes that researchers have proven to be correlated with improved student learning outcomes — extended school days and years, rigorous college-prep academics, ongoing use of data to inform instructional decisions and resource allocation, consistent cultural and academic expectations, and exceptional talent at all levels — Harlem Prep's strategic vision requires the infusion of three unique elements. Harlem Prep commits to educating all scholars, providing authentic civic engagement, and operating solely on public funds.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	53	50	52	55	34	25								269
2012-13	90	61	60	64	60	58	112							415
2013-14	75	81	58	60	61	53	108	102						598
2014-15	49	81	83	62	63	61	95	74	84					652

ENGLISH LANGUAGE ARTS

Goal 1: 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.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 8 grade in April 2015. 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).

**2014-15 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	62	0	0	0	62
4	63	0	0	0	63
5	63	0	0	0	63
6	93	0	0	2	95
7	74	0	0	1	75
8	85	0	0	0	85
All	440	0	0	3	443

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

Results

Harlem Prep did not meet the goal set forth in its accountability plan. Grade 8 students performed best among returners with 40% meeting proficiency standards.

Performance on 2014-15 State English Language Arts 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	19	62	18	50
4	22	63	25	55
5	17	63	20	51
6	23	93	26	38
7	11	74	11	73
8	39	85	40	80
All	22	440	24	347

Evaluation

Harlem Prep's returning students, on the whole, performed slightly better than newly enrolled students. Harlem Prep is continuing to adjust to Common Core Standards while enrolling students in all applicable grades.

Additional Evidence

As indicated above, Harlem Prep continues to adjust to the Common Core aligned exams rolled out in 2012-13. Scores for 8th grade students rose year over year while scores for students in other grades declined.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	34	47	33	42	18	50
4	57	30	43	55	25	55
5	13	23	28	35	20	51
6	13	8	11	45	26	38
7			28	64	11	73
8					40	80
All	23	118	28	242	24	347

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

Harlem Prep’s PLI value of 92 does not meet the state’s target ELA AMO of 97.

English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
440	30	48	19	3

$$\begin{array}{rcccccccc}
 \text{PI} & = & 48 & + & 19 & + & 3 & = & 70 \\
 & & & & 19 & + & 3 & = & \underline{22} \\
 & & & & & & \text{PLI} & = & 92
 \end{array}$$

Evaluation

As noted above, the number of students testing at proficiency declined compared to the previous year. This result can be partially attributed to shifts in the K-8 curricular program that deemphasized direct instruction, specifically in English Language Arts. These modifications, which are designed to increase the amount of student talk-time and engagement with novels and paired nonfiction, will help students build knowledge over a longer period of time.

Goal 1: 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 local school district.

Method

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Harlem Prep partially met the listed goal, with students in 6th and 8th grade outperforming their district counterparts. Overall, Harlem Prep performed on par with District 4.

**2014-15 State English Language Arts 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	
	Percent	Number Tested	Percent	Number Tested
3	18	50	28	963
4	25	55	25	969
5	20	51	22	950
6	26	38	20	1003
7	11	73	20	993
8	40	80	26	966
All	24	347	24	5844

Evaluation

Harlem Prep outperformed District 4 in 6th and 8th grades in both absolute proficiency and year-to-year growth in proficiency percentage. In particular, the performance of HPCS's eighth grade students is a testament to the strength of Harlem Prep's middle school program. As students advance through the Harlem Prep continuum, their performance on state exams improves, and they progress incrementally closer to New York State college-readiness benchmarks that indicate they will be prepared to succeed at institutions of higher learning without first being tracked into remedial, non-credit-bearing courses.

Additional Evidence

Since Democracy Prep Public Schools assumed operation of the school prior to the 2011-12 instructional year, Harlem Prep has continued to outperform zoned schools in Community School District 4. The sixth-grade cohort of students has continued to perform well when compared to those in fifth grade last year. The eighth grade's jump compared to last year's seventh grade performance is also notable. As academic expectations continue to climb, Harlem Prep will continue to research more methods of improvement to continue pushing scholars to master progressively more rigorous materials.

³ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

**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 Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	34	21	33	29	18	28
4	57	26	43	21	25	25
5	13	20	28	24	20	22
6	13	16	11	19	26	20
7			28	20	11	20
8					40	26
All	23	20	28	<u>23</u>	24	<u>24</u>

Goal 1: 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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools’ 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Harlem Prep’s overall effect size was 0.25, similar to the previous year’s measurement. Harlem Prep did not meet the ELA Effect Size goal of 0.30.

2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	79.7	60	52	23.5	28.5	2.00
4	72.1	60	40	26.3	13.7	0.95
5	67.3	53	29	24.5	4.5	0.34
6	62.8	106	12	24.4	-12.4	-0.88
7	61.1	100	24	25.2	-1.2	-0.07
8						
All	67.1	379	28.3	24.8	3.5	0.25

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Harlem Prep missed the target Effect Size by 0.05. While its elementary school grades measured in the positive, the middle school grades were in the negative, with 6th grade substantially lower than all other grades.

Additional Evidence

Under Democracy Prep Public Schools, Harlem Prep continues to produce an overall positive effect size. The listed percentage of economically disadvantaged students is much lower than the actual percentage served by the school, as the school utilizes the Community Eligibility Program/Option (CEP/CEO) in its food service program. CEP lifts the administrative burden on schools by designating all students as “free,” removing the need to collect lunch forms on an annual basis. The actual percentage of economically disadvantaged students served by Harlem Prep in 2014-15 was closer to 85%. As the predicted proficiency of students at this higher poverty index is lower, the school’s effect size is likely higher than recorded in this report.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	75.4	111	60.3	43.2	1.07
2012-13	3-6	79.2	266	23.3	29.6	0.29
2013-14	3-7	67.1	379	28.3	24.8	0.25

Goal 1: Growth Measure⁴

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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 state’s unadjusted median growth percentile.

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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁵

Results

The school met this measure overall and in all grades except fifth grade

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	58	50.0
5	44.5	50.0
6	63	50.0
7	57.5	50.0
8		50.0
All	57	50.0

Evaluation

Harlem Prep met this measure for 2013-2014. All grades except for fifth exceeded the state average, which is consistent with the fifth grade’s performance on the state exam. As a school committed to backfilling at all grade levels and to serving high concentrations of at-risk students, including those who enter the program already lagging well behind grade-level in ELA, HPCS remains focused on student growth in elementary- and middle-school grades.

Additional Evidence

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Harlem Prep’s growth metrics are similar to the previous year’s, showing consistent positive growth across two years.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ⁶	2012-13	2013-14	Statewide Median
4		70.5	58	50.0
5		41.5	44.5	50.0
6		52.5	63	50.0
7			57.5	50.0
8				50.0
All		54.8	<u>57</u>	50.0

Goal 1: Optional Measure

At the end of each year, 75% of K students will achieve at least STEP 3, 75% of first graders will achieve at least STEP 6, and 75% of second graders will achieve at least STEP 9 on the STEP assessment.

Results

Grade	Cohort Size	Target	Actual	Target Achieved
K	49	75%	94%	YES
1	81	75%	74%	NO
2	83	75%	57%	NO

Evaluation

Harlem Prep partially satisfied this goal, with 94% of kindergarten scholars achieving Level 3 or above. First- and second-grade scholars fell behind the 75% target.

⁶ Grade level results not available.

Goal 1: Optional Measure

At least 75% of students who enroll in grades K-2 at the beginning of an academic year will make at least three STEP levels of growth each year on the STEP assessment.

Results

Grade	Cohort Size	Target	Actual	Target Achieved
K	49	75%	96%	YES
1	81	75%	60%	NO
2	83	75%	67%	NO

Evaluation

Harlem Prep partially satisfied this goal, with 96% of kindergarten scholars achieving three or more levels of growth.

Summary of the English Language Arts Goal

Harlem Prep's returning students outperformed District 4 on the whole, and its growth percentile was higher than the listed target. Harlem Prep continues to adjust and progress, while keeping its promise of helping its scholars grow.

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 Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	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 2013-14 school district results.)	Did Not Achieve
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 state's unadjusted median growth percentile.	Achieved

Optional	At the end of each year, 75% of K students will achieve at least STEP 3, 75% of first graders will achieve at least STEP 6, and 75% of second graders will achieve at least STEP 9 on the STEP assessment.	Did Not Achieve
Optional	At least 75% of students who enroll in grades K-2 at the beginning of an academic year will make at least three STEP levels of growth each year on the STEP assessment.	Did Not Achieve

Action Plan

Harlem Prep, in conjunction with the Democracy Prep Public Schools Academic Team, is addressing these results by making specific shifts to the elementary and middle school English Language Arts curricular program. At the elementary level, an additional, CCSS-aligned set of lessons is being added to the daily literacy block. Staffing has been adjusted to ensure that there are two teachers in the classroom at all times during this block of the day to differentiate support for struggling scholars. Additionally, CCSS-aligned exam practice will become part of the Friday schedule in all 3-5 classrooms. The 3-5 Novel Study and Social Studies programs are also being revised to include additional emphasis on the CCSS, including use of the 2015 released state exam questions.

At the middle school level, English Language Arts materials, including internal assessments, are being revised to include a greater emphasis on the CCSS and 2015 released state exam questions. Middle School teachers are being provided with Lead Plans that are created centrally by experts in their particular content area. These adjustments are being made at the network level, with oversight from the Democracy Prep Public Schools Academic Team.

MATHEMATICS

Goal 2: 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 math procedures and problem-solving skills.

Harlem Prep uses a systematic approach to basic math facts and computational skills, Eureka Math, coupled with a teacher-created curriculum that develops higher-level problem-solving skills and is supplemented by the Investigations math program. The curriculum was built on the premise 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 gives students the ability to solve complex mathematical application problems.

Goal 2: 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 2015. 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.

**2014-15 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	62	0	0	0	62
4	63	0	0	0	63
5	61	0	0	3	63
6	93	0	0	2	95
7	74	0	0	1	75
8	84	0	0	1	85
All	437	0	0	7	443

Results

Harlem Prep’s returning students performed slightly better than its overall population, but the students did not meet the listed proficiency goal.

**Performance on 2014-15 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	34	62	32	50
4	29	63	31	55
5	21	61	25	51
6	41	93	47	38
7	23	74	23	73
8	42	84	40	80
All	32	437	33	347

Evaluation

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.

Harlem Prep did not meet this measure. The school continues to adjust to the shift to Common Core State Standards and is exploring options to further promote the growth of scholars in all grades.

Additional Evidence

Harlem Prep’s proficiency numbers dipped in 2014-15 compared to the previous year, but showed a meaningful jump in performance from 2012-13’s administration. Sixth grade performance has shown a remarkable increase year over year.

Also, additional evidence may include other valid and reliable assessment results that demonstrate the effectiveness of the school’s instructional program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	35	48	50	42	32	50
4	30	30	55	55	31	55
5	0	23	37	35	25	51
6	13	8	31	45	47	38
7			30	64	23	73
8					40	80
All	25	109	41	241	33	347

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

⁸ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Results

Harlem Prep met this measure with a PLI of 111.

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
437	20	47	25	7

$$\begin{aligned} \text{PI} &= 47 + 25 + 7 = 79 \\ &= 25 + 7 = 32 \\ \text{PLI} &= 111 \end{aligned}$$

Evaluation

Harlem Prep continues to focus on student growth. While proficiency numbers dipped, its PLI still exceeded the state AMO.

Goal 2: 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 local school district.

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. 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.⁹

Results

Harlem Prep outperformed the district at all levels except fifth and seventh grades.

2014-15 State Mathematics 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

⁹ 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](#).

	Percent	Number Tested	Percent	Number Tested
3	32	50	35	973
4	31	55	32	978
5	25	51	27	948
6	47	38	25	1000
7	23	73	23	988
8	40	80	15	870
All	33	347	26	5757

Evaluation

Students at Harlem Prep performed better than their district counterparts. Again, the performance of HPCS sixth- and eighth-grade students is particularly noteworthy. The longer students spend at Harlem Prep, the more they gain mastery over the school's challenging curriculum and build the knowledge base they will need in order to assimilate even more rigorous content at the high school and college levels.

Additional Evidence

Since taking on Democracy Prep Public Schools as its operator, Harlem Prep continues to outperform its local district. Harlem Prep looks to continue to increase math scores across the board.

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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	35	25	50	42	32	35
4	30	28	55	55	31	32
5	0	22	37	35	25	27
6	13	18	31	45	47	25
7			30	64	23	23
8					40	15
All	25	21	41	241	33	26

Goal 2: 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 Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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 economically disadvantaged percentage. The difference between the schools’ 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

Harlem Prep met this goal with an effect size of 0.39.

2013-14 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	79.7	60	52	32.8	19.2	1.04
4	72.1	60	54	34.7	19.3	0.97
5	67.3	52	47	34.1	12.9	0.68
6	62.8	105	31	33.2	-2.2	-0.12
7	61.1	101	29	28.3	0.7	0.04
8						
All	67.1	378	39.7	32.2	7.5	0.39

School’s Overall Comparative Performance:
Higher than expected to a meaningful degree

Evaluation

Harlem Prep met the accountability goal by surpassing the 0.30 effect size. Students showed positive growth in all grades except sixth.

Additional Evidence

Harlem Prep showed significant improvement compared to the previous year and will continue to focus on student growth while accepting students in all grades. The listed percentage of economically disadvantaged students is much lower than the actual percentage served by the school, as the school utilizes the Community Eligibility Program/Option (CEP/CEO) in its food service

program. CEP lifts the administrative burden on schools by designating all students as “free,” removing the need to collect lunch forms on an annual basis. The actual percentage of economically disadvantaged students served by Harlem Prep in 2014-15 was closer to 85%. As the predicted proficiency of students at this higher poverty index is lower, the school’s effect size is likely higher than recorded in this report.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-5	75.4	111	73	53.2	1.05
2012-13	3-6	79.2	266	22.5	22.6	-0.03
2013-14	3-7	67.1	378	39.7	32.2	0.039

Goal 2: Growth Measure¹⁰

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 state’s unadjusted median growth percentile.

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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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 perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹¹

The school met this measure in 2013-2014.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile
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¹⁰ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹¹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

	School	Statewide Median
4	62.5	50.0
5	53.5	50.0
6	72	50.0
7	57.5	50.0
8		50.0
All	62	50.0

Evaluation

Harlem Prep’s students showed significant growth, with all grades coming in above the statewide median.

Additional Evidence

Year over year, Harlem Prep has shown significant growth in student performance on 2013-14’s math exam, in line with the school’s programmatic focus on student growth.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ¹²	2012-13	2013-14	Statewide Median
4		45	62.5	50.0
5		34.5	53.5	50.0
6		64.5	72	50.0
7			57.5	50.0
8				50.0
All		53.2	62	50.0

Summary of the Mathematics Goal

Harlem Prep achieved each of its comparative and growth targets and also satisfied the absolute target pertaining to the state’s Annual Measurable Objective. The school’s focus on student growth along with its continued alignment with Common Core standards has allowed it to close the gap between performance and goal on absolute proficiency measures, while continuing to produce strong growth scores in all grades.

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

¹² Grade level results not available.

Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	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 2013-14 school district 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 state’s unadjusted median growth percentile.	Achieved

Action Plan

Harlem Prep, in conjunction with the Democracy Prep Public Schools Academic Team, is addressing these results by making specific shifts to the elementary and middle school Math curricular program. At the elementary level, staffing has been adjusted to ensure that there are two teachers in the classroom at all times during this block of the day to differentiate support for struggling scholars. Released NYS exam questions are also being infused into the curricular program during a designated problem solving and re-teach component of the day. Additional professional development will be provided to teachers during grade level meetings to support in analysis of the standards and planning to address data on an ongoing basis.

At the middle school level, 2015 released exam questions are being infused throughout internal assessments. Shifts to the schedule have been made to ensure that on Fridays there is a designated time when there are two instructors in the room to differentiate support for scholars as well as provide opportunities for scholars to engage in more group work and challenging, open-ended tasks. All lesson materials are CCSS-aligned and will be overseen by the Democracy Prep Public Schools Academic Team.

SCIENCE

Goal 3: Science
Harlem Prep students will demonstrate proficiency in Science

Background

The Science curriculum at Harlem Prep Charter School is designed to ensure that students become active scientific explorers who:

- Identify key scientific concepts by fourth grade; and
- Apply scientific knowledge and methods to solve problems and conduct experiments by fourth grade.

The Science curriculum is based on standards developed by the Core Knowledge Foundation. The implementation of these standards improves student knowledge of life sciences, physical sciences, and earth sciences.

Since many facets of Harlem Prep’s curriculum are structured and because Science is best learned through doing, the school employs a hands-on science program that fuses reading, research, and experiments to maximize student learning. The school selects chapters and units that best align with the Core Knowledge sequence and the NYS performance standards and supplements this program where required to ensure alignment between the science curriculum and the NYS performance standards.

Goal 3: 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 science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2015. 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

Harlem Prep met this goal.

**Charter School Performance on 2014-15 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	85	55		
8	95	80		

Evaluation

Harlem Prep met this goal with over 90% of its students testing as proficient.

Additional Evidence

While Harlem Prep’s fourth-grade proficiency rates declined slightly in 2014-15, the school maintains very high proficiency levels in Science, and the performance of its inaugural eighth-grade

cohort reinforces year-end ELA and Math data indicating students at the school's terminal grade have benefited from extended exposure to Harlem Prep's instructional model and are primed to succeed in high school and beyond.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	96	50	98	55	85	55
8					95	80
All	96	50	98	55	88	135

Goal 3: 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 local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

Data not available. New York State does not provide data for year-end Science exams in the same manner it does for ELA and Math exams.

2014-15 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	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	85	55		
8	95	80		

Evaluation

Comparisons not available.

Additional Evidence

District data not available.

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

Summary of the Science Goal

Harlem Prep achieved the absolute measure of having 75% of all tested scholars enrolled in at least their second year perform at proficiency. Comparative data for the district is not available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 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 Prep will continue to utilize resources as described in the background section of this goal. The K-8 science program has been revised to include greater connections with the Next Generation Science Standards.

NCLB

Goal 4: NCLB
Harlem Prep will make Adequate Yearly Progress.

Goal 4: Absolute Measure
Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Harlem Prep achieved "Good Standing" status for the 2014-2015 school year.

Evaluation

Harlem Prep met the absolute measure goal for NCLB.

Additional Evidence

Harlem Prep continues to be in "Good Standing" after Democracy Prep Public Schools assumed operations.

NCLB Status by Year

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing

Goal 5: Harlem Prep will prepare students for success in college and citizenship.

Absolute Measures:

Goal 5.1: 75% of students completing fifth grade, who have attended Harlem Prep for three years or more, will have visited at least six college campuses.

Harlem Prep met this goal.

Goal 5.2: 75% of students in grades 3-8 will demonstrate proficiency on the DREAM rubric evaluating the values of Discipline, Respect, Enthusiasm, Accountability, and Maturity. Proficiency is demonstrated by maintaining a weekly "DREAM Dollar" balance higher than 70.

Harlem Prep met this goal.

Goal 6: Harlem Prep will demonstrate proficiency in managing public financial resources.

Absolute Measures:

6.1: Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

Harlem Prep complied with all federal and state laws, rules and regulations that are applicable.

6.2: Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

Harlem Prep met this goal.

6.3: Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

Harlem Prep has independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed.

6.4: Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the SUNY Charter Schools Institute.

Harlem Prep will continue to rigorously reflect to ensure that it is delivering the highest quality education possible, including any corrective actions from any auditor or appropriate agency.

6.5. Each year, the school will operate its core academic program on less funding per-pupil than the average per-pupil funding of the New York City Public Schools.

Harlem Prep met this goal. Harlem Prep's per-pupil expenditures were calculated to be \$16,810.

Goal 7: Harlem Prep will demonstrate proficiency in managing teachers and administrative staff.

Absolute Measures:

7.1: Each year, the school will keep negative staff attrition, defined as staff taking a substantially similar position within the city of New York, to 25% or less.

Harlem Prep did not meet this goal. Staff attrition was 29% (25 out of 87).

7.2: Each year, the school will hire and oversee a qualified school leader and/or charter management organization to oversee the day-to-day operations of the school.

The board hired Steven Cunning as Harlem Prep Charter School's Executive Director at the beginning of the 2014-15 school year and maintained Kimberly Dacres as Harlem Prep Middle Principal. The board maintained Democracy Prep Public Schools as the CMO.

7.3: Each year, the school will maintain daily staff attendance of 95% or better.

Harlem Prep maintained a daily staff attendance rate of 95%.

7.4: Each year, the school will receive an overall average score of 7.5 or above from teachers on the NYC Learning Environment Survey in the areas of Academic Expectations, Communication, Engagement, Safety and Respect.

New York City's Department of Education revised its NYC Learning Environment Survey. The categories in the new survey no longer match those listed in HPCS' accountability plan.

APPENDIX B: OPTIONAL GOALS

The following section contains a Parent Satisfaction optional goal, as well as examples of possible optional measures.

Goal S: Parent Satisfaction

Harlem Prep will demonstrate proficiency in satisfying families, teachers, and community supporters

Goal S: Absolute Measure

Each year, the school will receive an overall average score of 7.5 or above from parents on the NYC Learning Environment Survey in the areas of Academic Expectations, Communication, Engagement, Safety and Respect.

Method

Harlem Prep Charter School advertised the parent survey during school hours (posters and flyers distributed) and sent automated reminder messages to families with additional reminders. The school provided parents with access to computers during school hours and after school hours to submit the parent surveys online.

Results

Responses are no longer in line with the categories in the above measure. 90% or more of polled parents responded with positive feedback on all listed questions.

2014-15 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
291	550	53%

2014-15 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
At this school my child is safe	98%
School staff regularly communicate with parents/guardians about how staff can help students learn.	96%
My child's teachers incorporate students' cultures/backgrounds into the curriculum to make learning more meaningful	95%
The Principal at this school promotes family and community involvement in the school	92%
Teachers try to understand families' problems and concerns.	97%

Evaluation

Harlem Prep is extremely popular among parents who responded to the survey. The school is proud of the high satisfaction rates, but the response rates continue to be a focus in the future.

Goal S: Absolute Measure

Each year, the school will maintain a negative student attrition rate, defined as students attending non-selective schools in New York City, of less than 10%.

Method

Student enrollment is tracked through a combination of systems, including ATS and Jupiter Grades. These numbers were obtained through official discharges in ATS.

Results

Entering the 2014-15 school year, Harlem Prep retained 83% of its students.

2014-15 Student Retention Rate

2013-14 Enrollment	Number of Students Who Graduated in 2013-14	Number of Students Who Returned in 2014-15	Retention Rate 2014-15 Re-enrollment ÷ (2013-14 Enrollment – Graduates)
589	N/A	486	83%

Evaluation

The school did not meet the retention target listed.

Additional Evidence

Year	Retention Rate
2012-13	89%
2013-14	90%
2014-15	83%

Goal S: Absolute Measure

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

Method

Attendance for students at Harlem Prep is tracked on a daily basis. Students are classified as either Absent or Present for the purposes of reporting, with no excused absences.

Results

Harlem Prep achieved an attendance rate of 95% overall.

2014-15 Attendance

Grade	Average Daily Attendance Rate
K	96%
1	94%
2	96%
3	95%
4	96%
5	96%
6	95%
7	96%
8	95%
Overall	95%

Evaluation

The school met this goal in every grade excepting first grade, which came in at 94%. This number is consistent with the attendance rates of last year's kindergarten cohort.

Additional Evidence

Harlem Prep has consistently met its attendance goal, using consistent standards and expectations for all families.

Year	Average Daily Attendance Rate
2012-13	95%
2013-14	96%
2014-15	95%

Goal S: Absolute Measure

Each year, the school will maintain a waitlist of at least 25% more students than are currently enrolled at Harlem Prep.

Democracy Builders, on behalf of Harlem Prep Charter School, ran a lottery for the 2014-2015 school year. After all seats are filled via a random lottery, controlling for district and sibling preferences, students are placed on a wait list.

Results

Harlem Prep met this goal with a wait list of 5006 against a total enrollment of 652 students (768%).