



**HARLEM PREP
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Benjamin Feit, Chief of Staff

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Benjamin Feit, Chief of Staff, Carlos Mojica, Director of Accountability, and Katrina Ballard, Regional Manager, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

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Doug Snyder	Board Chair Governance, Development, Financial, Academic, Community/Family, Executive
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Trevor Gibbons	Trustee Governance, Academic, Community/Family
Katie Duffy	Ex Officio

Steven Cuning has served as Harlem Prep's Executive Director since July 1, 2014.

INTRODUCTION

Harlem Prep Charter School's (Harlem Prep) mission 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 academic elementary program 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 elementary curriculum and academic program at Harlem Prep is built on the success and best practices of the highest-performing no-excuses elementary schools nationwide. As such, Harlem Prep embraces the common elements of no-excuses high expectations elementary 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
2010-11	42	46	41	43	40	37								249
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

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 3rd through 7th grade in April 2014. 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.

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	60	0	0	0	60
4	60	0	0	1	61
5	53	0	0	0	53
6	106	0	0	2	108
7	100	0	0	2	102
8					
All	593	0	0	5	598

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 3 students performed better than the returning students subgroup with 52 percent of students performing at proficiency versus 33 percent. Grade 4 students performed best among returners.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	52	60	33	42
4	40	60	43	55
5	28	53	28	35
6	12	106	11	45
7	24	100	28	64
8				
All	28	379	28	242

Evaluation

Harlem Prep's returning students, on the whole, performed as well as newly enrolled students across the board, excepting 3rd grade which has a small sample size of returners. 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 students at the school rose five percentage points, while the number of returners nearly doubled.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	87	30	34	47	33	42
4	88	33	57	30	43	55
5	88	17	13	23	28	35
6			13	8	11	45
7					28	64
8						
All	88	80	23	118	28	242

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 2013-14 English language arts AMO of 89. 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 102 meets the state’s listed ELA AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
379	26	46	25	3

$$\begin{array}{rcccccccc}
 \text{PI} & = & 46 & + & 25 & + & 3 & = & 74 \\
 & & & & 25 & + & 3 & = & \underline{28} \\
 & & & & & & \text{PLI} & = & 102
 \end{array}$$

Evaluation

Harlem Prep reduced the number of students performing at level 1 while raising the number of students who tested at levels 2 and 3. This can be attributed to shifts in curriculum that brought classroom instruction into closer alignment with the Common Core State Standards as well as the fact that many students’ scale scores from the previous year placed them on the cusp of the next level. The prevalence of “high” level 2s and “high” level 1s allowed a jump to the next level, raising the school’s PLI by 12 points.

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’s returning students outperformed their district counterparts on the 2013-2014 ELA exam in every grade excepting 6th grade.

2013-14 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	33	6	29	965
4	43	55	21	1016
5	28	35	24	1025
6	11	45	19	985
7	28	64	20	993
8				
All	28	205	23	4984

Evaluation

Harlem Prep has exceeded its district in both performance and year-to-year change on the ELA exam. It has met its goal of exceeding district performance in all grades excepting grade 6, a natural entry grade with a mix of returning and new students. The performance of grade six scholars was on par with the cohort’s performance in the previous year.

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 . Notably, the fifth-grade team has brought more students up to proficiency than the previous year and out-performed the district. 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.

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

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](#).

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	87	49	34	21	33	29
4	88	46	57	26	43	21
5	88	43	13	20	28	24
6			13	16	11	19
7					28	20
8						
All	88	46	23	20	28	<u>23</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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Harlem Prep's overall effect size was 0.29. There is a split in effect size in 3rd/4th grade (positive) and 5th/6th grade (negative), with a very big change between the 4th and 5th grades.

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

2012-13 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	75.0	56	32.2	23.5	8.7	0.65
4	72.9	51	43.1	23.2	19.9	1.54
5	78.0	51	11.8	21.7	- 9.9	-0.73
6	85.0	108	14.8	14.9	- 0.1	-0.01
7						
8						
All	79.2	266	23.3	19.6	3.7	0.29

School's Overall Comparative Performance:
Slightly higher than expected

Evaluation

Harlem Prep did not meet the overall effect size goal, missing the target by 0.01. Harlem Prep's 4th grade performed much better than expected, while 5th grade performed much worse. The school on the whole performed better than expected due to the strength of its 3rd and 4th grade scores.

Additional Evidence

Under Democracy Prep Public Schools, Harlem Prep has produced an overall positive effect size in two years. The school received a positive effect size in 2012-2013 despite the increasingly difficult exam which was the first to be Common Core aligned in New York State.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	79	119	25.2	40.1	-0.92
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

Goal 1: 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 state's unadjusted median growth percentile.

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

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 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

Results

The school met this measure overall and in grades 4 and 6.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		
4	70.5	50.0
5	41.5	50.0
6	52.5	50.0
7		
8		
All	54.6	50.0

Evaluation

Harlem Prep met this measure for 2012-2013. While 4th and 6th grade exceeded the state average, 5th grade students came in under the 50th percentile, which is consistent with 5th grade's performance on the exam. The school is confident that the shift in approach in the 2013-2014 school year addressed this issue.

Additional Evidence

This is a newly available metric that does not allow for historical comparisons.

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

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

	2010-11 ⁷	2011-12 ⁷	2012-13	Statewide Average
3				50.0
4			70.5	50.0
5			41.5	50.0
6			52.5	50.0
7				50.0
8				50.0
All			54.8	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	75	75%	83%	Yes
1	81	75%	65%	No
2	58	75%	43%	No

Evaluation

Harlem Prep partially satisfied this goal, with 83% of kindergarten scholars achieving Level 3 or above. First- and second-grade scholars fell slightly behind the 75% target.

⁷ 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	75	75%	85%	Yes
1	81	75%	33%	No
2	58	75%	70%	No

Evaluation

Harlem Prep partially satisfied this goal, with 85% of kindergarten scholars achieving three or more levels of growth.

Summary of the English Language Arts Goal

Harlem Prep did not achieve its goal of 75% proficiency on the ELA exam, but it did show significant growth compared to 2012-13. In all but one grade (6th), Harlem Prep outperformed its district counterparts. As NYS schools continue to become accustomed to the higher bar set by testing alignment to Common Core standards, Harlem Prep will adjust and progress.

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.	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 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 2012-13 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted	Achieved

	growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	
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

For elementary level education, aside from the overall infusion of E.D. Hirsch’s Core Knowledge across our curriculum, DPPS and Harlem Prep have made significant shifts. Reading Comprehension is an especially controversial topic when it comes to these shifts. Previously, teachers have focused on Boyles’ reading strategies and teaching skills, hoping that they would transfer across texts and across genres. We were failing to explicitly honor the idea that background knowledge matters. Lack of background knowledge has a significant impact on scholars’ ability to comprehend any given material. We would not know whether a student struggled with identifying Main Idea as a skill or rather he or she simply lacked comprehension of the text as a whole.

We have now shifted our reading comprehension curriculum to support the idea that “If you are not building knowledge, you are not teaching reading.” During non-fiction units of study, scholars will engage in a series of texts focused on one knowledge domain, and teachers will teach that knowledge to the standard (as standards and curriculum are different). And, when scholars are then assessed, they are assessed on the skill and standard within the knowledge domain taught.

Additionally, the reading comprehension shift is closely linked to the shift we have made this year in textual analysis. In the past, Democracy Prep focused primarily on skills and strategies, using arbitrary passage selections. Now, our approach is more refined. Not only is this year’s textual analysis scope and sequence aligned to Achievement Network’s (ANet) Schedule of Assessed Standards (which will help our teachers with planning to re-teach much more cohesively), but we are also spiraling standards within content. CCSS are reflected throughout different domains, so scholars are exposed to them in various ways. This approach is also knowledge-domain specific. The layered exposure over time to a topic provides our scholars with the opportunity to learn domain vocabulary and access more information within that domain. We are already seeing the impact of this shift in a positive manner.

Democracy Prep has also made significant shifts in our writing and grammar curriculum. Unlike the past, our writing curriculum now calls for scholars to write more expository and evidence-based pieces, ensuring scholars are focused outward toward the world. DP teachers utilize rubrics for three types of writing rather than one general rubric, and our bi-monthly assessments require scholars to “Take a Stand”, choosing one side of an argument and supporting their point with evidence. Not only does this approach achieve a major common core shift, but also it instills a civic disposition in students to take a stance on an issue and intelligently articulate and advocate for their beliefs. In regard to grammar, we have very consciously moved away from Lucy Calkins’ units of study and are focusing on more explicit grammar instruction (in only Kindergarten and grade 1). We have also built out a more robust grammar program that spans half the year in grade 2 to help

our scholars gain the conventions they need to be strong writers as they enter into grade 3. DP has also more clearly aligned our grammar objectives to our writing units across grades K to 5, which helps teachers to strategically focus on specific conventions when during a writing unit.

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, Saxon 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 to help students recognize that students need basic facts knowledge and “automaticity” with procedural computation, couples 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. The curriculum includes approximately 80 minutes of daily math instruction. The Harlem Prep Curricular Framework for mathematics relies heavily on the Common Core Standards for Mathematics.

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 7th grade in April 2014. 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.

2013-14 State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	60	0	0	0	60
4	60	0	0	1	61
5	53	0	0	0	53
6	106	0	0	2	108
7	100	0	0	2	102
8					
All	379	0	0	5	384

Results

Harlem Prep's returning students performed slightly better than the general student population at the school on the 2013-2014 Math exam.

Performance on 2013-14 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	Number Tested	Percent	Number Tested
3	52	60	50	42
4	53	60	55	55
5	46	52	37	35
6	30	105	31	45
7	29	101	30	64
8				
All	39	378	41	241

Evaluation

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

⁸ 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.

All grades showed significant progress from 2012-13 to 2013-14. The school produced a 16% growth in proficiency year over year, while maintaining cohort sizes in that span. Students continue to perform well over the course of their time in Harlem Prep’s program.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	30	35	48	50	42
4	97	33	30	30	55	55
5	82	17	0	23	37	35
6			13	8	31	45
7					30	64
8						
All	95	80	25	109	41	241

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 2013-14 mathematics AMO of 86. 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 200.⁹

Results

Harlem Prep met this measure with a PLI of 124.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
378	15	46	30	9

$$PI = 46 + 30 + 9 = 85$$

⁹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

$$30 + 9 = \frac{39}{124}$$

Evaluation

Harlem Prep’s PLI is indicative of the school’s push to bring the lowest performing students up to proficiency. The number of students performing at Level 1 has been cut in half compared to last year, while the number of students testing as proficient has jumped by the same percentage. Harlem Prep will continue to focus on students at Levels 1 and 2, paying particular attention to those students who are new to the school and the program. These students are typically arriving from underperforming zoned schools.

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 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.¹⁰

Results

Harlem Prep has outperformed its district of residence at all relevant grade levels.

**2013-14 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	
	Percent	Number Tested	Percent	Number Tested
3	50	42	37	981
4	55	55	26	1026
5	37	35	33	1035
6	31	45	22	990
7	30	64	19	1009

¹⁰ 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](#).

8				
All	41	241	<u>27</u>	5041

Evaluation

Students at Harlem Prep, both newcomers and returners, performed better than their district counterparts at all grade levels. The increase in math scores outpaced the district’s increase year to year.

Additional Evidence

Since taking on Democracy Prep Public Schools as its operator, Harlem Prep has outperformed its local district in all areas excepting 5th and 6th grades in 2012-2013. Harlem Prep will continue to increase math scores across the board as it grows to serve an 8th grade class and fill in seats in all available grades with district students.

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	100	56	35	25	50	42
4	97	63	30	28	55	55
5	82	58	0	22	37	35
6			13	18	31	45
7					30	64
8						
All	95	54	25	21	41	241

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

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

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

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 small 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

Results

Harlem Prep received a negative effect size in 4th and 5th grade, with a negative overall effect size for the 2012-2013 exam period.

2012-13 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	75.0	57	31.6	26.8	4.8	0.27
4	72.9	51	27.4	28.9	- 1.5	-0.09
5	78.0	51	3.9	21.8	-17.9	-1.12
6	85.0	107	24.3	17.8	6.5	0.36
7						
8						
All	79.2	266	22.5	22.6	- 0.1	-0.03

School's Overall Comparative Performance:
Lower than expected

Evaluation

Harlem Prep did not meet its accountability plan goal of achieving a 0.30 effect size. 3rd and 6th grade scores were positive, but 5th grade students did not perform nearly as well as expected.

Additional Evidence

Harlem Prep performed, as a school, as expected on the new Common Core aligned Mathematics exam. The school served similar students but increased in size by about 150%, bringing in an entirely new grade comprised of equal parts new and returning students.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-5	77	120	44.2	49.9	-0.30
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

Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

The school met this measure in 2012-2013.

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	45	50.0
5	34.5	50.0
6	64.5	50.0
7		50.0
8		50.0
All	<u>53.2</u>	50.0

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Evaluation

Harlem Prep met this measure for 2012-2013. While 6th grade exceeded the state average, 4th and 5th grade students came in under the 50th percentile. The school is confident that the shift in approach in the 2013-2014 school year addressed this issue.

Additional Evidence

This is a newly available metric which does not allow for historical analysis.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4			45	50.0
5			34.5	50.0
6			64.5	50.0
7				50.0
8				50.0
All			53.2	50.0

Summary of the Mathematics Goal

While Harlem Prep did not achieve all goals outlined in the mathematics portion of the Accountability Plan with regards to proficiency, it did make significant progress towards those goals compared to 2012-2013. The school's focus on scholar growth along with its continued alignment with Common Core standards has allowed it to close the gap between performance and goal in the area of proficiency, while continuing to produce extraordinary 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
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	Did Not Achieve

¹⁴ Grade level results not available.

	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 2012-13 school district results.)	
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's continues to strive to have all students demonstrate proficiency in Mathematics. In addition to hiring academic specialists tasked with adjusting and developing internal assessments, professional development, and other curricular needs ensuring Common Core Alignment, Harlem Prep will be moving to the Eureka Program in 2014-2015. This program provides curriculum and professional development which closely follow the focus of Common Core Standards. Eureka Math's adherence to CCS set it apart from other available programs, and its theory of teaching is unique among its peers. Teachers lead students through "stories" of mathematical concepts, such as units, ratios and functions. Each grade typically covers 5-7 of these modules every year.

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 grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

Harlem Prep met this goal.

**Charter School Performance on 2013-14 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	Number Tested	Percent	Number Tested
4	98	55		
8				

Evaluation

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

Additional Evidence

Harlem Prep’s students consistently perform well on state science exams, with over 95% of tested students classed as proficient at the end of 4th grade.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	97	34	96	50	98	55
8						
All	97	34	96	50	98	55

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 Science data in the same way as ELA and Math exams.

**2013-14 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	Number Tested	Percent	Number Tested
4	98	55		
8				

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					
	2011-12		2012-13		2013-14	
	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. Democracy Prep Public Schools has hired a Science Curriculum Specialist to maintain its successful science program at all schools.

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 a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet 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 2013-2014 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
2011-12	Good Standing
2012-13	Good Standing
2013-14	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 3-6 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 \$12,055, far less than per-pupil spending in traditional district schools.

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 27% (or 23 staff out of 85).

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 Tameka Royal as Harlem Prep Elementary Principal and 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.

Harlem Prep did not meet this goal completely. New York City's Learning Environment Survey was modified this year – teachers rated the school on the following three metrics:

Instructional Core – 72% satisfaction

Systems for Improvement – 72% satisfaction
School Culture – 82% satisfaction

Goal 8: Parent Satisfaction

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

Absolute Measures:

8.1: 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

New York City’s Learning Environment Survey was modified this year – parents rated the school on the following three metrics:

- Instructional Core – 95% satisfaction
- Systems for Improvement – 94% satisfaction
- School Culture – 95% satisfaction

Only 68% of eligible families responded to the survey.

2013-14 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
351	519	68%

2013-14 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
My child's school has high expectations for my child.	98%
My child's school keeps me informed about my child's academic progress.	98%
My child’s school makes me feel welcome.	96%
My child's school has teachers who are interested and attentive	96%

when they discuss my child.	
My child's school gives my child meaningful assignments that help him or her learn.	98%

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 must be a focus in the future.

8.2: 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 2013-2014 school year, Harlem Prep retained 90% of its students from the previous year.

2013-14 Student Retention Rate

2012-13 Enrollment	Number of Students Who Graduated in 2012-13	Number of Students Who Returned in 2013-14	Retention Rate 2013-14 Re-enrollment ÷ (2012-13 Enrollment – Graduates)
415	0	375	90%

Evaluation

The school met the retention target as listed.

Additional Evidence

In 2011-2012, many families decided to leave when faced with the prospect of a new operator in the form of Democracy Prep Public Schools. Harlem Prep’s current parents, as evidenced by the survey results and retention rate for the previous two years, are satisfied with the school’s programming.

Year	Retention Rate
2011-12	60%
2012-13	89%
2013-14	90%

8.3: 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's students achieved an attendance rate of 95% overall.

2013-14 Attendance

Grade	Average Daily Attendance Rate
K	94%
1	95%
2	95%
3	96%
4	97%
5	96%
6	95%
7	95%
8	
Overall	95%

Evaluation

The school met this goal in every grade excepting Kindergarten, which came in at 94%.

Additional Evidence

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

Year	Average Daily Attendance Rate
2011-12	95%
2012-13	96%
2013-14	95%

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

Method

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 4950 against a total enrollment of 598 students (828%).