



# DEMOCRACY PREP HARLEM PREP

*Work Hard. Go to College. Change the World!*

## HARLEM PREP CHARTER SCHOOL

### 2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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## INTRODUCTION

Kimberly Mendez, Program Accountability Associate, and Benjamin Feit, Chief of Staff, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Doug Snyder	Chair Committees: Governance, Development, Finance/Audit, Academic Accountability, Family & Community Communications, Executive (chair)
Jake Foley	Vice Chair Committees: Development, Academic Accountability, Executive
Colin Beirne	Treasurer Committees: Finance/Audit (chair), Academic Accountability, Executive
Roger Berg	Trustee Committees: Governance, Academic Accountability, Executive
Jamal Epps	Trustee Committees: Academic Accountability, Governance, Finance/Audit
Anthony Manley	Trustee Committees: Academic Accountability (Co-Chair)
Tom Kearney	Trustee Committees: Academic Accountability (Co-Chair), Governance, Finance/Audit
Trevor Gibbons	Trustee Committee: Governance (Chair), Academic Accountability, Family & Community Communications, Executive
Kellie Zesch Weir	Trustee Committees: Family and Community Communications (Chair), Academic Accountability, Executive
Katie Duffy	Trustee Committees: Academic Accountability
Preston Henske	Trustee Committees: Academic Accountability, Development
Heather Northrop	Trustee

**Steve Cuning served as Harlem Prep's Executive Director from July 1, 2014 through June 30, 2017.**

## 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' (DPPS) rigorous elementary and middle school instructional model and school culture across all grades.

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

During the 2016-17 school year, Harlem Prep demonstrated significant progress in overall student proficiency on ELA and Math state exams, both compared to last year's performance and to surrounding district schools. Noteworthy metrics, including Effect Size and Mean Growth Percentile, demonstrate the extent to which Harlem Prep continues to provide parents with a high-quality public school option in Community School District 4.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2012-13	90	61	60	64	60	58	112							505
2013-14	75	81	58	60	61	53	108	102						598
2014-15	49	81	83	62	63	61	95	74	84					652
2015-16	54	56	85	86	55	58	93	112	94					693
2016-17	58	57	62	87	88	58	100	108	115	104				838

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2013 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2013-14 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2014-15	2011-12	2011			
2015-16	2012-13	2012			
2016-17	2013-14	2013			

### TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Students enrolled for at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort’s Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2011-12	2011			
2015-16	2012-13	2012			
2016-17	2013-14	2013			

Fifth Year Total Cohort for Graduation

<sup>1</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

## HIGH SCHOOL COHORTS

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2014-15	2010-11	2010			
2015-16	2011-12	2011			
2016-17	2012-13	2012			

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<sup>2</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

## GOAL 1: 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. To truly build reading comprehension, scholars need to have a deep knowledge base so that they can apply reading skills, such as inferring and drawing conclusions, in a variety of contexts. ELA curriculum at Harlem Prep provides explicit instruction around the Common Core State Standards in both Reading and Writing at all grade levels. Scholars participate in a combination of courses designed to provide direct instruction, opportunities for application and expression, and exposure to many genres and texts. Teachers are provided lesson materials provided by the DPPS Network Academic Team and then are encouraged to modify these lesson materials based on the needs of their scholars, relevant data collected, and professional development at the campus and network level. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers. Scholars at Harlem Prep are assessed at multiple points throughout the year in order to track growth in skills, standards, and content knowledge over time. All scholars in Elementary School through High School take exams or Interim Assessments at the trimester level and are assessed on a unit basis throughout the year.

#### Goal 1: Absolute Measure

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

#### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3 through 8 grade in April 2017. 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).

## ENGLISH LANGUAGE ARTS

2016-17 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>3</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	83	1	0	0	0	84
4	81	1	0	1	0	83
5	56	1	0	1	0	58
6	95	0	0	1	0	96
7	104	0	0	1	1	106
8	108	0	0	0	0	108
All	527	3	0	4	1	535

### RESULTS

Harlem Prep achieved 32% overall proficiency on the state ELA exam among students in grades 3-8. 36% of students enrolled in at least their second year demonstrated proficiency on the ELA exam.

Performance on 2016-17 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	48	83	53	72
4	28	81	28	74
5	23	56	23	48
6	22	95	31	51
7	26	104	30	79
8	41	108	43	82
All	32	527	36	406

### EVALUATION

Harlem Prep did not meet the listed goal of 75% proficiency on the state ELA exam for grades 3-8. However, students enrolled in at least their second year showed greater proficiency, on average, than did the total population of Harlem Prep students.

### ADDITIONAL EVIDENCE

Harlem Prep's overall proficiency rate has shown consistent improvement over the past three administrations of the New York State ELA assessment. The overall proficiency level of students enrolled in at least their second year at Harlem Prep has improved by 12 points since 2015. Students in Grades 3 and 8 showed the most significant improvements relative to last year as they boosted their proficiency rates by 14 and 12 percentage points, respectively.

<sup>3</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

# ENGLISH LANGUAGE ARTS

## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18	50	39	76	53	72
4	25	55	31	49	28	74
5	20	51	27	51	23	48
6	26	38	24	41	31	51
7	11	73	29	75	30	79
8	40	80	31	55	43	82
All	24	347	31	347	36	406

### Goal 2: 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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. 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.<sup>4</sup>

### RESULTS

Harlem Prep's PLI value of 107 does not meet the state's target ELA AMO of 111.

#### English Language Arts 2016-17 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	25	43	26	6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 43 & + & 26 & + & 6 & = & 75 \\
 & & & & 26 & + & 6 & = & \underline{32} \\
 & & & & & & \text{PLI} & = & 107
 \end{array}$$

### EVALUATION

Harlem Prep's PLI value was 4 points lower than the state's AMO target.

<sup>4</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.



## ENGLISH LANGUAGE ARTS

### Goal 3: Comparative Measure

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

### METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

### RESULTS

Harlem Prep students enrolled in at least their second year achieved a 36% overall proficiency rate on the state ELA exam, compared to 33% student proficiency in district schools.

2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	53	72	36	886
4	28	74	35	889
5	23	48	30	933
6	31	51	27	905
7	30	79	31	886
8	43	82	39	962
All	36	406	33	5461

### EVALUATION

Harlem Prep met the listed goal, surpassing district performance by 3 points. Grades 6-8 surpassed district performance by 4 points on average. Grade 3 achieved the highest rate of proficiency, as well as the greatest difference relative to district schools, outperforming New York City Community School District 4 (CSD 4) by 17 points.

### ADDITIONAL EVIDENCE

As noted above, Harlem Prep's performance has consistently improved over the past three years, surpassing overall district performance this year.

<sup>5</sup> 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](#).

# ENGLISH LANGUAGE ARTS

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	18	28	39	38	53	36
4	25	25	31	34	28	35
5	20	22	27	30	23	30
6	26	20	24	27	31	27
7	11	20	29	30	30	31
8	40	26	31	32	43	39
All	24	24	31	32	36	33

### Goal 4: Comparative Measure

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

### METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

### RESULTS

Harlem Prep achieved an overall effect size of 0.34 on the 2015-16 ELA exam, surpassing predicted performance by 5.7 points. Grades 3-5 showed an average effect size of 0.52, while grades 6-8 showed an average effect size of 0.2.

## ENGLISH LANGUAGE ARTS

### 2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	94.2	85	36	26.2	9.8	0.53
4	96.5	54	31	23.7	7.3	0.41
5	91.2	58	29	19.7	9.3	0.61
6	84.6	91	22	22.5	-0.5	-0.03
7	83.3	105	31	22.4	8.6	0.55
8	85.1	89	29	27.7	1.3	0.08
All	88.2	482	29.6	23.9	5.7	0.34

#### School's Overall Comparative Performance:

*Higher than expected to a meaningful degree*

## EVALUATION

Harlem Prep met the listed goal, achieving overall comparative performance that significantly exceeded expectations. With the exception of grade 6, all grade levels showed positive effect sizes, demonstrating greater student proficiency compared to similar public schools.

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

## ADDITIONAL EVIDENCE

Harlem Prep's overall effect size for grades 3-8 shows an increase of 0.39 relative to the prior year. The proportion of economically disadvantaged students enrolled at Harlem Prep increased in 2016, and the school's effect on ELA performance got stronger.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-7	67.1	379	28.3	24.8	0.25
2014-15	3-8	72.7	440	22.3	24.9	-0.05
2015-16	3-8	88.2	482	29.6	23.9	0.34

## ENGLISH LANGUAGE ARTS

### Goal 5: Comparative Measure

At least 75% of all students who have attended Harlem Prep for two years or more will perform above the 50% Normal Curve Equivalent (national percentile rank) on an ELA exam, such as the Measures of Academic Progress (MAP) assessment.

### METHOD

The Measures of Academic Progress (MAP) assessment is a nationally-normed, computer-adaptive assessment developed by the Northwest Evaluation Association. The assessment adapts to each scholar's learning level, precisely measuring each scholar's individual progress and growth.

These characteristics of MAP result in meaningful comparisons of scholar performance and growth, not only within schools and districts, but among scholars and schools nationally.

### RESULTS

Overall, 53% of Harlem Prep students enrolled in at least their second year performed above the 50% Normal Curve Equivalent on the ELA MAP assessment. On average, 52% of students in grades 3-5 performed above the 50% NCE, and 54% of students in grades 6-8 performed above the 50% NCE.

ELA MAP Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year performing above 50% NCE					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	29	51	35	75	47	68
4	24	55	26	46	56	73
5	40	50	39	51	53	45
6	48	27	41	37	35	46
7	36	47	42	64	56	72
8	36	75	40	53	62	78
All	34	305	37	326	53	382

### EVALUATION

While Harlem Prep did not achieve the listed goal of 75% proficiency, its overall proficiency level improved by 16 points relative to last year. The percentage of students performing above the 50% NCE increased at all grade levels, with the exception of grade 6, relative to the last two years. Grades 4 and 8 showed the most growth, improving 30 and 22 points, respectively, relative to last year.

### Goal 6: Growth Measure<sup>6</sup>

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## ENGLISH LANGUAGE ARTS

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>7</sup>

### RESULTS

Harlem Prep showed a mean growth percentile of 54.4, surpassing the statewide median by 4.4 points. Grades 6-8 all surpassed the statewide median with an average mean growth percentile of 56.6, while grades 4-5 showed an average mean growth percentile of 48.9.

2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	49.8	50.0
5	47.9	50.0
6	55.7	50.0
7	59.0	50.0
8	55.0	50.0
All	<u>54.4</u>	50.0

### EVALUATION

Overall, Harlem Prep achieved the listed goal of exceeding the statewide median, demonstrating above-average growth on the 2015-16 state ELA exam. Grades 6-8 each showed above-average growth, while grades 4-5 showed slightly below-average growth compared to the state median.

### ADDITIONAL EVIDENCE

Harlem Prep's 2016 mean growth percentile showed an increase of 8.8 points relative to the prior year. All grade levels, with the exception of grade 8, showed significant improvement compared to

<sup>7</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

## ENGLISH LANGUAGE ARTS

the prior year, demonstrating Harlem Prep’s commitment to maintaining consistent growth on the state ELA exam.

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

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4	58	30	49.8	50.0
5	44.5	34.5	47.9	50.0
6	63	51	55.7	50.0
7	57.5	49	59.0	50.0
8		57	55.0	50.0
All	57	45.6	54.4	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

For the 2016-2017 school year, Harlem Prep achieved three out of six of its ELA goals. Harlem Prep showed significant improvement on all listed goals, including a 13-point improvement in student proficiency since 2015.

Most notable were improvements in Effect Size and growth percentile: Harlem Prep’s effect size increased 0.39 points over the last year, and its growth percentile improved 10 points to last year, surpassing the state median. These two metrics demonstrate not only the commitment to year over year growth and student progress, but also the dedication to achieving better student outcomes than demographically similar district schools.

Harlem Prep also showed significant improvement on MAP assessment results, with an overall improvement of 16 points relative to last year in grades 3-8.

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 ELA exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s No Child Left Behind (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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Achieved
Comparative	At least 75 percent of all students who have attended Harlem Prep for two years or more will perform above the 50 percent Normal Curve Equivalent (national percentile rank) on an ELA exam, such as the Measures of	Did Not Achieve

## ENGLISH LANGUAGE ARTS

	Academic Progress (MAP) assessment.	
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. (Using 2015-16 results.)	Achieved

### ACTION PLAN

ELA curriculum is specifically being adjusted in the 2017-2018 school year to include more specific and targeted CCSS-aligned questions throughout Reading blocks. At the elementary level, this means an overhaul of the Novel Study program to better target specific CCSS learning outcomes, and a readjustment of the Writing curriculum to align with these shifts. These blocks are being aligned in content as well, so that scholars are writing about what they are reading. Elementary assessment data is also going to be tracked to measure growth in CCSS over the course of the year. Coupled with this, teachers are also receiving more targeted professional development around literacy instruction at the elementary level. At the middle school level, network staff is rewriting and refining plans that address the Reading for Informational Text standards to include more opportunities for direct instruction and more at-bats for scholars to practice these skills independently.

### HIGH SCHOOL ENGLISH LANGUAGE ARTS

Harlem Prep enrolled its first cohort of high school students in the fall of 2016 and therefore did not administer the English Regents exam this year.

## GOAL 2: 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 the Common Core State Standards, including the standards for Mathematical Practice. At the elementary level, Eureka Math, a highly conceptual program, is coupled with a teacher-created curriculum that develops higher-level problem-solving skills. The curriculum was built on the premise that students need basic facts knowledge and “automaticity” with procedural computation, as well as a deep conceptual understanding of mathematics. At the middle and high school level, scholars receive a CCSS-aligned curriculum that is developed internally and provides a combination of factual and procedural instruction with real-world application and extension activities. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

### Goal 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 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 2017. 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.

2016-17 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>8</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	82	1	0	0	0	83
4	80	1	0	2	0	83
5	55	1	0	2	0	58
6	95	0	0	0	0	95

<sup>8</sup> 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.



## MATHEMATICS

7	104	0	0	0	1	105
8	104	1	1	1	1	108
All	520	4	1	5	2	532

### RESULTS

In the aggregate, 37% of Harlem Prep students tested at proficient levels on the 2017 New York State math assessment. Forty-one percent of students enrolled in at least their second year scored at least a Level 3. Harlem Prep's third graders performed the best on the exam, with 58% of students enrolled in at least their second year reaching proficiency.

#### Performance on 2016-17 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	54	82	58	71
4	35	80	37	73
5	22	55	26	47
6	37	95	37	51
7	31	104	37	78
8	36	104	40	78
All	37	520	41	398

### EVALUATION

Harlem Prep did not meet the listed goal of achieving 75% proficiency. However, students enrolled in at least their second year achieved proficiency at a rate 4 points higher than the total student population, demonstrating that the longer students are enrolled, the more likely they are to achieve proficiency on the state Math exam.

### ADDITIONAL EVIDENCE

While overall proficiency on the state Math exam decreased relative to 2016, grades 3, 4, and 8 showed significant improvement. Grade 3, specifically, has improved 26 points since 2015.

#### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	32	50	47	75	58	71
4	31	55	35	46	37	73
5	25	51	38	40	26	47
6	47	38	66	41	37	51
7	23	73	53	72	37	78
8	40	80	27	11	40	78

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All	33	347	47	285	41	398
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## 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 PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. 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.<sup>9</sup>

## RESULTS

Harlem Prep achieved a PLI of 113, exceeding the AMO of 109.

Mathematics 2016-17 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	24	39	27	10

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 27 & + & 10 & = & 76 \\
 & & & & 27 & + & 10 & = & \underline{37} \\
 & & & & & & \text{PLI} & = & 113
 \end{array}$$

## EVALUATION

Harlem Prep met the listed goal, surpassing the AMO of 109 by 4 points.

## Goal 3: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the

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

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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.<sup>10</sup>

### RESULTS

Harlem Prep students enrolled in at least their 2<sup>nd</sup> year achieved a 41% proficiency rate on the state Math exam, while district students achieved 30% proficiency. Grades 3 and 8 showed the greatest proficiency, with rates of 58% and 42% respectively.

2016-17 State Mathematics Exam  
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	58	71	39	902
4	37	73	33	897
5	26	47	35	945
6	37	51	28	918
7	37	78	24	901
8	40	78	15	676
All	41	398	30	5239

### EVALUATION

Harlem Prep achieved the listed goal, surpassing district proficiency by 11 points on the 2016-17 state Math exam. Grade 8 performance was particularly notable, with a proficiency rate almost triple that of the surrounding district.

### ADDITIONAL EVIDENCE

While Harlem Prep's overall proficiency rate decreased slightly to last year, the school continues to outpace the surrounding district's performance across almost all grade levels.

<sup>10</sup> 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](#).

## 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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	32	35	47	37	58	39
4	31	32	35	33	37	33
5	25	27	38	32	26	35
6	47	25	66	25	37	28
7	23	23	53	22	37	24
8	40	15	27	16	40	15
All	33	26	47	28	41	<u>30</u>

### Goal 4: Comparative Measure

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

### METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

### RESULTS

Harlem Prep achieved an overall effect size of 0.98 on the 15-16 state Math exam for grades 3-8, surpassing predicted performance by 19.1 points. Grades 3-5 each exceeded expectations, showing an average effect size of 0.55 while serving an average of 94% economically disadvantaged students. Grades 6-8 showed an average effect size of 1.22, serving a student population that was, on average, 84.3% economically disadvantaged.

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## 2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	94.2	85	47	28.7	18.3	0.83
4	96.5	53	30	25.5	4.5	0.22
5	91.2	58	34	22.7	11.3	0.59
6	84.6	91	52	24.7	27.3	1.33
7	83.3	106	46	19.3	26.7	1.43
8	85.1	90	31	14.7	16.3	0.91
All	88.2	483	41.3	22.2	19.1	0.98

### School's Overall Comparative Performance:

*Higher than expected to a large degree*

## EVALUATION

Overall for grades 3-8, Harlem Prep met the listed goal, with comparative performance that exceeded expectations to a large degree. All individual grade levels exceeded expectations, with grades 6-8 achieving particularly notable results that more than doubled predicted performance.

## ADDITIONAL EVIDENCE

Harlem Prep showed a significant increase in overall effect size to previous years, improving 0.66 to last year. The school also showed a significant increase in the proportion of economically disadvantaged students it serves.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	3-7	67.1	378	39.7	32.3	0.39
2014-15	3-8	72.7	437	32.4	29.3	0.32
2015-16	3-8	88.2	483	41.3	22.2	0.98

### Goal 5: Comparative Measure

At least 75% of students in grades 3-8 who have attended Harlem Prep for two years or more will perform above the 50 percent Normal Curve Equivalent (national percentile rank) on a nationally normed math exam, such as the Measures of Academic Progress (MAP) assessment.

## METHOD

The Measures of Academic Progress (MAP) assessment is a nationally-normed, computer-adaptive assessment developed by the Northwest Evaluation Association. The assessment adapts to each scholar’s learning level, precisely measuring each scholar’s individual progress and growth.

These characteristics of MAP result in meaningful comparisons of scholar performance and growth, not only within schools and districts, but among scholars and schools nationally.

## RESULTS

Overall, 51% of Harlem Prep students enrolled in at least their second year performed above the 50% Normal Curve Equivalent on the Math MAP assessment. On average, 47% of students in grades 3-5 performed above the 50% NCE, and 54% of students in grades 6-8 performed above the 50% NCE.

Math MAP Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year performing above 50% NCE					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	22	51	29	73	49	72
4	22	55	29	48	47	72
5	34	50	42	52	45	47
6	45	11	69	39	48	46
7	43	30	70	70	64	73
8	41	41	66	56	48	77
All	32	238	50	338	51	387

## EVALUATION

While Harlem Prep did not meet the listed goal of 75% proficiency, the overall percentage of students performing above the 50% NCE increased relative to the previous two years. Grades 3-5 all showed increased proficiency levels relative to previous years. Grade 7 showed the highest proficiency with 64% of its students performing above the 50% NCE.

### Goal 6: Growth Measure<sup>11</sup>

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

<sup>11</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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the previous year. The analysis only includes students who took the state exam in 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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 2015-16 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>12</sup>

### RESULTS

Harlem Prep achieved a mean growth percentile of 64.1 on the state Math exam, surpassing the statewide median by 14.1 points. Grades 6-8 showed an average mean growth percentile of 69.6, while grades 4-5 showed an average percentile of 49.9.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	42.9	50.0
5	56.8	50.0
6	75.7	50.0
7	71.2	50.0
8	61.8	50.0
All	64.1	50.0

### EVALUATION

Harlem Prep met the listed goal, showing above average growth on the 2015-16 state Math exam for grades 4-8. All grade levels, with the exception of grade 4, exceeded the state median.

### ADDITIONAL EVIDENCE

The overall mean growth percentile showed a 15.1 point improvement relative to the prior year. With the exception of grade 8, all grade levels showed significant improvement relative to 2015. Grades 4-5 showed, on average, a 24.4 improvement, while grades 6-8 showed an average improvement of 10.5 points when compared to the prior year's data.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2015-16	2015-16	
4	61.3	28.1	42.9	50.0
5	51.4	28.8	56.8	50.0
6	73.2	62.5	75.7	50.0

<sup>12</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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7	56.3	51.6	71.2	50.0
8	0.0	63.2	61.8	50.0
All	61.2	49.0	64.1	50.0

### SUMMARY OF THE MATHEMATICS GOAL

In the 2016-17 school year, Harlem Prep achieved 4 out of 6 of its Math goals, and it exceeded district student proficiency by 11 points. While Harlem Prep did not achieve 75% overall student proficiency, the school demonstrated above-average growth to the previous year, surpassing the statewide median growth percentile by 14 points.

In addition, Harlem Prep showed an overall Effect Size of 0.98, indicating that student proficiency was almost double the predicted performance of demographically similar schools.

Though Harlem Prep did not achieve its goal of 75% proficiency on the MAP Math assessment, overall proficiency levels for grades 3-8 improved relative to last year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State 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 the 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 school district of comparison.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Achieved
Comparative	At least 75 percent of students in grades 5-8 who have attended Harlem Prep for two years or more will perform above the 50 percent Normal Curve Equivalent (national percentile rank) on a nationally normed math exam, such as the Measures of Academic Progress (MAP) assessment.	Did Not Achieve
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 Middle is moving to a 100-minute block of math instruction, providing scholars one, cohesive math lesson per day in 6<sup>th</sup> and 7<sup>th</sup> grade. This longer block gives teachers more



opportunities to weave in projects and group work designed to provide scholars a better depth of understanding. Teachers will also have access to technology that will allow them to better assign scholars review materials and will provide opportunities for differentiated practice and remediation.

### HIGH SCHOOL MATHEMATICS

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

#### ACTION PLAN

Math curriculum at Harlem Prep High is being adjusted to provide teachers with more background knowledge and context for the subjects and courses they are teaching. The network, in conjunction with select teachers, is rewriting and providing the majority of course materials for Algebra I and Geometry to ensure that teachers have a strong foundation from which to teach. These materials include Regents and CCSS-aligned problem banks, as well as projects that ask scholars to apply and extend their understanding across various lessons, topics, or units. Teachers are also receiving continued professional development in course groups to build on these plans.

## GOAL 3: SCIENCE

### Goal 3: Science

Harlem Prep students will demonstrate proficiency in Science.

#### BACKGROUND

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

#### Goal 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 science examination.

#### METHOD

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2017. 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 achieved 83% proficiency in grade 4 on the 2016-17 state Science exam. The state Science exam was not administered to 8<sup>th</sup> grade students.

Charter School Performance on 2016-17 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83	70		
8				
All	83	70		

# SCIENCE

## EVALUATION

Harlem Prep met the listed goal in grade 4.

## ADDITIONAL EVIDENCE

Overall student proficiency has remained consistent on the state Science exam.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	84	63	N/A	N/A	83	70
8	89	84	N/A	N/A		
All	87	147	N/A	N/A	83	70

### Goal 2: Comparative Measure

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

## METHOD

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

## RESULTS

District data not available for comparison.

2016-17 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	83	70		
8				
All	83	70		

## ADDITIONAL EVIDENCE

District data not available for comparison.

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					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4					83	
8						
All					83	

SUMMARY OF THE SCIENCE GOAL

Harlem Prep surpassed the goal of achieving 75% student proficiency on the state Science exam in grade 4.

The exam was not administered to the 8<sup>th</sup> grade, and district performance data were not available for comparison.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at 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 school district of comparison.	N/A

ACTION PLAN

Harlem Prep Elementary teachers and scholars are receiving updated Science plans this year that provide a more cohesive, aligned experience. Staff at the network level are rewriting select units, with teacher input, to center more fully around building knowledge toward an enduring set of understandings. Coupled with this, teachers are also receiving more targeted professional development around science and science instruction at the elementary level. At the middle school level, teachers are receiving additional lesson materials and professional development to promote scholar ability to write about scientific concepts and to include and cite quantitative evidence.

HIGH SCHOOL SCIENCE

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

### ACTION PLAN

The science curriculum at Harlem Prep High is being adjusted to provide teachers with more background knowledge and context for the subjects and courses they are teaching. While the Democracy Prep Public Schools network previously only provided lesson materials for Living Environment, the support is now increasing to include Chemistry courses, as well. Teachers are also receiving continued professional development in course groups to build on these plans and resources.

### GOAL 4: SOCIAL STUDIES

#### Goal 4: Social Studies

Harlem Prep students will demonstrate proficiency in social studies and civics.

#### BACKGROUND

The History curriculum at Harlem Prep blends the teaching of historical content with a focus on historical skills. Scholars are expected to engage with rigorous, grade-level content and to apply that content through reading, writing, and discussions, such as Socratic Seminars. Scholars use history to investigate larger, essential questions and to make connections to the world today. Scholars are assessed at the unit level and at the trimester level to track growth over the year. Teachers receive professional development from network Curriculum Specialists throughout the year to both build their content knowledge and create a professional community of teachers.

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

#### ACTION PLAN

The network curriculum team is providing course materials for Global I aligned to the upcoming Regents shifts. Teachers received a new Scope and Sequence and are receiving exams and lesson materials designed to prepare scholars for the new Regents exams. Additionally, teachers are receiving targeted professional development in course groups to build toward this shift.

## GOAL 5: NCLB

### Goal 5: NCLB

Harlem Prep will make Adequate Yearly Progress.

#### Goal 1: 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 2016-17 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
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

## GOAL 6: HIGH SCHOOL GRADUATION

### Goal 6: High School Graduation

Harlem Prep students will meet requirements for high school graduation.

#### Goal 1: Absolute Measure

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

#### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

#### High School Promotional Criteria is based on:

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

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

#### Graduation Requirements include:

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

- Advanced Regents Diploma (with Korean LOTE for all students entering Democracy Prep in the ninth grade or earlier), awarded upon completing class credits listed in chart below;
- Satisfactory transcript, earning minimum of 70% in each class;
- Satisfactory PSAT, SAT, SAT II, and ACT scores;
- Demonstrated mastery in the Senior Civics Seminar;



## HIGH SCHOOL GRADUATION

- 83% or above on the U.S. Citizenship Exam;
- Satisfactory disciplinary record; and
- Minimum two college acceptance letters.

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

## RESULTS

Seventy-six percent of the 2016 cohort earned the required number of credits to proceed to the next grade level.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015		
2016	96	76

## EVALUATION

Harlem Prep met the listed goal.

### Goal 2: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

## HIGH SCHOOL GRADUATION

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2017, the 2015 cohort will have completed its second year.

### RESULTS

In the 2016-17 school year, Harlem Prep enrolled its first Graduation cohort beginning in 9<sup>th</sup> grade. Therefore, data for second year high school students are not yet available.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013		
2014		
2015		

### EVALUATION

Data not yet available.

#### Goal 3: Absolute Measure

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

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.<sup>13</sup> Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

### RESULTS

Data not yet available.

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

<sup>13</sup> The state's guidance for the 4+1 graduation pathway can be found here:

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

## HIGH SCHOOL GRADUATION

Cohort Designation	Number in Cohort	Percent Graduating
2011		
2012		
2013		

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

Cohort Designation	Number in Cohort	Percent Graduating
2010		
2011		
2012		

## EVALUATION

Data not yet available.

### Goal 4: Comparative Measure

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

## METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison<sup>14</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## RESULTS

Data not yet available.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011				
2012				
2013				

## EVALUATION

Data not yet available.

<sup>14</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## HIGH SCHOOL GRADUATION

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Harlem Prep enrolled its first cohort of High School students, beginning with 9<sup>th</sup> grade, in the fall of 2016. Therefore, we are not yet able to report on second year exam and graduation data. However, Harlem Prep did achieve the goal of at least 75% of students in its first graduation cohort earning at least five credits.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A

### GOAL 7: COLLEGE PREPARATION

#### Goal 7: College Preparation

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

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

## GOAL 8: PUBLIC VIABILITY, SUPPORT, AND SATISFACTION

### Goal 8: Public Viability, Support, and Satisfaction

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

#### Goal 1: 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

2016-17 Student Retention Rate

2015-16 Enrollment	Number of Students Who Graduated in 2015-16	Number of Students Who Returned in 2016-17	Retention Rate 2016-17 Re-enrollment ÷ (2015-16 Enrollment – Graduates)
693	0	582	84

#### EVALUATION

Harlem Prep saw an 84% student retention rate this year, which did not meet the listed goal.

#### ADDITIONAL EVIDENCE

Year	Retention Rate
2014-15	83%
2015-16	94%
2016-17	84%

#### Goal 2: 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 recorded an average daily attendance rate of 94%.

## 2016-17 Attendance

Grade	Average Daily Attendance Rate
1	89%
2	88%
3	92%
4	92%
5	95%
6	91%
7	91%
8	90%
9	93%
Overall	94%

### EVALUATION

Harlem Prep did not meet the listed goal of 95% average daily attendance.

### ADDITIONAL EVIDENCE

Daily attendance rates have remained consistent since 2015.

Year	Average Daily Attendance Rate
2014-15	95%
2015-16	95%
2016-17	94%