

The State Education Department
The University of the State of New York

Office of Innovative School Models

Charter Schools Office
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School _____ *Harlem Success Academy Charter School*

Primary Address _____ *34 West 118th St, 2nd Floor*

_____ *New York, NY 10026*

Telephone __ *646-747-6190* _____ Fax __ *212-457-5659*

BEDS # _____ *310300860897*

District/CSD of Location __ *New York City CSD 3*

Charter Entity _____ *State Education Department*

Date School First Opened for Instruction __ *August 2006*

School Leader _____ *Jackie Albers*

(print name)

E-mail Address of School _____

President, Board of Trustees _____ *Joel Greenblatt*

(print name)

E-mail Address and Phone Number of Board President _____

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office:

For assistance with student/teacher attrition rates, call the Charter Schools Office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2009-10 school year are due to the Department by **5:00 p.m. on November 1, 2010**. Please ensure that they are sent in **electronic form** to both the Charter Schools Office at charterschools@mail.nysed.gov and James Conway in the Office of Audit Services at fsandals33@mail.nysed.gov. Please put "Audit Report" in the subject line of the e-mail.

3. Each person who was a member of a charter school's Board of Trustees during the 2009-10 school year must complete and submit the Disclosure of Financial Interest questionnaire.
4. Submit the annual report as a PDF file (except where otherwise noted) to the Charter Schools Office by **5:00 p.m. November 1, 2010** at charterschools@mail.nysed.gov. Please put "Annual Report" in the subject line of the e-mail. ***Faxed versions will not be accepted.*** The original signed Statement of Assurances must be sent to the Charter Schools Office at the address provided on the cover page above.

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, per your charter, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. Longitudinal data are being requested back through the 2006-07 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment was given;
5. the number of students enrolled in the grade on the date the assessment was given;
6. the number of students who were absent on the date that the assessment was administered;
7. the number of students who were exempted from such assessment per their IEP;
8. the number of students who were exempted from such assessment as a result of their ELL status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Complete a separate chart for each subtest.

***Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2009-10 Annual Report***

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2009-10 – All Students	0	11	58	31	0	14	81	5																
General Education Students	0	12	54	35	0	10	84	6																
Special Education Students	0	10	80	10	0	33	67	0																
2008-09 – All Students	0	5	72	23																				
General Education Students	0	0	72	28																				
Special Education Students	0	30	70	0																				
2007-08 – All Students																								
General Education Students																								
Special Education Students																								
2006-07 – All Students																								
General Education Students																								
Special Education Students																								

New York State Assessment Results

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2009-10 – All Students	0	3	32	65	0	7	43	50																
General Education Students	0	4	29	67																				
Special Education Students	0	0	50	50																				
2008-09 – All Students	0	0	30	70																				
General Education Students	0	0	28	72																				
Special Education Students	0	0	40	60																				
2007-08 – All Students																								
General Education Students																								
Special Education Students																								
2006-07 – All Students																								
General Education Students																								
Special Education Students																								

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comprehensive English	2009-10															
	2008-09															
	2007-08															
	2006-07															
Math A	2009-10															
	2008-09															
	2007-08															
	2006-07															
Math B	2009-10															
	2008-09															
	2007-08															
	2006-07															
Global History & Geography	2009-10															
	2008-09															
	2007-08															
	2006-07															
US History & Gov't.	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i><54</i>	<i>55- 64</i>	<i>65-84</i>	<i>>85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>>85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>> 85</i>
Living Environment	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Earth Science	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Chemistry	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Physics	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comp. French	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. German	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Hebrew	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Italian	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Latin	2009-10															
	2008-09															
	2007-08															
	2006-07															
Comp. Spanish	2009-10															
	2008-09															
	2007-08															
	2005-06															

New York State Assessment Results

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Mathematics	2009-10															
	2008-09															
	2007-08															
	2006-07															
Science	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading	2009-10															
	2008-09															
	2007-08															
	2006-07															
Writing	2009-10															
	2008-09															
	2007-08															
	2006-07															
Global Studies	2009-10															
	2008-09															
	2007-08															
	2006-07															
US History & Gov't.	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>								
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>					
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>		
French	2009-10																	
	2008-09																	
	2007-08																	
	2006-07																	
German	2009-10																	
	2008-09																	
	2007-08																	
	2006-07																	
Italian	2009-10																	
	2008-09																	
	2007-08																	
	2006-07																	
Latin	2009-10																	
	2008-09																	
	2007-08																	
	2006-07																	
Spanish	2009-10																	
	2008-09																	
	2007-08																	
	2006-07																	

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>Begin- ning</i>	<i>Inter- mediate</i>	<i>Advan- ced</i>	<i>Profi- cient</i>		<i>Begin- ning</i>	<i>Inter- mediate</i>	<i>Advan- ced</i>	<i>Profi- cient</i>		<i>Begin- ning</i>	<i>Inter- mediate</i>	<i>Advan- ced</i>	<i>Profi- cient</i>
Listening & Speaking (Gr. K-1)	2009-10	27	0	4	11	85	24	0	4	8	88	3	0	0	33	67
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. K-1)	2009-10	27	7	22	26	44	24	8	25	29	38	3	0	0	0	100
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 2-4)	2009-10	26	0	0	0	100	19	0	0	0	100	7	0	0	0	100
	2008-09															
	2007-08															
	2006-07															
Reading & Writing	2009-10	26	0	15	50	35	19	0	16	42	42	7	0	14	71	14

(Gr. 2-4)

2008-09
2007-08
2006-07

Listening & Speaking
(Gr. 5-6)

2009-10
2008-09
2007-08
2006-07

Reading & Writing
(Gr. 5-6)

2009-10
2008-09
2007-08
2006-07

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. 7-8)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 7-8)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Listening & Speaking (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															
Reading & Writing (Gr. 9-12)	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Middle Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Secondary Level Social Studies	2009-10					
	2008-09					
	2007-08					
	2006-07					
Secondary Level Science	2009-10					
	2008-09					
	2007-08					
	2006-07					

High School Completion Rates

High School Completion	Year	All Students		General Education Students		Students with Disabilities	
		Number Of Students	Percent Graduating	Number Of Students	Percent Graduating	Number Of Students	Percent Graduating
Total Graduates	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. a Regents Diploma w/Adv. Designation	2009-10						
	2008-09						
	2007-08						
	2006-07						
Rec'd. IEP Diploma	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 4-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						
To 2-Year College	2009-10						
	2008-09						
	2007-08						
	2006-07						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
To Other Post-Secondary	2009-10						
	2008-09						
	2007-08						
	2006-07						
Dropped Out	2009-10						
	2008-09						
	2007-08						
	2006-07						
Entered Approved HS Equivalency Prep Program	2009-10						
	2008-09						
	2007-08						
	2006-07						
Total Non-Completers	2009-10						
	2008-09						
	2007-08						
	2006-07						

2009-10

Name of Charter School: Harlem Success Academy 1

Name of Test: TerraNova 2nd Edition CAT Complete Battery

Subject: _____

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Type of Score	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining**	Other ***
KG	Jan, 2010	139	0	0	0	139	MNCE	54		
KG	Jan, 2010	139	0	0	0	139	GME	0.7		
1	Sept, 2009	126	0	0	0	126	MNCE	53		
1	Sept, 2009	126	0	0	0	126	GME	1.3		
2	Sept, 2009	126	0	0	0	126	MNCE	52		
2	Sept, 2009	126	0	0	0	126	GME	2.3		
KG	May, 2010	129	0	0	0	129	MNCE	63		
KG	May, 2010	129	0	0	0	129	GME	1.5		
1	May, 2010	124	0	0	0	124	MNCE	64		
1	May, 2010	124	0	0	0	124	GME	3.1		
2	May, 2010	130	0	0	0	130	MNCE	60		
2	May, 2010	130	0	0	0	130	GME	4.1		

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

****See attachment 1 for explanation of measurements given for Type of Score

Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

Progress Toward Goals 2009-10

Charter School Name: Harlem Success Academy Charter School 1
School Year: 2009-2010

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
Kindergarten students will take the TerraNova and increase performance from its baseline in every subject area tested by a minimum of one grade-year equivalent.	On average, kindergarten students made 0.8 levels of growth.	Mean Grade-Equivalent	N	Students took the baseline test in January, 2010 and the final test in May, 2010. In four months, students made approximately eight months of progress and end the year on average above grade level. In spite of not fulfilling the growth target, kindergarten students are on track to continue making significant gains as first graders in 2010-2011.
First grade students will take the TerraNova and increase performance from its	On average, first grade students made 1.8 grade levels of growth.	Mean Grade-Equivalent	Y	

baseline in every subject area tested by a minimum of one grade-year equivalent.				
Second grade students will take the TerraNova and increase performance from its baseline in every subject area tested by a minimum of one grade-year equivalent.	On average, second grade students made 1.8 grade levels of growth.	Mean Grade-Equivalent	Y	
A minimum of 75% of HSA1 students who attend continually and consistently from grades kindergarten through grade 4 will meet or exceed NY State learning standards as measured by attaining level 3 or 4 on the NY State assessments administered starting in grade 3.	89% of third grade students gained proficiency on the 2010 NY State ELA test (58% got 3's, 31% got 4's); 95% of third grade students gained proficiency on the 2010 NY State Math test (72% got 3's, 23% got 4's). 86% of fourth grade students gained proficiency on the 2010 NY State ELA test (81% got 3's, 5% got 4's). 93% of fourth grade students gained proficiency on the 2010 NY State Math test (43% got 3's, 50% got 4's).	Mean Grade-Equivalent	Y	

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course of the year. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2006-07 through 2009-10). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not include guidance counselors, social workers, etc. Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology, special education). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided not to return in 2010-11) at the end of the 2009-10 school year, your teacher attrition rate would be 30 percent. A teacher on leave is not counted toward the attrition rate.

If you have any questions, please call the Charter School Office at 518-474-1762.

**Charter School Student Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation				
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	10	5		2
Number of students leaving for more restrictive special education setting	5			
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	14	20	13	18
Number leaving for other reasons (undetermined)	5			
Total number of students leaving.	34	25	13	20
Highest Number Enrolled (July 1 – June 30)	539	404	287	166
Total Percent Attrition	6.31%	6.19%	4.52%	12.05%

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	22	16	12	7
Number of Special Area Teachers	10	7	5	4
Total Number of Teachers	32	23	17	11
Total Number of Teachers Leaving	12	9	8	2
Total Percent Attrition	38%	39%	47%	18%

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)	4			
Number of teachers leaving to take a position in a school district	0			
Number of teachers leaving to take a position in another charter school	4			
Number of teachers not retained	1			
Number of teachers leaving for other reasons (or undetermined)	3	9	8	2