



HARLEM VILLAGE ACADEMIES

**Harlem Village Academies
Charter School**

**2014-15 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Jon Quintanilla, Director of Data and Technology prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

BOARD OF TRUSTEES

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Deborah Kenny has served as the school leader since 2003.

Introduction

The mission of Harlem Village Academies is to prepare students of fine character to graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals, which are outlined in this document. The school leadership and faculty continually strive to maintain our community's focus on achieving these goals. Harlem Village Academies opened in the fall of 2003 with its first class of fifth graders. The school currently serves approximately 808 students in grades Kindergarten, and fifth through twelfth.

School Enrollment by Grade Level and School Year

School Year	K	1	2	5	6	7	8	9	10	11	12	Total
2011-12	-	-	-	83	81	67	62	39	15	25	25	397
2012-13	133	-	-	74	78	77	62	51	39	17	24	555
2013-14	135	118	-	78	63	72	69	58	50	35	16	694
2014-15	127	117	96	71	71	59	65	62	58	49	33	808

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 9th grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9th grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 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/)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2012-13	2009-10	2009	24	0	24
2013-14	2010-11	2010	15	1	14
2014-15	2011-12	2011	32	0	32

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th 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 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	24	0	24
2013-14	2010-11	2010	14	0	14
2014-15	2011-12	2011	32	0	32

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	1	0	1
2013-14	2009-10	2009	2	0	2
2014-15	2010-11	2010	0	0	0

¹ 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.

² 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

English Language Arts

Goal 1: English Language Arts

Students will meet or exceed state performance standards for mastery of skills and content knowledge in the area of English language arts. Students will also demonstrate proficiency in advanced skills in the area of English language arts necessary for admission into and success in college.

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 fifth through eighth grade in April 2015. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	64	0	2	5	71
6	68	0	0	3	71
7	55	0	0	4	59
8	64	0	0	1	65
All	251	0	2	13	266

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

Results

The table below shows the results of the 2014 –15 State English Language Arts exam.

**Performance on 2014-15 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	7.8%	64	-	3
6	11.8%	68	11.8%	68
7	10.9%	55	10.9%	55
8	28.1%	64	28.1%	64
All	14.7%	251	19.5%	190

Evaluation

Harlem Village Academies did not achieve this measure.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	-	4	-	6	-	3
6	9.2%	76	4.9%	61	11.8%	68
7	12.0%	75	19.7%	71	10.9%	55
8	21.0%	62	22.4%	67	28.1%	64
All	13.4%	217	15.6%	205	19.5%	190

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (“PLI”) on the State English language arts exam will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (“PLI”) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

Results

The table below shows the calculation of the school’s Performance Level Index.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
251	41.8%	43.4%	14.3%	0.4%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 43.4\% & + & 14.3\% & + & 0.4\% & = & 58.2\% \\
 & & & & 14.3\% & + & 0.4\% & = & \underline{14.7\%} \\
 & & & & & & \text{PLI} & = & 72.9\%
 \end{array}$$

Evaluation

Harlem Village Academies did not achieve this measure.

⁴ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

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.⁵

Results

The table below shows the results of the 2014-15 ELA exam for Harlem Village Academies and Community School District 5.

**2014-15 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	3	11.4%	826
6	11.8%	68	19.0%	827
7	10.9%	55	15.8%	900
8	28.1%	64	22.0%	955
All	19.5%	190	17.2%	3508

Evaluation

Harlem Village Academies achieved this measure.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	30.9%	-	13.0%	-	11.4%
6	9.2%	31.6%	4.9%	16.0%	11.8%	19.0%
7	12.0%	26.6%	19.7%	16.0%	10.9%	15.8%
8	21.0%	26.8%	22.4%	17.0%	28.1%	22.0%
All	13.4%	28.8%	15.6%	15.6%	19.5%	17.2%

⁵ 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](#).

Goal 1: Comparative Measure

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

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The table below shows the Comparative Performance Analysis for the 2013-14 school year.

2013-14 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		
5	88.5	76	11	17.6	-6.6	-0.56
6	88.9	61	5	14.9	-9.9	-0.83
7	80.6	72	19	18.1	0.9	0.06
8	76.5	66	22	23.7	-1.7	-0.11
All	83.6	275	14.4	18.6	-4.2	-0.35

School’s Overall Comparative Performance:

Lower than expected

Evaluation

Harlem Village Academies did not achieve this measure.

Additional Evidence

The table below shows the results of the Institute's regression analysis for the 2012-13 through 2013-14 school years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5th-8th	77.9	286	12.6	20.1	-0.56
2013-14	5th-8th	83.6	275	14.4	18.6	-0.35

Goal 1: Growth Measure⁶

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.⁷

Results

The table below shows 2013-14 mean unadjusted growth percentiles for Harlem Village Academies.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
5	38.0	50.0
6	52.0	50.0
7	46.0	50.0
8	48.0	50.0
All	46.0	50.0

Evaluation

Harlem Village Academies met this measure in sixth grade.

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

⁷ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

Additional Evidence

The table below shows Harlem Village Academies unadjusted mean growth percentile from 2013-2014.

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

Grade	Mean Growth Percentile			
	2011-12 ⁸	2012-13	2013-14	Statewide Median
5		38.5	38.0	50.0
6		55.5	52.0	50.0
7		60.5	46.0	50.0
8		59.0	48.0	50.0
All		53.0	46.0	50.0

⁸ Grade level results not available.

Summary of the English Language Arts Goal

Harlem Village Academies partially or fully achieved two measures for the 2014-2015 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Partially Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve our curriculum and assessments, and professional development:

- We are developing text sets for reading, science and social studies to improve comprehension by strengthening vocabulary and background knowledge.
- We have increased the volume of daily non-fiction in-school reading by establishing a required amount of reading time in science and social studies.
- We’ve improved and reinvigorated independent reading to teach students to select higher quality books on top of a high volume of reading. Classroom libraries were improved: we added higher quality books, updated and improved selections for quality and interest, and established new best practices such as rotating books throughout the year.
- Detailed and aligned curriculum and assessments for middle school have been developed by our new academic directors for all four core subjects: ELA, math, science, and social studies.
- As our schools have expanded and external assessments demand more of our students, we are responding by providing our teachers with much more guidance, structure and professional development.
- Academic directors who designed the new curriculum and assessments have also designed professional development to support the program.
- We added a new weekly half-day of professional development at the middle schools focused on teachers planning with academic directors and studying student work.

English Language Arts – High School

Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.⁹ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

The table below shows Harlem Village Academies' four year cohort's English Regents pass rates.

**English Regents Passing Rate with a Score of 75
by Fourth Year Accountability Cohort¹⁰**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	24	66.7%
2010	14	92.9%
2011	32	93.8%

Evaluation

Harlem Village Academies High has achieved this measure.

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	38	-	35	82.9%	32	93.8%
2012	51	-	50	-	50	82.0%
2013			58	-	57	33.3%
2014					62	-

⁹ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

¹⁰ Based on the highest score for each student on the English Regents exam

Goal 1: Absolute Measure Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Results

The table below shows the English Regents Passing Rate amongst students who were not proficient in the 8th grade.

English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	2	0.0%
2010	5	80.0%
2011	12	91.7%

Evaluation

Harlem Village Academies High achieved this measure.

¹¹ Based on the highest score for each student on the English Regents exam

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

The table below shows the 2011 cohort’s APL on the English Regents.

**English Language Arts Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
32	0.0	6.3	65.6	28.1

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 6.3 & + & 65.6 & + & 28.1 & = & 100.0 \\
 & & & & 65.6 & + & 28.1 & = & \underline{93.8\%} \\
 & & & & & & \text{APL} & = & 193.8
 \end{array}$$

Evaluation

Harlem Village Academies High has achieved this measure.

Goal 1: Comparative Measure Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹²

Results

The table below show the APL of each cohort compared to students from the local school district 5.

**English Regents Accountability Performance Level (APL)¹³
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	192.8	14	149.0	999
2011	193.8	32	N/A	N/A

Evaluation

District results for the 2011 cohort were not available; however this measure was met when compared to the 2010 district cohort comparison.

¹² The New York State Report Card provides the district results for students scoring at or above 65.

¹³ For an explanation of the procedure to calculate the school’s APL, see page 31.

Summary of the High School English Language Arts Goal ¹⁴

Harlem Village Academies High partially or fully achieved four measures for the 2014-2015 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.	N/A
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the English Language Arts program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

¹⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Mathematics

Goal 2: Mathematics

Students will meet or exceed state standards for mastery of skills and content knowledge in the area of mathematics. Students will demonstrate further proficiency in advanced skills in mathematics necessary for admission into and success in college.

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 fifth through eighth grade in April 2015. Each student's raw score has been converted to a grade-scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹⁵			Total Enrolled
		IEP	ELL	Absent	
5	67	0	0	4	71
6	69	0	0	2	71
7	56	0	0	3	59
8	63	0	0	2	65
All	255	0	0	11	266

Results

The chart below shows Harlem Village Academies' performance on the 2014-15 state mathematics exam.

¹⁵ 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.

**Performance on 2014-15 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
5	6.0%	67	-	3
6	36.2%	69	36.2%	69
7	51.8%	56	51.8%	56
8	47.6%	63	47.6%	63
All	34.5%	255	46.1%	191

Evaluation

Harlem Village Academies did not achieve this measure.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	-	4	-	6	-	3
6	56.6%	76	32.8%	61	36.2%	69
7	21.3%	75	36.6%	71	51.8%	56
8	27.4%	62	22.4%	67	47.6%	63
All	35.5%	217	29.8%	205	46.1%	191

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁶

Results

The table below shows the calculation of the school’s Performance Index

Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
255	25.9	39.6	25.9	8.6

$$\begin{array}{rcccccc}
 \text{PI} & = & 39.6 & + & 25.9 & + & 8.6 & = & 74.1 \\
 & & & & 25.9 & + & 8.6 & = & \underline{34.5} \\
 & & & & & & \text{PLI} & = & 108.6
 \end{array}$$

Evaluation

Harlem Village Academies achieved this measure.

¹⁶ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁷

Results

The chart below shows Harlem Village Academies' progress on the 2014-15 state mathematics exam compared to District 5.

**2014-15 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	3	13.8%	835
6	36.2%	69	19.8%	827
7	51.8%	56	14.4%	905
8	47.6%	63	5.6%	863
All	46.1%	191	13.3%	3430

Evaluation

Harlem Village Academies achieved this measure in sixth, seventh, and eighth grades as well as for all students combined.

¹⁷ 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](#).

Additional Evidence

The table below displays a historical comparison between Harlem Village Academies and Local District 5.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	8.7%	-	15.0%	-	13.8%
6	56.6%	14.4%	32.8%	19.0%	36.2%	19.8%
7	21.3%	9.4%	36.6%	13.0%	51.8%	14.4%
8	27.4%	8.9%	22.4%	7.0%	47.6%	5.6%
All	35.5%	10.4%	29.8%	13.5%	46.1%	13.3%

Goal 2: Comparative Measure

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

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

Results

The table below shows the Comparative Performance Analysis for the 2013-2014 school year.

2013-14 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		
5	88.5	76	6	25.8	-19.8	-1.12
6	88.9	61	33	21.9	11.1	0.60
7	80.6	72	37	20.2	16.8	0.89
8	76.5	66	23	16.4	6.6	0.32
All	83.6	275	24.2	21.2	3.0	0.14

School's Overall Comparative Performance:
<i>Slightly higher than expected</i>

Evaluation

Harlem Village Academies did not meet this measure.

Additional Evidence

The table below shows the results of the Institute's regression analysis for the 2012-13 through 2013-14 school years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5 th -8 th	77.9	286	30.1	19.2	0.59
2013-14	5 th -8 th	83.6	275	24.2	21.2	0.14

Goal 2: Growth Measure¹⁸

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹⁹

Results

The table below shows 2013-14 mean unadjusted growth percentiles for Harlem Village Academies.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	35.0	50
6	77.0	50
7	70.0	50
8	48.0	50
All	57.0	50

Evaluation

Harlem Village Academies met this measure in sixth and seventh grade as well as overall.

¹⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁹ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 ²⁰	2012-13	2013-14	Statewide Median
5		32.5	35.0	50.0
6		59.0	77.0	50.0
7		46.0	70.0	50.0
8		45.0	48.0	50.0
All		45.0	57.0	50.0

²⁰ Grade level results not available.

Summary of the Mathematics Goal

Harlem Village Academies achieved or partially achieved three measures for the 2014-2015 school 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 that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	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

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve our curriculum and assessments, and professional development:

- Detailed and aligned curriculum and assessments for middle school have been developed by our new academic directors for all four core subjects: ELA, math, science, and social studies.
- We have also improved and expanded our data analysis systems.
- As our schools have expanded and external assessments demand more of our students, we are responding by providing our teachers with much more guidance, structure and professional development.
- Academic directors who designed the new curriculum and assessments have also designed professional development to support the program.
- We added a new weekly half-day of professional development at the middle schools focused on teachers planning with academic directors and studying student work.

Mathematics – High School

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels scoring 80 to meet the college and career readiness standard.²¹ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The table below shows the percentage of each cohort scoring 80% or higher on a mathematics Regents exam.

**Mathematics Regents Passing Rate with a Score of 80
by Fourth Year Accountability Cohort²²**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	24	58.3%
2010	14	92.9%
2011	32	65.6%

Evaluation

Harlem Village Academies High achieved this measure.

²¹ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

²² Based on the highest score for each student on the Mathematics Regents exam

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	38	65.8%	35	68.6%	32	65.6%
2012	51	41.2%	50	40.8%	50	42.0%
2013			58	32.8%	57	36.8%
2014					62	3.2%

Goal 2: Absolute Measure Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Results

The Table below shows the percent of students in each cohort that did not score proficiently on the 8th grade State math test but then scored an 80 or higher on a mathematics Regents exam.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	0	-
2010	0	-
2011	0	-

Evaluation

All Harlem Village Academies High students scored proficiently on the 8th grade State mathematics exam. This measure is not applicable.

²³ Based on the highest score for each student on the Mathematics Regents exam

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of **154**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

The table below shows the APL of the 2011 cohort on the mathematics Regents exam.

**Mathematics Accountability Performance Level (APL)
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
32	0.0%	3.1%	90.6%	6.3%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 3.1\% & + & 90.6\% & + & 6.3\% & = & 100.0\% \\
 & & & & 90.6\% & + & 6.3\% & = & \underline{96.9\%} \\
 & & & & & & \text{APL} & = & 196.9\%
 \end{array}$$

Evaluation

Harlem Village Academies High achieved this measure.

Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.²⁴

Results

The table below show the APL of each cohort compared to students from the local school district 5.

**Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²⁵**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009	191.7%	24	160.0	999
2010	200.0%	14	1041	162.0
2011	196.9%	32	N/A	N/A

Evaluation

Harlem Village Academies High achieved this measure.

²⁴ The New York State Report Card provides the district results for students scoring at or above 65.

²⁵ See page 39 above for an explanation of the APL.

Summary of the High School Mathematics Goal ²⁶

Harlem Village Academies High fully or partially achieved three measures for the 2014-15 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents 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 high schools in New York State.	N/A
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the mathematics program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

²⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

SCIENCE

Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

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 8th grade in spring 2015. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

The table below shows the results of the 2014-2015 New York State science exam.

Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 nd Year	
	Percent	Number Tested	Percent	Number Tested
8	70.8%	65	70.8%	65
All	70.8%	65	70.8%	65

Evaluation

Harlem Village Academies did not achieve this measure.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	96.8%	62	77.6%	67	70.8%	65
All	96.8%	62	77.6%	67	70.8%	65

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

Results for the 2014-15 science test have not been released at the time the accountability plan progress report was submitted for the local school district. 2013-14 scores are shown below for the district comparison.

**2014-15 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	70.8%	65	21.0%	845

Evaluation

Harlem Village Academies achieved this measure.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	96.8%	28.9%	77.6%	21.0%	70.8%	-
All	96.8%	28.9%	77.6%	21.0%	70.8%	-

Summary of the Science Goal

Harlem Village Academies fully or partially achieved one measure for the 2014-2015 school year.

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.	Did not Meet
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.	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve our curriculum and assessments, and professional development:

- Detailed and aligned curriculum and assessments for middle school have been developed by our new academic directors for all four core subjects: ELA, math, science, and social studies.
- We have also improved and expanded our data analysis systems.
- As our schools have expanded and external assessments demand more of our students, we are responding by providing our teachers with much more guidance, structure and professional development.
- Academic directors who designed the new curriculum and assessments have also designed professional development to support the program.
- We added a new weekly half-day of professional development at the middle schools focused on teachers planning with academic directors and studying student work.

Science – High School

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	100.0%
2010	14	100.0%
2011	32	100.0%

Evaluation

Harlem Village Academies High achieved this measure.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	38	100.0%	35	100.0%	32	100.0%
2012	51	98.0%	50	98.0%	50	100.0%
2013			58	-	57	-
2014					62	-

²⁷ Based on the highest score for each student on any science Regents exam

Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher compared to local school district 5.

**Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100.0%	24	70.2%	999
2010	100.0%	14	72.0%	1041
2011	100.0%	32	-	-

Evaluation

Harlem Village Academies High achieved this measure.

Summary of the High School Science Goal²⁸

Harlem Village Academies High fully or partially achieved two measures for the 2014-15 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Achieved
Comparative	Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the mathematics program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

²⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

NCLB

Goal 4: NCLB

Students at Harlem Village Academies will meet and exceed state standards in all areas required by NCLB accountability guidelines.

Goal 4: Absolute Measure

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

Method

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 Village Academies is in "Good Standing" for the 2014-15 school year.

NCLB Status by Year

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

Evaluation

Harlem Village Academies achieved this measure.

SOCIAL STUDIES – High School

Goal 4: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

100 percent of the 2010 and 2011 cohorts have passed a New York State U.S. History Regents Exam.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	95.8%
2010	14	100.0%
2011	32	100.0%

Evaluation

Harlem Village Academies High achieved this measure.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	38	-	35	91.4%	32	100.0%
2012	51	-	50	-	50	88.0%
2013			58	-	57	-
2014					62	-

²⁹ Based on the highest score for each student on a science Regents exam

Goal 4: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

The table below shows the U.S. History Regents passing rate for the 2011 cohort. 2014-15 data is not yet available for the community school district.

**U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	95.8%	24	68.9%	999
2010	100.0%	14	67.0%	1041
2011	100.0%	32	-	-

Evaluation

Harlem Village Academies High achieved this measure.

Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

The table below shows the Global History Regents passing rate for the 2009-2011 cohorts.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	100.0%
2010	14	100.0%
2011	32	100.0%

Evaluation

Harlem Village Academies High achieved this measure.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	38	76.3%	35	91.4%	32	100.0%
2012	51	-	50	67.3%	50	98.0%
2013			58	-	57	56.1%
2014					62	-

³⁰ Based on the highest score for each student on a science Regents exam

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

The table below shows the Global History Regents passing rate for the 2011 cohort. 2014-15 data is not yet available for the community school district.

**Global History Passing Rate
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	100.0%	24	67.9%	999
2010	100.0%	14	63.0%	1041
2011	100.0%	32	-	-

Evaluation

Harlem Village Academies High achieved this measure.

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will graduate from High School.

Goal 6: 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.

Students are considered to be promoted to the next grade as long as they remain on track to graduate from high school in four years.

Results

The table below displays the percent of students in each Accountability Cohort who remain on track to graduate within four years.

**Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2014-15**

Cohort Designation	Number in Cohort	Percent promoted
2013	57	100.0%
2014	62	100.0%

Evaluation

Harlem Village Academies High achieved this measure.

Goal 6: 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.

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 2015, the 2013 cohort will have completed its second year.

Results

The table below shows the percent of each Cohort that passed three regents exams by the conclusion of their second year in the school.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	32	100.0%
2012	50	100.0%
2013	57	56.1%

Evaluation

Harlem Village Academies High did not achieve this measure.

Goal 6: 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 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. 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

The table below shows the percent of each Cohort that passed three regents exams by the conclusion of their second year in the school.

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

Cohort Designation	Number in Cohort	Percent Graduating
2009	24	87.5%
2010	14	100.0%
2011	32	100.0%

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	24	95.8%
2009	25	92.0%
2010	14	100.0%

Evaluation

Harlem Village Academies High achieved this measure.

Goal 6: 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 local school district.

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 local school district³¹. 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

The table below shows the graduation rate for the 2011 cohort compared to the local district. 2014-15 data is not yet available for the local school district.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	24	87.5%	999	50.1%
2010	14	100.0%	1041	64.0%
2011	32	100.0%	N/A	N/A

Evaluation

Harlem Village Academies High achieved this measure.

³¹ 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](#).

Summary of the High School Graduation Goal

Harlem Village Academies High has met or partially met three of the four high school graduation goals for which data is available.

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.	Did not Achieve
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.	Achieved
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 local school district.	Achieved

Action Plan

Our goal is to improve our measurable results on high school graduation while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the mathematics program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

Students will gain admission to college.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The table below shows the school's tenth grade performance on the PSAT compared to New York State.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	39	38	39.8	45.4	43.7	46.5
2013-14	50	50	39.4	41.1	42.5	42.8
2014-15	57	43	35.9	40.5	33.1	42.4

Evaluation

Harlem Village Academies High did not achieve this measure.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student’s highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

Results

The table below shows the school’s twelfth grade performance compared to New York State.

12th Grade ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	24	22	435.9	496.0	463.6	514.0
2013-14	14	14	492.9	485.0	528.6	501.0
2014-15	32	31	467.4	495.0	487.4	511.0

Evaluation

Harlem Village Academies High did not achieve this measure.

Goal 7: School Created College Preparation Measure

Each year, 50% of students in the high school Graduation Cohort will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort.

Method

The school will administer the New York State Regents Exams. Students will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort if they pass eight required Regents exams. This measures the percentage of students in the high school Graduation Cohort who passed enough exams to obtain the Advanced Regents diploma.

Results

The table below shows the number of Advanced Regents diplomas the 2011 graduation cohort received.

Percent of Graduates with an Advanced Regents Diploma

Cohort Designation	Number in Cohort	Advanced Regents
2009	24	4.2%
2010	14	64.3%
2011	32	12.5%

Evaluation

Harlem Village Academies High did not achieve this measure.

The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

The table below shows the percent of the school’s graduates meeting the Aspirational Performance Measure as compared to statewide average. The statewide average for the 2011 cohort was not yet available.

Percent of Graduates Meeting the Aspirational Performance Measure³²

Cohort	Charter School	Statewide ³³
2009	47.6%	37.2%
2010	85.7%	38.1
2011	62.5%	N/A

Evaluation

The statewide average for the 2011 cohort was not yet available so this measure could not be evaluated. However, this measure was achieved when compared to 2013-14 data.

³² Schools can retrieve state 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](#).

³³ Statewide results for the 2011 cohort are not yet available.

The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

The table below shows the number of Advanced Regent diplomas the 2011 graduation cohort received. 2011 cohort data for the local school district is currently unavailable.

Percent of Graduates with a Regents Diploma with Advanced Designation³⁴

Cohort	Charter School	School District ³⁵
2009	4.2%	15.6%
2010	64.3%	15.1%
2011	12.5%	N/A

Evaluation

The statewide average for the 2011 cohort was not yet available so this measure could not be evaluated.

³⁴ Schools can retrieve information about diplomas conferred 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](#).

³⁵ District results for the 2011 cohort are not yet available.

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

The Advanced Placement exam is a national college level course examination. Students receive a scale score ranging from 1-5 with 5 as the highest possible score.

Results

The table below demonstrates the percentage of graduates that have passed an Advanced Placement exam.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³⁶
2009	21	0.0%
2010	14	N/A
2011	32	N/A

Evaluation

This measure is not applicable as Harlem Village Academies High no longer offers Advanced Placement exams as it transitions to an International Baccalaureate curriculum.

³⁶ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Goal 7: School Created College Attendance or Achievement Measure

Each year, 75% of graduates will enroll in a two or four year college or university.

Method

Students will gain acceptance into an accredited two or four year college or university.

Results

The table below shows the percentage of graduates that have enrolled in a college or university.

Cohort	Number of Graduates	Percent Enrolling in a college or university
2009	21	100.0%
2010	14	100.0%
2011	31	93.5%

Evaluation

Harlem Village Academies High achieved this measure.

Summary of the College Preparation Goal

Harlem Village Academies High has fully or partially achieved one measure for the 2014-2015 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.	Not Applicable
	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Applicable
College Attainment	Each year, 75% of graduates will enroll in a two or four year college or university.	Achieved

Action Plan

Our goal is to improve our measurable results on college preparation while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve college preparation:

- We have launched an initiative to shift the responsibility for college acceptance, selectivity, and SAT performance from the college team to a school-wide effort.
- All 11th grade students are now taking Test Rocker, individualized online SAT modules and practice tests all customized on baseline diagnostic data.
- We’ve launched a campaign to educate students and families about the correlation between GPA/SAT and college selectivity/financial aid. We created a selectivity chart which we will be sharing with families through parent nights, college nights, advisors and by including it in every report card.
- Finally, we’ve established a partnership with “One Goal” – a college prep organization – to provide a curriculum that helps students with college admissions and graduation.