



HARLEM VILLAGE ACADEMIES

**Harlem Village Academies
Charter School**

**2016-17 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David Zwiebel	Chair
Daniel Pianko	Treasurer
Dr. Deborah Kenny	Secretary
Dr. Andrew August	Member
Judith Turner Hamerschlag	Member
Donna Wilson	Member

Deborah Kenny has served as the Executive Director 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 is divided into three academies that collectively currently serve approximately 899 students in grades Kindergarten through twelfth.

School Enrollment by Grade Level and School Year

School Year	Elementary					Middle				High				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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
2015-16	126	117	91	77	-	70	63	69	52	44	62	55	47	873
2016-17	115	104	110	75	67	70	56	58	61	37	42	55	49	899

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 2013 state Accountability Cohort consists of students who entered the 9th grade in the 2013-14 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2016-17 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

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
2014-15	2011-12	2011	32	0	32
2015-16	2012-13	2012	50	2	48
2016-17	2013-14	2013	51	2	49

HIGH SCHOOL COHORTS

TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Students enrolled for 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)
2014-15	2011-12	2011	32	0	32
2015-16	2012-13	2012	48	0	48
2016-17	2013-14	2013	49	0	49

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)
2014-15	2010-11	2010	0	0	0
2015-16	2011-12	2011	0	0	0
2016-17	2012-13	2012	0	3	3

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

GOAL 1: 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 or above proficiency on the New York State English language arts examination for grades 3-8.

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in third through eighth grade in April 2017. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	71	0	0	0	4	75
4	64	0	0	0	3	67
5	69	0	0	0	1	70
6	56	0	0	0	0	56
7	58	0	0	0	0	58
8	62	0	0	0	0	62
All	380	0	0	0	8	388

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.

ENGLISH LANGUAGE ARTS

RESULTS

The table below shows the results of the 2016-17 State English Language Arts exam.

Performance on 2016-17 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	78.9%	71	78.9%	71
4	62.5%	64	61.9%	63
5*	18.8%	69	-	-
6	14.3%	56	14.3%	56
7	13.8%	58	13.8%	58
8	27.4%	62	27.4%	62
All	37.4%	380	41.2%	311

*The data has been omitted in cases where there were less than 10 students tested.

EVALUATION

Harlem Village Academies fell short of the measure by 34 percentage points.

ADDITIONAL EVIDENCE

The table below shows the results of the 2014-15, 2015-16, and 2016-17 State English Language Arts exam. There is a year-to-year increase in the percent of students enrolled in at least their second year achieving proficiency.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	63.4%	71	78.9%	71
4	-	-	-	-	61.9%	63
5*	-	-	-	-	-	-
6	11.8%	68	9.8%	61	14.3%	56
7	10.9%	55	4.3%	69	13.8%	58
8	28.1%	64	19.2%	52	27.4%	62
All	19.5%	190	25.2%	254	41.2%	311

*The data has been omitted in cases where there were less than 10 students tested.

ENGLISH LANGUAGE ARTS

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 PLI value that equals or exceeds the 2016-17 English language arts AMO of **111**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

RESULTS

The table below shows the calculation of the school’s 2016-17 English language arts Performance Level Index of 111.9 which is greater than the AMO of 111.

English Language Arts 2016-17 Performance Level Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
380	25.5%	37.1%	30.5%	6.8%

PI	=	37.1	+	30.5	+	6.8	=	74.5
				30.5	+	6.8	=	<u>37.4</u>
						PLI	=	111.9

EVALUATION

Harlem Village Academies exceeded the measure by 0.9.

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

ENGLISH LANGUAGE ARTS

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 school district of comparison.

METHOD

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

RESULTS

The table below shows the results of the 2016-17 State English Language Arts exam for Harlem Village Academies and Community School District 5.

2016-17 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	78.9%	71	23.0%	830
4	61.9%	63	24.0%	805
5*	-	-	21.0%	768
6	14.3%	56	18.0%	821
7	13.8%	58	26.0%	798
8	27.4%	62	32.0%	796
All	41.2%	311	24.1%	4818

*The data has been omitted in cases where there were less than 10 students tested.

EVALUATION

Harlem Village Academies met this measure for grades 3, 4, and overall average. The school exceeded the aggregate district performance by 17 percentage points overall. The school exceeded district performance by 55.9 percentage points for grade 3 and by 37.9 percentage points for grade 4. Harlem Village Academies fell short of the measure for grades 6, 7, and 8 by 3.7, 12.2, and 4.6 percentage points respectively.

⁵ 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 shows the results of the 2014-15, 2015-16, and 2016-17 State English Language Arts exam for Harlem Village Academies and Community School District 5. There is a year-to-year increase in the percent of all tested students enrolled in at least their second year achieving proficiency.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	-	-	63.4%	21.0%	78.9%	23.0%
4	-	-	-	-	61.9%	24.0%
5*	-	11.4%	-	16.0%	-	21.0%
6	11.8%	19.0%	9.8%	23.0%	14.3%	18.0%
7	10.9%	15.8%	4.3%	22.0%	13.8%	26.0%
8	28.1%	22.0%	19.2%	26.0%	27.4%	32.0%
All	19.5%	17.2%	25.3%	21.5%	41.2%	24.1%

*The data has been omitted in cases where there were less than 10 students tested.

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

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

ENGLISH LANGUAGE ARTS

RESULTS

The table below shows the Comparative Performance Analysis for the 2015-16 English Language Arts exam.

2015-16 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	77.1	71	63	33.8	29.2	1.73
4						
5	93.2	67	12	18.9	-6.9	-0.46
6	90.5	61	10	20.2	-10.2	-0.67
7	90.0	69	4	19.4	-15.4	-1.08
8	92.5	52	19	24.5	-5.5	-0.34
All	88.3	320	22.3	23.5	-1.1	-0.13

School's Overall Comparative Performance:

Lower than expected

EVALUATION

Harlem Village Academies met this measure for grade 3. The school's aggregate Effect Size did not exceed 0.3.

ADDITIONAL EVIDENCE

The table below shows the Comparative Performance Analysis for the 2013-14, 2014-15, and 2015-16 English Language Arts exam.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	5th-8th	83.6	275	14.4	18.6	-0.35
2014-15	5th-8th	85.8	251	14.8	17.3	-0.21
2015-16	3rd, 5th-8th	88.3	320	22.3	23.5	-0.13

ENGLISH LANGUAGE ARTS

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 2015-16 and also have a state exam score from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.⁷

RESULTS

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academies for 2015-16.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	35.5	50.0
6	43.0	50.0
7	46.5	50.0
8	52.5	50.0
All	<u>44.0</u>	50.0

EVALUATION

Harlem Village Academies did not meet this measure overall. However, the school's mean growth percentile in grade 8 was greater than the state median of the 50th percentile by 2.5.

ADDITIONAL EVIDENCE

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academies for 2013-14, 2014-15, and 2015-16.

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.

ENGLISH LANGUAGE ARTS

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

Grade	Mean Growth Percentile			Statewide Median
	2013-14	2014-15	2015-16	
4	-	-	-	50.0
5	38.5	38.0	35.5	50.0
6	55.5	52.0	43.0	50.0
7	60.5	46.0	46.5	50.0
8	59.0	48.5	52.5	50.0
All	53.0	46.5	44.0	50.0

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academies for 2016-17. The 2016-17 analysis is based on the initial release of the state's Growth Model data.

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	45.5	50.0
5	37.0	50.0
6	53.0	50.0
7	55.5	50.0
8	58.5	50.0
All	49.5	50.0

Based on initial release of the state's Growth Model data for 2016-17, Harlem Village Academies is on track to meet this measure overall next year. The school's mean growth percentiles in grades 6, 7, and 8 were greater than the state median of the 50th percentile.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Harlem Village Academies achieved two of the five English Language Arts goals for the 2016-17 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 meet
Absolute	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.	Exceeded
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Exceeded
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 results.)	Did not meet
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile. (Using 2015-16 results.)	Did not meet for 2015-16 Almost met for 2016-17

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. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA in Kindergarten or have previously entered HVA in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

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 Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring 75 on the New York State Regents English exam or Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁸ 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 the percent scoring 75 on the Regents English exam or Level 4 (a score of 85 or higher) on the Regents Exam in English Language Arts (Common Core) for each cohort.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core Exam
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	32	90.9%
2012	48	83.3%
2013	49	63.3%

EVALUATION

Harlem Village Academies almost met this measure, falling short by 1.7 percentage points.

⁸ 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.

⁹ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent scoring Level 4 (a score of 85 or higher) on the Regents Exam in English Language Arts (Common Core).

English Regents Passing Rate with a score of 75 or Level 4 (Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	57	33.3%	55	78.2%	49	63.3%
2014	62	-	58	70.7%	54	61.1%
2015			43	-	43	25.6%
2016					36	-

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 passing rate with a Level 4 on the Regents exam in English Language Arts (Common Core) for students who were not proficient in the 8th grade.

English Regents Passing Rate with a Score of 75 or Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 75 or Level 4 on Common Core exam
2011	11	80.0%
2012	19	100.0%
2013	38	52.6%

EVALUATION

Harlem Village Academies fell short of the measure by 12.4 percentage points.

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

ENGLISH LANGUAGE ARTS

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 2016-17 English language arts AMO of **178**.

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 calculation of the school’s 2016-17 English Language Arts (Common Core) Regents Accountability Performance Level of 161.2 which is less than the AMO of 178.

English Language Arts Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
49	2.0%	34.7%	20.4%	42.9%

$$\begin{array}{rcccccccc} \text{PI} & = & 34.7 & + & 20.4 & + & 42.9 & = & 98.0 \\ & & & & 20.4 & + & 42.9 & = & \underline{63.3} \\ & & & & & & \text{APL} & = & 161.2 \end{array}$$

EVALUATION

Harlem Village Academies fell short of the measure by 16.8.

ENGLISH LANGUAGE ARTS

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 school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

The table below shows the Accountability Performance Level in Regents English for Harlem Village Academies and Community School District 5 for each cohort.

English Regents Accountability Performance Level (APL)¹¹
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	193.8	32	151.0	1002
2012	183.3	48	158.0	988
2013	167.3	49	N/A	N/A

EVALUATION

District results for the 2013 cohort are not available at this time. When compared to the 2012 average, Harlem Village Academies met this measure.

¹¹ For an explanation of the procedure to calculate the school’s APL, see page 31.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹²

Harlem Village Academies achieved one of the four High School English Language Arts goals for the 2016-17 school year.

Type	Measure	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 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.	Almost met
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 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.	Did not meet
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.	Did not meet
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 school district of comparison. (Using 2015-16 school district results.)	Met

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. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA in Kindergarten or have previously entered HVA in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

¹² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 2: 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 third through eighth grade in April 2017. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested ¹³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	70	0	0	0	5	75
4	65	0	0	2	2	67
5	69	0	0	0	1	70
6	56	0	0	0	0	56
7	57	0	0	1	0	58
8	58	0	0	4*	0	62
All	375	0	0	7	8	388

*Three of these students sat for the exam but did not receive scores from New York State.

¹³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

MATHEMATICS

RESULTS

The table below shows the results of the 2016-17 State Mathematics exam.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	98.6%	70	98.6%	70
4	90.8%	65	90.6%	64
5*	26.1%	69	-	-
6	12.5%	56	12.5%	26
7	19.3%	57	19.3%	57
8	22.4%	58	22.4%	58
All	47.2%	375	51.6%	306

*The data has been omitted in cases where there were less than 10 students tested.

EVALUATION

Harlem Village Academies fell short of the measure by 23 percentage points.

ADDITIONAL EVIDENCE

The table below shows the results of the 2014-15, 2015-16, and 2016-17 State Mathematics exam. There is a decrease of 0.8 from 2015-16 to 2016-17 in the percent of all tested students enrolled in at least their second year achieving proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2014-15		2015-16		2016-17	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	97.2%	72	98.6%	70
4	-	-	-	-	90.6%	64
5*	-	-	-	-	-	-
6	36.2%	69	21.3%	61	12.5%	56
7	51.8%	56	36.2%	69	19.3%	57
8	47.6%	63	48.1%	52	22.4%	58
All	46.1%	191	52.4%	254	51.6%	306

*The data has been omitted in cases where there were less than 10 students tested.

MATHEMATICS

Goal 2: Absolute Measure

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

METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2016-17 mathematics AMO of **109**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁴

RESULTS

The table below shows the calculation of the school’s 2016-17 mathematics Performance Level Index of 120.3 which is greater than this year’s AMO of 109.

Mathematics 2016-17 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
375	26.9%	25.9%	20.3%	26.9%

PI	=	25.9	+	20.3	+	26.9	=	73.1
				20.3	+	26.9	=	<u>47.2</u>
						PLI	=	120.3

EVALUATION

Harlem Village Academies exceeded the measure by 11.3.

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 school district of comparison.

METHOD

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

¹⁴ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

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.¹⁵

RESULTS

The table below shows the results of the 2016-17 State mathematics exam for Harlem Village Academies and Community School District 5.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	98.6%	70	25.0%	849
4	90.6%	64	18.0%	820
5*	-	-	21.0%	792
6	12.5%	56	17.0%	836
7	19.3%	57	15.0%	817
8	22.4%	58	4.0%	639
All	51.6%	306	17.3%	4753

*The data has been omitted in cases where there were less than 10 students tested.

EVALUATION

Harlem Village Academies met this measure for grades 3, 4, 7, 8, and overall average. The school exceeded the aggregate district performance by 34.3 percentage points overall. The school exceeded district performance by 73.6 percentage points for grade 3, by 72.6 percentage points for grade 4, by 4.3 percentage points for grade 7, and by 18.4 percentage points for grade 8. Harlem Village Academies fell short of the measure for grade 6 by 4.5 percentage points.

ADDITIONAL EVIDENCE

The table below shows the results of the 2014-15, 2015-16, and 2016-17 State mathematics exam for Harlem Village Academies and Community School District 5. There is a decrease of 0.8 from 2015-16 to 2016-17 in the percent of all tested students enrolled in at least their second year achieving proficiency.

¹⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
3	-	-	97.2%	22.0%	98.6%	25.0%
4	-	-	-	-	90.6%	18.0%
5*	-	13.8%	-	17.0%	-	21.0%
6	36.2%	19.8%	21.3%	18.0%	12.5%	17.0%
7	51.8%	14.4%	36.2%	17.0%	19.3%	15.0%
8	47.6%	5.6%	48.1%	7.0%	22.4%	4.0%
All	46.1%	13.3%	52.4%	16.3%	51.6%	17.3%

*The data has been omitted in cases where there were less than 10 students tested.

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

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

MATHEMATICS

RESULTS

The table below shows the Comparative Performance Analysis for the 2015-16 mathematics exam.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	77.1	72	97	36.3	60.7	2.99
4						
5	93.2	67	19	21.7	-2.7	-0.14
6	90.5	61	21	21.6	-0.6	-0.03
7	90.0	69	36	15.6	20.4	1.14
8	92.5	52	48	13.0	35.0	2.06
All	88.3	321	45.2	22.2	23.0	1.21

School's Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

Harlem Village Academies met this measure overall. The school's aggregate Effect Size exceeded 0.3. The school met this measure for grades 3, 7, and 8.

ADDITIONAL EVIDENCE

The table below shows the Comparative Performance Analysis for the 2013-14, 2014-15, and 2015-16 mathematics exam.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2013-14	5th-8th	83.6	275	24.2	21.2	0.14
2014-15	5th-8th	85.9	255	34.6	19.7	0.87
2015-16	3rd, 5th-8th	88.3	321	45.2	22.2	1.21

Goal 2: Growth Measure¹⁶

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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.¹⁷

RESULTS

The table below shows the unadjusted mean growth performance by grade level for Harlem Village Academies for 2015-16.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	-	50.0
5	43.5	50.0
6	60.5	50.0
7	57.0	50.0
8	57.5	50.0
All	54.5	50.0

EVALUATION

Harlem Village Academies met this measure overall. The school’s mean growth percentile was 4.5 greater than the state’s median of the 50th percentile. The school’s mean’s growth percentiles in grades 6, 7, and 8 were greater than the state median of the 50th percentile by 11.5, 7, and 7.5 respectively.

¹⁶ See Guidelines for Creating a SUNY Accountability Plan for an explanation.

¹⁷ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

MATHEMATICS

ADDITIONAL EVIDENCE

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academies for 2013-14, 2014-15, and 2015-16.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2013-14	2014-15	2015-16	Statewide Median
4		-	-	50.0
5	32.5	35	43.5	50.0
6	59.0	77.0	60.5	50.0
7	46.0	69.5	57.0	50.0
8	45.0	48	57.5	50.0
All	45.0	57.0	54.5	50.0

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academies for 2016-17. The 2016-17 analysis is based on the initial release of the state's Growth Model data.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	34.0	50.0
5	62.5	50.0
6	41.0	50.0
7	71.0	50.0
8	50.0	50.0
All	51.5	50.0

Based on initial release of the state's Growth Model data for 2016-17, Harlem Village Academies is on track to meet this measure overall next year. The school's mean growth percentiles in grades 5 and 7 were greater than the state median of the 50th percentile. The school's mean growth percentile in grade 8 was equal to the state median of the 50th percentile.

SUMMARY OF THE MATHEMATICS GOAL

Harlem Village Academies achieved four of the five Mathematics goals for the 2016-17 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 meet
Absolute	Each year, the school's aggregate Performance Level Index ("PLI") on the State mathematics exam will meet the Annual Measurable Objective ("AMO") set forth in the state's NCLB accountability system.	Exceeded
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Exceeded
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2015-16 school district results.)	Exceeded
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.	Exceeded for 2015-16 Exceeded for 2016-17

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. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA in Kindergarten or have previously entered HVA in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL MATHEMATICS

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 a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).¹⁸ 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 percent of students scoring 80 or higher on a New York State Regents math exam for each cohort.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort¹⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	32	65.9%
2012	48	43.8%
2013	49	40.8%

EVALUATION

Harlem Village Academies fell short of the measure by 24.2 percentage points.

¹⁸ 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.

¹⁹ Based on the highest score for each student on the Mathematics Regents exam

MATHEMATICS

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent of students scoring 80 or higher on a New York State Regents math exam.

Mathematics Regents Passing Rate with a score of 80 or Level 4(Common Core) by Cohort and Year

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	57	36.8%	55	38.2%	49	40.8%
2014	62	3.2%	58	3.4%	54	3.7%
2015			43	51.2%	43	51.2%
2016					36	50.0%

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 OR fully meeting Common Core expectations on a Regents Common Core mathematics 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 passing rate with a 80 or higher on a New York State Regents math exam for students who were not proficient in the 8th grade.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core exam among Students Who Were Not Proficient in 8th Grade by Fourth Year Accountability Cohort ²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2011	0	-
2012	4	0.0%
2013	35	31.4%

EVALUATION

Harlem Village Academies fell short of the measure by 33.6 percentage points.

²⁰ Based on the highest score for each student on the Mathematics Regents exam

MATHEMATICS

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 2016-17 mathematics AMO of **165**.

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 calculation of the school’s 2016-17 Regents mathematics Accountability Performance Level of 140.8 which is less than the AMO of 165.

Mathematics Accountability Performance Level (APL) For the 2013 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
49	0.0%	59.2%	38.8%	2.0%

$$\begin{array}{rcccccccl} \text{PI} & = & 59.2 & + & 38.8 & + & 2.0 & = & 100.0 \\ & & & & 38.8 & + & 2.0 & = & \underline{40.8} \\ & & & & & & \text{APL} & = & 140.8 \end{array}$$

EVALUATION

Harlem Village Academies fell short of the measure by 24.2.

MATHEMATICS

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 school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS

The table below shows the Accountability Performance Level in Regents mathematics for Harlem Village Academies and Community School District 5 for each cohort.

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²¹

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2011	196.9%	32	159.0%	1002
2012	177.1%	48	166.0%	988
2013	140.8%	49	N/A	N/A

EVALUATION

District results for the 2013 cohort are not available at this time. When compared to the 2012 average, Harlem Village Academies did not meet this measure.

²¹ See page 39 above for an explanation of the APL.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²²

Harlem Village Academies did not achieve the High School Mathematics goals for the 2016-17 school year.

Type	Measure	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 OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
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 OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
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.	Did not meet
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 school district of comparison. (Using 2015-16 school district results.)	Did not meet

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. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA in Kindergarten or have previously entered HVA in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

²² If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 3: 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 4th and 8th grade in spring 2017. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS

The table below shows the results of the 2016-17 State science exam.

Charter School Performance on 2016-17 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93.8%	64	76.2%	842
8	70.0%	60	25.8%	761
All	82.3%	124	52.3%	1603

EVALUATION

Harlem Village Academies exceeded the measure by 7.3 percentage points overall, and by 18.8 percentage points in grade 4.

ADDITIONAL EVIDENCE

The table below shows the results on the New York State science exam for 2014-15, 2015-16, and 2016-17.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	-	-	-	-	93.8%	64
8	70.8%	65	72.5%	51	70.0%	60
All	70.8%	65	72.5%	51	82.3%	124

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 school district of comparison.

METHOD

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

RESULTS

The table below shows the results of the 2016-17 State Science exam for Harlem Village Academies and Community School District 5.

2016-17 State Science Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	93.8%	64	76.2%	842
8	70.0%	60	25.8%	761
All	82.3%	124	52.3%	1603

SCIENCE

EVALUATION

Harlem Village Academies met this measure.

ADDITIONAL EVIDENCE

The table below shows the results of the State Science exam for Harlem Village Academies and Community School District 5 for 2014-15, 2015-16, and 2016-17.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2014-15		2015-16		2016-17	
	Charter School	District	Charter School	District	Charter School	District
4	-	-	-	-	93.8%	76.2%
8	70.8%	20.4%	72.5%	28.8%	70.0%	25.8%
All	70.8%	20.4%	72.5%	28.8%	82.3%	52.3%

SUMMARY OF THE SCIENCE GOAL

Harlem Village Academies achieved both Science goals for the 2016-17 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.	Exceeded
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	Met

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. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA in Kindergarten or have previously entered HVA in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL SCIENCE

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 schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, and Chemistry. 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 each cohort that have passed a science Regents exam with a score of 65 or higher by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	32	100.0%
2012	48	100.0%
2013	49	89.8%

EVALUATION

Harlem Village Academies exceeded this measure.

ADDITIONAL EVIDENCE

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

²³ Based on the highest score for each student on any science Regents exam

SCIENCE

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	57	-	55	74.5%	49	89.8%
2014	62	-	58	-	54	88.9%
2015			43	-	43	14.0%
2016					36	77.8%

Goal 3: Comparative Measure

Each year, the percent of 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 school district of comparison.

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 school district of comparison. 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 each cohort that have passed a science Regents exam with a score of 65 or higher for Harlem Village Academies and Community School District 5. Cohort size and percent passing for Community School District 5 for 2016-17 have not been released at the time the accountability plan progress report was submitted. The district's 2015-16 percent passing is shown below for 2013 Cohort comparison.

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
2011	100.0%	32	68.7%	1002
2012	100.0%	48	72.0%	988
2013	89.8%	49	*72.0%	N/A

*Percent passing for 2015-16 is included for comparison where 2016-17 data is unavailable.

EVALUATION

Harlem Village Academies met this measure.

GOAL 4: SOCIAL STUDIES

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

The table below shows the percent of students in each cohort that have passed the U.S. History Regents exam with a score of 65 or higher by their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	32	100.0%
2012	48	100.0%
2013	49	89.8%

EVALUATION

Harlem Village Academies exceeded the measure by 14.8 percentage points.

ADDITIONAL EVIDENCE

The table below shows the percent of students in each cohort that have passed the U.S. History Regents exam with a score of 65 or higher.

²⁴ Based on the highest score for each student on a science Regents exam

SOCIAL STUDIES

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	57	-	55	70.9%	49	89.8%
2014	62	-	58	-	54	64.8%
2015			43	-	43	-
2016					36	-

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 school district of comparison.

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 school district of comparison. 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 percent of students in each cohort that have passed the U.S. History Regents exam with a score of 65 or higher for Harlem Village Academies and Community School District 5. Cohort size and percent passing for Community School District 5 for 2016-17 have not been released at the time the accountability plan progress report was submitted. The district's 2015-16 percent passing is shown below for 2013 Cohort comparison.

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
2011	100.0%	32	68.6%	1002
2012	100.0%	48	69.3%	988
2013	89.8%	49	*69.3%	N/A

*Percent passing for 2015-16 is included for comparison where 2016-17 data is unavailable.

EVALUATION

Harlem Village Academies met 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 percent of students in each cohort that have passed the Global History Regents exam with a score of 65 or higher by their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2011	32	100.0%
2012	48	100.0%
2013	49	95.9%

EVALUATION

Harlem Village Academies exceeded the measure by 20.9 percentage points.

ADDITIONAL EVIDENCE

The table below shows the percent of students in each cohort that have passed the Global History Regents exam with a score of 65 or higher.

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

Cohort Designation	2014-15		2015-16		2016-17	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2013	57	56.1%	55	83.6%	49	95.9%
2014	62	-	58	58.6%	54	70.4%
2015			43	-	43	62.8%
2016					36	-

²⁵ 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 school district of comparison.

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 school district of comparison. 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 each cohort that have passed the Global History Regents exam with a score of 65 or higher for Harlem Village Academies and Community School District 5. Cohort size and percent passing for Community School District 5 for 2016-17 have not been released at the time the accountability plan progress report was submitted. The district's 2015-16 percent passing is shown below for 2013 Cohort comparison.

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
2011	100.0%	32	65.2%	1002
2012	100.0%	48	65.9%	988
2013	95.9%	49	*65.9%	N/A

*Percent passing for 2015-16 is included for comparison where 2016-17 data is unavailable.

EVALUATION

Harlem Village Academies met this measure.

GOAL 5: NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

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

METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

RESULTS

Harlem Village Academies is in "Good Standing" for the 2016-17 school year.

EVALUATION

Harlem Village Academies met this measure.

NCLB Status by Year

Year	Status
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

GOAL 6: HIGH SCHOOL GRADUATION

Goal 6: High School Graduation

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 2016-17

Cohort Designation	Number in Cohort	Percent promoted
2015	43	97.6%
2016	36	100.0%

EVALUATION

Harlem Village Academies exceeded this measure.

HIGH SCHOOL GRADUATION

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 2017, the 2015 cohort will have completed its second year.

RESULTS

The table below shows the percent of each cohort that passed three Regents exams by their second year in the cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2013	49	97.9%
2014	55	81.8%
2015	43	51.1%

EVALUATION

Harlem Village Academies exceeded this measure for the 2013 cohort by 22.9 percentage points. The school exceeded this measure for the 2014 cohort by 6.8 percentage points. The school fell short of the measure by 23.9 percentage points for the 2015 cohort.

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 2013 cohort and graduated four years later and those who entered as members of the 2012 cohort and graduated five years later. At a minimum, these students have passed five Regents exams required for high school graduation in English language arts, mathematics, science, U.S. History and Global History or met the requirements for the 4+1 pathway to graduation.²⁶ Students have through the summer at the end of their fourth year to complete graduation requirements.

²⁶ The state's guidance for the 4+1 graduation pathway can be found here:

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

HIGH SCHOOL GRADUATION

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 tables below show the four-year and five-year graduation rates for each cohort.

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	32	100.0%
2012	48	95.8%
2013	49	97.9%

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	14	100.0%
2011	32	100.0%
2012	48	97.9%

EVALUATION

Harlem Village Academies exceeded 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 school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison²⁷. 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 tables below show the four-year graduation rate for each cohort for Harlem Village Academies and Community School District 5.

²⁷ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

HIGH SCHOOL GRADUATION

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2011	32	100.0%	1002	65%
2012	48	95.8%	988	66%
2013	49	97.9%	N/A	N/A

EVALUATION

Harlem Village Academies met this measure for the 2011 and 2012 cohorts. School district information for the 2013 cohort is not available at this time.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Harlem Village Academies achieved three of the four high school graduation goals.

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.	Exceeded
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.	Exceeded for the 2013 and 2014 cohorts. Did not meet for the 2015 cohort.
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.	Exceeded
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met

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. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA in Kindergarten or have previously entered HVA in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

GOAL 7: 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 10th 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
2014-15	57	43	35.9	40.5	33.1	42.4
2015-16	62	56	19.9	23	19.3	23
2016-17	42	35	22.7	23	23.5	22

EVALUATION

Harlem Village Academies exceeded this measure in Mathematics. Harlem Village Academies almost met this measure in Critical Reading, falling short by 0.3.

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.

COLLEGE PREPARATION

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.

The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and science. Scaled scores range from 1 to 36 on each section; the school averages the three separate scores to calculate a student's composite score. As students may choose to take the test multiple times during the year, the school reports on only a student's highest scaled score for each section. The school compares its average to the New York State average for all 12th grade test takers in the given year.

RESULTS

The table below shows the school's average for all 12th grade test takers compared with the New York State average on the SAT for 2014-15 and 2015-16 and on the ACT for 2016-17. For 2016-17, all 12th graders at the school took the ACT instead of the SAT.

12th Grade SAT/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
2014-15	32	31	467.4	495.0	487.4	511.0
2015-16	44	43	448.2	494.0	474.1	508.0
2016-17	49	46	19.3	24.6	18.8	24.0

EVALUATION

Harlem Village Academies fell short of this measure.

Goal 7: Comparative

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 meeting the college and career readiness standard on a math Regents exam AND an 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 meeting the college and career readiness standard on a math Regents exam and on an English Regents exam. The Regents view these data as an important indicator of future student success.

COLLEGE PREPARATION

Students who graduate high school – but do so with scores below the college and career readiness standard – are likely to require remediation in college.

RESULTS

The table below shows the percent of the school’s graduates meeting the Aspirational Performance Measure compared to the statewide average. The statewide average is not available at this time.

Percent of Graduates Meeting the Aspirational Performance Measure²⁸

Cohort	Charter School	Statewide ²⁹
2011	62.5%	40.0%
2012	62.5%	35.3%
2013	26.5%	N/A

EVALUATION

The statewide average for the 2013 cohort is not available at this time. When compared to the 2012 average, Harlem Village Academies fell short of this measure.

Goal 7: Comparative

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

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 percent of each graduating cohort earning an Advanced Regents Diploma for Harlem Village Academies and Community School District 5.

²⁸ 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](#).

²⁹ Statewide results for the 2013 cohort are not yet available.

COLLEGE PREPARATION

Percent of Graduates with a Regents Diploma with Advanced Designation³⁰

Cohort	Charter School	School District ³¹
2011	15.6%	18.0%
2012	10.4%	20.0%
2013	N/A	N/A

EVALUATION

This measure is not applicable since Harlem Village Academies no longer aims for Advanced Regents diplomas with a transition to an International Baccalaureate curriculum.

Goal 7: Absolute

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 (“AP”) 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 is for the percent of graduates passing an Advanced Placement exam.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³²
2011	14	N/A
2012	32	N/A
2013	46	N/A

EVALUATION

This measure is not applicable since Harlem Village Academies no longer offers Advanced Placement exams with a transition to an International Baccalaureate curriculum.

³⁰ 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](#).

³¹ District results for the 2013 cohort are not yet available.

³² Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

COLLEGE PREPARATION

Goal 7: Absolute

Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

METHOD

Students will gain acceptance and matriculate in an accredited two- or four-year college or university in the year after graduation.

RESULTS

The table below shows the percent of graduates enrolling in a college or university for each cohort.

Graduates Matriculating in a College or University in the Year After Graduation

Cohort	Number of Graduates	Percent Enrolling in a college or university
2011	31	93.5%
2012	46	87.0%
2013	49	95.9%

EVALUATION

Harlem Village Academies exceeded this measure.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Harlem Village Academies achieved one college preparation goal.

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.	Exceeded in Mathematics Almost met in Critical Reading
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 meet
Comparative	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. (Using 2012 statewide results.)	Did not meet
Comparative	The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the district of comparison.	N/A
Absolute	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.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Exceeded

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. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA in Kindergarten or have previously entered HVA in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.
