

**2009-10 Annual Report
August 1, 2010**

Harlem Village Academy Charter School

COVER PAGE

Name of Charter School: Harlem Village Academy Charter School

Address: 244 West 144th Street,
New York, NY 10030

Telephone (646) 812-9398

Fax (646) 548-9576

BEDS # 310400860848

District/CSD of Location: District 5

Head of School (Contact Person): Raymond Ankrum

E-mail address of contact person: rankrum@harlemvillage.org

President, Board of Trustees: James Thompson

E-mail address and Phone Number of Board President:



2009-10 Annual Report
August 1, 2010

Harlem Village Academy Charter School

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school: Harlem Village Academy
2. Trustee's name (print): DAVID ZWIEBEL
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): MEMBER

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.


9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
JUNE THRU Please write SCPT 09	ARCHITECTURAL & DESIGN CONSULTING WITH V.A. NETWORK	CONSULTING TO NETWORK NOT RELEVANT TO SCHOOL BOARD ACTIVITIES	DAVID ZWIEBEL

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school and in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
SELF Please write "None" if applicable.	ARCHITECTURAL & DESIGN CONSULTING WITH V.A. NETWORK	\$26,000	SELF Do not leave this space blank.	CONSULTING TO NETWORK NOT RELEVANT TO SCHOOL BOARD ACTIVITIES

Signature 

Date 7/15/10

NEW YORK STATE EDUCATION DEPARTMENT

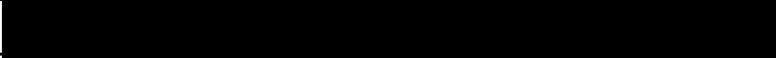
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

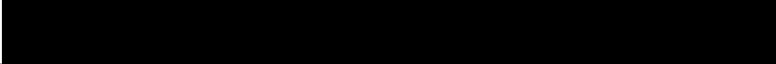
Name (print) Andrew August

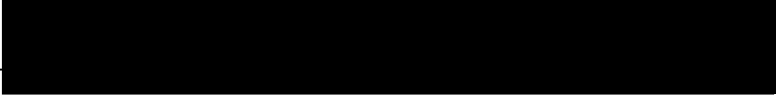
Name of Charter School Harlem Village Academy

Charter Entity: State University of New York – Charter Schools Institute

Home Address 

Business Address 

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): member

2. Is the trustee an employee of the School? Yes No


3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
		None	

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			



 Signature

6/25/10

 Date

2009-10 Annual Report
August 1, 2010

HVA Charter School

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

1. Name of charter school: Harlem Village Academy

2. Trustee's name (print): Deborah Kenny

3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Secretary

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the school? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

Executive Director, no salary, start 9/02

9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><i>None</i></p>			

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><i>None</i></p>				

Deborah Kenny
Signature

7/13/10
Date

2009-10 Annual Report
August 1, 2010

Harlem Village Academy Charter School

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school: Harlem Village Academy Charter School

2. Trustee's name (print): Donna M. Wilson

3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): board member

4. Home address: _____

5. Business Address: _____

6. Daytime phone: _____

7. E-mail: _____

8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

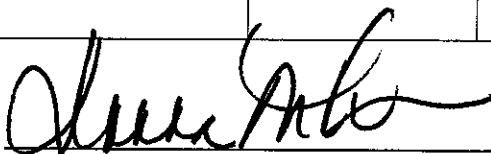
9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold; margin: 0;">None</p>			

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold; margin: 0;">None</p>				


Signature

7/20/10
Date

2009-10 Annual Report
August 1, 2010

Harlem Village Academy Charter School

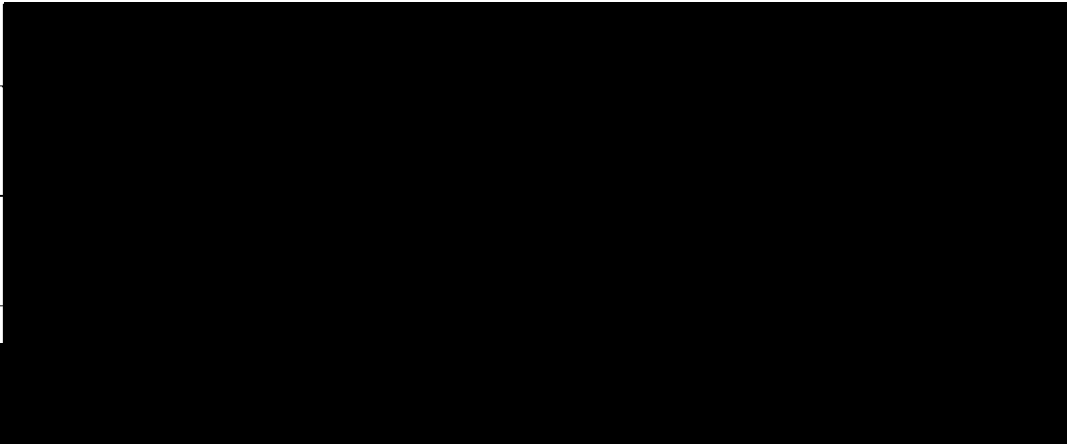
**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

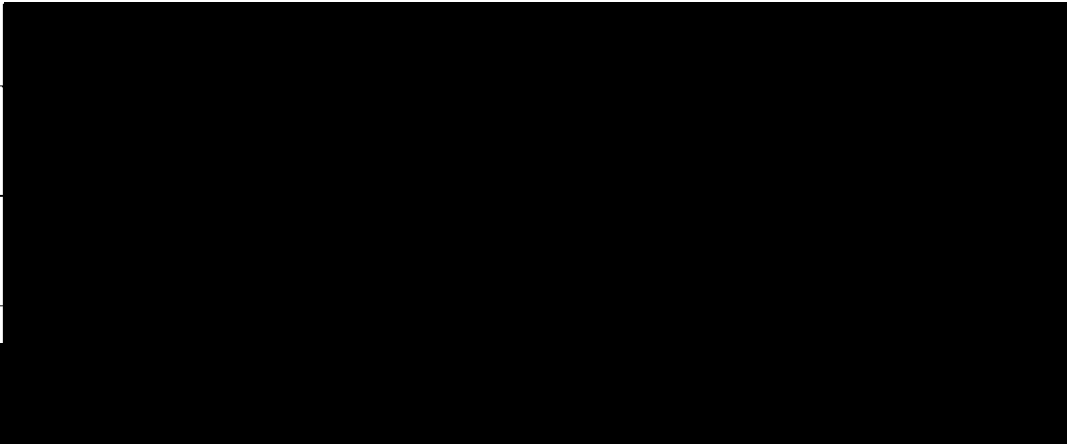
Note: Please make a copy of this two page form for each Trustee

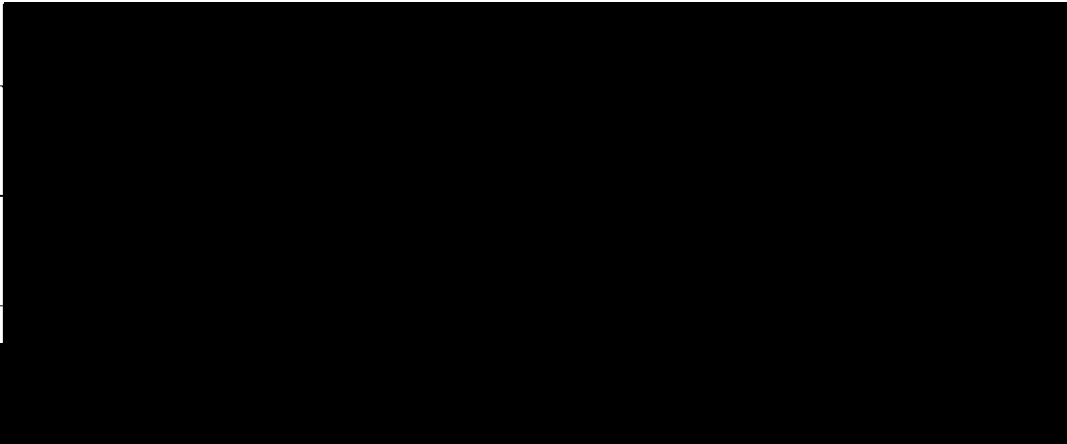
1. Name of charter school: Harlem Village Academy Charter School

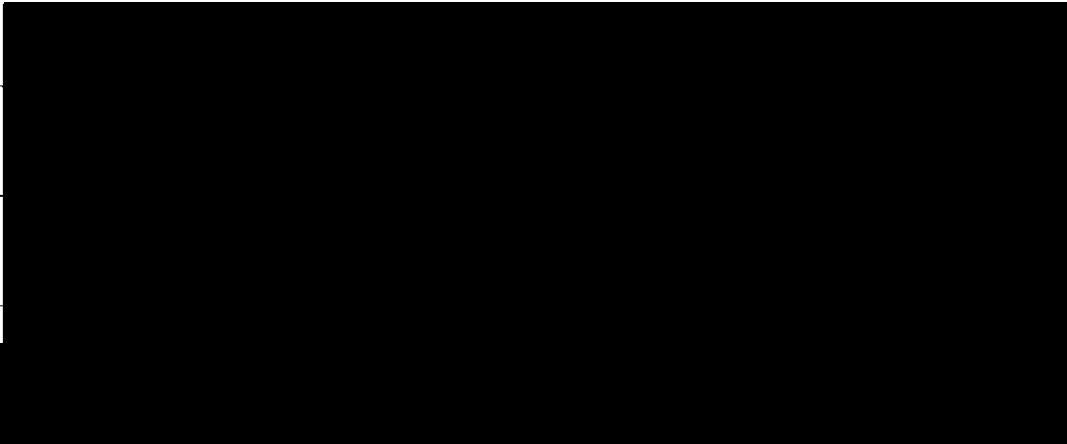
2. Trustee's name (print): Catherine V Johnston

3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): treasurer

4. Home address: 

5. Business Address: 

6. Daytime phone: 

7. E-mail: 

8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

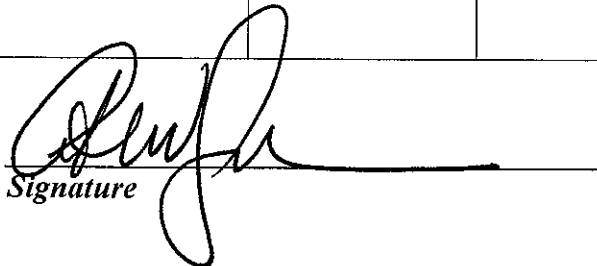
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¹ Form Revised May 24, 2006

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>Please write "None" if applicable. Do not leave this space blank.</i> N O N E			

10. In the box below, identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write "None."*

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> N O N E				


 Signature

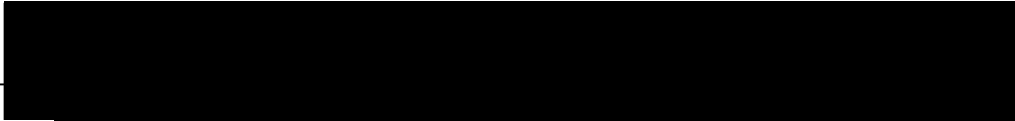



7-21-10
 Date

2009-10 Annual Report
August 1, 2010

Harlem Village Academy Charter School

**DISCLOSURE OF FINANCIAL INTEREST
BY A CHARTER SCHOOL TRUSTEE¹**

Note: Please make a copy of this two page form for each Trustee

1. Name of charter school: Harlem Village Academy Charter School
2. Trustee's name (print): James C. Thompson
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Chair
4. Home address: 
5. Business Address: 
6. Daytime phone: 
7. E-mail: 
8. Is Trustee an employee of the school? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. In the box below, identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

¹ Form Revised May 24, 2006

**2009-10 Annual Report
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Harlem Village Academy Charter School

**MODIFICATIONS TO THE SCHOOL'S EDUCATIONAL PROGRAM
AND GOVERNANCE STRUCTURE**

Describe any significant changes to the school's educational program as well as its governance structure. If there are no changes, please indicate N/A.

N/A

Statement of Assurances

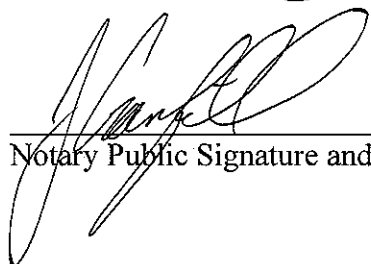
Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.



Deborah Kenny, Executive Director

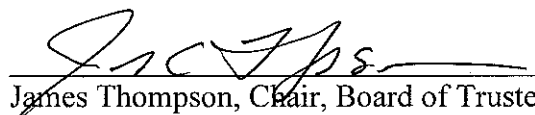
7/13/10

Signature and Date



Notary Public Signature and Seal

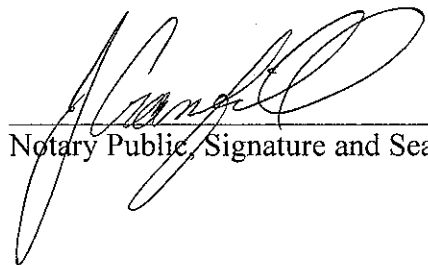
JORDAN CRANFILL
Notary Public, State of New York
No. 01CR6193019
Qualified in Kings County
Commission Expires Sept. 8, 2012



James Thompson, Chair, Board of Trustees

7/13/10

Signature and Date



Notary Public, Signature and Seal

JORDAN CRANFILL
Notary Public, State of New York
No. 01CR6193019
Qualified in Kings County
Commission Expires Sept. 8, 2012

Harlem Village Academy Charter School Budget / Operating Plan 2009-10		Harlem Village Academy Charter School Budget / Operating Plan 2009-10	
Total Revenue			4,586,043
Total Expenses			4,204,577
Net Income			381,466
Actual Student Enrollment			325
Total Paid Student Enrollment			325
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS	
		Actual	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	CY Per Pupil Rate		
NYC DOE	12,443		4,061,867
School District 2 (Enter Name)	-		-
School District 3 (Enter Name)	-		-
School District 4 (Enter Name)	-		-
School District 5 (Enter Name)	-		-
School District 6 (Enter Name)	-		-
School District 7 (Enter Name)	-		-
School District 8 (Enter Name)	-		-
School District 9 (Enter Name)	-		-
School District 10 (Enter Name)	-		-
School District 11 (Enter Name)	-		-
School District 12 (Enter Name)	-		-
School District 13 (Enter Name)	-		-
School District 14 (Enter Name)	-		-
School District 15 (Enter Name)	-		-
School District - ALL OTHER	-		-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,443		4,061,867
Special Education Revenue			242,379
Grants			-
Stimulus			-
DYCD (Department of Youth and Community Developmt.)			-
Other			-
Other			-
TOTAL REVENUE FROM STATE SOURCES			4,304,247
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs			59,682
Title I			172,708
Title Funding - Other			19,390
School Food Service (Free Lunch)			-
Grants			-
Charter School Program (CSP) Planning & Implementation			-
Other			-
Other			-
TOTAL REVENUE FROM FEDERAL SOURCES			251,780
LOCAL and OTHER REVENUE			
Contributions and Donations			-
Fundraising			-
Erate Reimbursement			-
Earnings on Investments			-
Interest Income			5,169
Food Service (Income from meals)			-
Text Book			24,848
OTHER			-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			30,016
TOTAL REVENUE			4,586,043

Harlem Village Academy Charter School Budget / Operating Plan 2009-10		Harlem Village Academy Charter School Budget / Operating Plan 2009-10	
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* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		TOTALS AND VARIANCE ANALYSIS	
		Actual	
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS			
	No. of Positions		
Head(s) of School	-		-
Principal(s)	2		229,129
Assistant Principal(s)	3		211,037
CFO / Director of Finance	0		39,860
Operation / Business Manager	2		133,112
Administrative Staff	3		130,991
TOTAL ADMINISTRATIVE STAFF	9		744,129
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	28		1,739,406
Teachers - SPED	3		174,819
Substitute Teachers	-		-
Teaching Assistants	1		26,065
Specialty Teachers	-		-
Aides	-		-
Therapists & Counselors	0		8,125
Other	0		98,862
TOTAL INSTRUCTIONAL	32		2,047,277
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-		-
Librarian	-		-
Custodian	-		-
Security	-		-
Other	-		-
TOTAL NON-INSTRUCTIONAL	-		-
SUBTOTAL PERSONNEL SERVICE COSTS	42		2,791,406
PAYROLL TAXES AND BENEFITS			
Payroll Taxes			-
Fringe / Employee Benefits			626,006
Retirement / Pension			25,954
TOTAL PAYROLL TAXES AND BENEFITS			651,960
TOTAL PERSONNEL SERVICE COSTS	42		3,443,366
CONTRACTED SERVICES			
Accounting / Audit			13,358
Legal			8,880
Management Company Fee			-
Nurse Services			-
Food Service / School Lunch			7,828
Payroll Services			5,499
Special Ed Services			1,602
Titlement Services (i.e. Title I)			-
Other Purchased / Professional / Consulting			64,228
TOTAL CONTRACTED SERVICES			101,396
SCHOOL OPERATIONS			
Board Expenses			-
Classroom / Teaching Supplies & Materials			91,468
Special Ed Supplies & Materials			158
Textbooks / Workbooks			95,021
Supplies & Materials other			-
Equipment / Furniture			38,618
Telephone			19,985
Technology			(896)
Student Testing & Assessment			23,367
Field Trips			92,628
Transportation (student)			-
Student Services - other			22,488
Office Expense			13,453
Staff Development			17,444
Staff Recruitment			1,155
Student Recruitment / Marketing			2,959
School Meals / Lunch			-
Travel (Staff)			957
Fundraising			-
Other			539
TOTAL SCHOOL OPERATIONS			419,344
FACILITY OPERATION & MAINTENANCE			
Insurance			25,533
Janitorial			-
Building and Land Rent / Lease			124,719
Repairs & Maintenance			6,095
Equipment / Furniture			-
Security			-
Utilities			3,195
TOTAL FACILITY OPERATION & MAINTENANCE			159,541
DEPRECIATION & AMORTIZATION			
			80,929
RESERVES / CONTINGENCY			
			-
TOTAL EXPENSES			4,204,577
NET INCOME			381,466

Harlem Village Academy Charter School Budget / Operating Plan 2009-10	Harlem Village Academy Charter School Budget / Operating Plan 2009-10
Total Revenue	4,586,043
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Total Paid Student Enrollment	325
* Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	TOTALS AND VARIANCE ANALYSIS
	Actual
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed
NYC DOE	325
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	325
REVENUE PER PUPIL	14,111
EXPENSES PER PUPIL	12,927

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**HARLEM VILLAGE
ACADEMY
CHARTER SCHOOL**

**2009-10
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

By Harlem Village Academy Charter School

Harlem Village Academy Middle School
244 W 144th St.
New York, NY 10030
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Matt Scott prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James Thompson	Chair
Catherine Viscardi Johnston	Treasurer
Dr. Deborah Kenny	Secretary
David Zwiebel	
Dr. Andrew August	
Donna Wilson	

INTRODUCTION

The mission of Harlem Village Academy 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 Academy opened in the fall of 2003 to its first class of fifth graders. The school currently serves approximately 325 students grades five through eleven.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06						62	42	46						150
2006-07						68	52	43	43					206
2007-08						76	46	46	31	36				235
2008-09						83	40	29	38	24	34			248
2009-10						97	79	50	19	27	24	33		328

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2006 state Accountability Cohort is comprised of students who entered the 9th grade in the 2006-07 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2009-10 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 their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

Harlem Village Academy served grades nine through eleven in the 2009-10 school year.

Fourth-Year High School Accountability Cohorts

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in

the school's Graduation Cohort if the student's reason for discharge is not transfer to another district or school, died, transferred by court order, or left the U.S.

Harlem Village Academy served grades nine through eleven in the 2009-10 school year.

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 through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in fifth through eighth grade in April 2010. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	92	0	0	0	92
6	77	0	0	1	78
7	49	0	0	0	49
8	19	0	0	0	19
All	237	0	0	1	238

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

The table below shows the results of the 2009 State English language arts exam. Overall, 84.5% of students in at least their second year at the school scored attained a scaled score of at least 650.

**HVA Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	70.7%	92
	Students in At Least 2 nd Year	<u>75.0%</u>	12
6	All Students	81.8%	77
	Students in At Least 2 nd Year	<u>81.7%</u>	60
7	All Students	89.8%	49
	Students in At Least 2 nd Year	<u>90.0%</u>	40
8	All Students	89.5%	19
	Students in At Least 2 nd Year	<u>88.2%</u>	17
All	All Students	79.7%	237
	Students in At Least 2 nd Year	<u>84.5%</u>	129

Evaluation

Harlem Village Academy met the measure in all grades. At least 75% of each class achieved the target score.

Additional Evidence

The table below shows the percentage of students in at least their second year at the school attaining a scaled score of at least 650 on the New York State ELA exam. The school has met the measure in each grade level in each of the last two years.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5							75.0%	12
6	66.7%	36	62.8%	43	91.4%	35	81.7%	60
7	53.1%	32	86.0%	43	93.1%	29	90.0%	40
8	56.4%	39	58.1%	31	92.1%	38	88.2%	17
All	58.9%	107	70.1%	117	92.2%	102	84.5%	129

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-10 is 155.² The PI 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 PI is 200.

Results

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

Calculation of 2009-10 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 th -8 th	11%	48%	38%	3%	237

$$\begin{array}{rcl}
 \text{PI} & = & 48 + 38 + 3 = 89 \\
 & & + 38 + 3 = 41 \\
 \text{PI} & = & \mathbf{130}
 \end{array}$$

Evaluation

Harlem Village Academy did not meet this measure. The Annual Measurable Objective (AMO) for ELA in the 2009-10 school year is 155. Harlem Village Academy’s Performance Index was 130.

Additional Evidence

The table below shows the school’s Performance Index in each of the past four years. The New York State Education Department implemented a new scoring system this school year.

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

**English Language Arts Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	5-8	196	2%	43%	55%	1%	154	122
2007-08	5-8	189	0%	32%	67%	1%	168	133
2008-09	5-8	208	0%	19%	77%	4%	181	144
2009-10	5-8	237	11%	48%	38%	3%	130	155

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

The table below shows the results of the 2009-10 ELA exam for Harlem Village Academy and Community School District 5.

**2009-10 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	16.7%	12	27.2%	945
6	36.7%	60	31.2%	1031
7	50.0%	40	28.7%	1162
8	64.7%	17	24.1%	1213
All	42.6%	129	27.6%	4351

Evaluation

Harlem Village Academy met this measure. 42.6% of the school’s students who have been enrolled for two or more years scored proficient. The school’s eighth graders who have been enrolled for two or more years were significantly more likely to score proficient than the local school district. 64.7% scored proficient compared to District 5’s score of 24.1%.

Additional Evidence

The table below shows the results of Harlem Village Academy and Community School District 5 on the New York State ELA exams from 2006-07 to 2009-10. Harlem Village Academy has had a higher percentage of students scoring proficient than the local community school district in each tested grade after fifth in every year.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5							16.7%	27.2%
6	66.7%	38.4%	62.8%	47.9%	91.7%	71.3%	36.7%	31.2%
7	53.1%	34.4%	86.0%	51.6%	93.1%	64.9%	50.0%	28.7%
8	56.4%	26.2%	58.1%	29.5%	92.1%	45.7%	64.7%	24.1%
All	58.9%	32.6%	70.1	43.0%	92.2	60.7%	42.6%	27.6%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2008-09 school year.

2008-09 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		98	69.3	71.2	-1.9	-1.15
6		41	90.2	68.3	21.9	1.53
7		30	93.3	64.9	28.4	1.84
8		39	92.3	50.0	42.3	2.53
All	78.0	208	81.2	65.8	15.4	.97

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Data is not yet available to determine whether the school met this measure. The school performed “higher than expected to a large degree” in the 2008-09 school year. As students progress through the grades, the school’s academic interventions begin to create a strong positive effect.

The fifth graders’ low performance is to be expected; Harlem Village Academy actively recruits students from New York City’s most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic skills. Harlem Village Academy teaches those basic skills so that, over time, students are able to score proficient. The school’s “effect size” increases considerably in the later grades.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2006-07 through 2008-2009 school years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	5 th -8 th	53	194	56.2	54.6	0.05
2007-08	5 th -8 th	60.9	189	68.3	60	0.48
2008-09	5 th -8 th	78.0	208	81.2	65.8	0.97
2009-10						

Goal 1: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The table below shows the results of the Harlem Village Academy grade-level cohorts on the 2008-09 and 2009-10 New York State ELA exam.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
5	12	41.7%	58.3%	75.0%	Yes
6	60	81.7%	81.8%	81.7%	No
7	40	90.0%	90.1%	90.0%	No
8	16	100%	100%	87.5%	No
All	128	82.8%	82.9%	84.4%	Yes

Harlem Village Academy students met the Added Value measure in fifth grade and as a whole school, but not in sixth, seventh or eighth grade. Three of four cohorts maintained last years performance or showed an increase. 75% or more of each cohort attained a score of at least 650 on the 2009-10 New York State ELA exam.

Additional Evidence

The table below shows the results of grade-level cohorts in the 2006-07 through 2009-10 school years.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6 th -8 th	1	3
2007-08	5 th -8 th	2	4
2008-09	5 th -8 th	2	3
2009-10	5 th -8 th	1	4

Summary of the English Language Arts Goal

As shown below, Harlem Village Academy met or partially met three of the four outcome measures for which data is available from the 2009-10 school year. On the New York State ELA exam, the school performance exceeded that of the local community school district and New York City by a wide margin. The school met the absolute and comparatives measures in all grades.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the 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 or above Level 3 on the State exam will be greater than that of all 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 exam by at least a small Effect Size.	Data Not Available Achieved in 2008-09
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved in Part

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers will meet in August to plan improvements and modifications to the academic program. Those plans will largely be driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data.

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 through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through 8th grade in May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-09 the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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 been enrolled for less than one year.

**2009-10 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	92	0	0	0	92
6	78	0	0	0	78
7	48	0	0	1	49
8	19	0	0	0	19
All	237	0	0	1	238

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 2010 State math exam. Overall, 99.2% of students in at least their second year attained the target score of 650.

**Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
5	All Students	83.7%	92
	Students in At Least 2 nd Year	91.7%	12
6	All Students	100%	78
	Students in At Least 2 nd Year	100%	61
7	All Students	100%	48
	Students in At Least 2 nd Year	100%	39
8	All Students	100%	19
	Students in At Least 2 nd Year	100%	17
All	All Students	93.7%	237
	Students in At Least 2 nd Year	99.2%	129

Evaluation

Harlem Village Academy achieved this measure by a wide margin. Every sixth, seventh, and eighth grade student scored proficient on the 2009 math exam. Overall, 99.2% of students enrolled in at least their second year scored proficient.

Additional Evidence

The table below shows the percentage of students in at least their second year scoring proficient on the New York State math exam. The school’s percentage of students scoring proficient has increased each year. Over 90% of students enrolled in at least their second year scored proficient in each of the last four years.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			81.8%	11	76.9%	13	91.7%	12
6	86.1%	36	95.3%	43	100.0%	34	100.0%	61
7	97.0%	33	100.0%	44	100.0%	28	100.0%	39
8	100.0%	39	100.0%	31	100.0%	39	100.0%	17
All	92.1%	114	96.9%	128	97.4%	114	99.1%	129

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 135. The PI 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 PI is 200.

Results

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

Calculation of 2009-10 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 th -8 th	3%	26%	33%	38%	237

$$\begin{array}{rccccccccc}
 \mathbf{PI} & = & 26 & + & 33 & + & 38 & = & 97 \\
 & & & + & 33 & + & 38 & = & 70 \\
 & & & & & & \mathbf{PI} & = & \mathbf{167}
 \end{array}$$

Evaluation

Harlem Village Academy achieved this measure. The Annual Measurable Objective (AMO) for math in the 2009-10 school year was 135. Harlem Village Academy’s Performance Index was 167.

Additional Evidence

The table below shows the school’s the Performance Index over the past four years. The New York State Education Department considerably increased the scaled score required to earn a 3 or 4 in the spring of 2010. Despite the higher standards, the 2009-10 school year marks the highest percentage of students earning a four in the schools history.

**Mathematics Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	5 th -8 th	193	1%	15%	71%	13%	183	86
2007-08	5 th -8 th	188	1%	10%	72%	16%	188	102
2008-09	5 th -8 th	203	1%	8%	69%	21%	190	119
2009-10	5 th -8 th	237	3%	26%	33%	38%	167	135

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

The table below shows the results of the 2009-10 math exam for Harlem Village Academy and Community School District 5.

**2009-10 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	25.0%	12	38.5%	980
6	85.2%	61	38.6%	1058
7	100.0%	39	37.7%	1195
8	100.0%	17	35.7%	1238
All	86.0%	129	37.5%	4471

Evaluation

Harlem Village Academy achieved this measure. Every grade level after fifth outperformed the local school district. The Harlem Village Academy eighth grade class scored 100% proficient for the fourth consecutive year. Harlem Village Academy was the highest performing open-enrollment school in New York

State on the 8th grade exam. Harlem Village Academy exceeded the performance of the local school district by more than 60 percentage points.

Additional Evidence

The table below shows the results of Harlem Village Academy and Community School District 5 on the New York State math exams from 2006-07 to 2009-10. Harlem Village Academy has outperformed the local community school district in each tested grade after fifth since the first administration of the math test.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2006-07		2007-08		2008-09		2009-10	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5			81.8%	61.1%	76.9%	75.5%	25.0%	38.5%
6	86.1%	55.3%	95.3%	65.6%	100%	72.7%	85.2%	38.6%
7	97.0%	44.9%	100%	59.6%	100%	73.8%	100.0%	37.7%
8	100%	31.7%	100%	46.4%	100%	60.8%	100.0%	35.7%
All	92.1%	43.3%	96.9%	58.2%	97.4%	70.4%	86.0%	37.5%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch 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. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2008-09 school year.

2008-09 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		95	80.0	80.9	-.9	-.07
6		40	100	71.7	28.3	1.72
7		29	100	76.0	24.0	1.57
8		39	100	65.2	34.8	1.85
All	78.0	203	90.6	75.4	15.3	.89

School's Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

Evaluation

Data is not yet available to determine whether the school met this measure. The school performed “higher than expected to a large degree” in the 2008-09 school year. As students progress through the grades, the school’s academic interventions begin to create a strong positive effect.

The fifth graders’ low performance is to be expected; Harlem Village Academy actively recruits students from New York City’s most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic skills. Harlem Village Academy teaches those basic skills so that, over time, students are able to score proficient. The school’s “effect size” increases considerably in the later grades.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2006-07 through 2008-2009 school years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5 th -7 th	55.3	153	81.7	51.8	1.30
2006-07	5 th -8 th	53.0	193	83.9	62.2	1.03
2007-08	5 th -8 th	60.9	188	88.8	70.8	0.96
2008-09	5 th -8 th	78.0	203	90.6	75.4	0.89
2009-10						

Goal 2: Growth Measure

Each year through 2008-09, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The table below shows the results of the Harlem Village Academy grade-level cohorts on the 2008-09 and 2009-10 New York State math exam.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
5	12	41.7%	58.3%	91.7%	Yes
6	61	91.8%	91.9%	100%	Yes
7	39	100%	100%	100%	Yes
8	16	100%	100%	100%	Yes
All	128	88.3%	88.4%	96.9%	Yes

Evaluation

Harlem Village Academy exceeded this measure by a wide margin at all grade levels. Where possible, each grade-level cohort showed improvement from the 2008-09 school year. Fully 100% of the sixth, seventh, and eighth grade cohorts achieved a scale score of at least 650 on the 2010 New York State math exam.

Additional Evidence

The table below shows the results of grade-level cohorts in the 2006-2007 through 2009-10 school years. Every grade-level cohort met the target score in all four years.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6 th -8 th	3	3
2007-08	5 th -8 th	4	4
2008-09	5 th -8 th	4	4
2009-10	5 th -8 th	4	4

Summary of the Mathematics Goal

Harlem Village Academy students have consistently shown strong achievement in mathematics. 100% of Harlem Village Academy seventh and eighth grade students scored proficient on the New York State mathematics exam. This marked the fourth consecutive year that eighth grade students have scored 100% proficient.. Harlem Village Academy met every mathematics measure in their accountability plan.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all 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 exam by at least a small Effect Size.	Data not available Achieved in 2008-09
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Achieved

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers will meet in August to plan improvements and modifications to the academic program. Those plans will largely be driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data.

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 who are enrolled in at least their second year will perform at or above Level 3 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 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The table displays the results of the 2009-10 State science assessment. 100% of eighth grade students scored proficient.

**Charter School Performance on 2009-10 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0%	0%	15.8%	84.2%	100%	19
	Students in At Least 2 nd Year	0%	0%	15.8%	84.2%	100%	19

Evaluation

Harlem Village Academy achieved this measure. Every Harlem Village Academy student scored proficient on the New York State science assessment. 84% of the eighth grade class scored at a level 4.

Additional Evidence

The table below shows the results of the 2006-07 through 2008-09 New York State science exams. Students have achieved the measure in each school year.

**Science Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	75.6%	37	100%	29	97.4%	39	100%	19
All	75.6%	37	100%	29	97.4%	39	100%	19

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

The table below compares the school’s results on the 2008-09 science exam to that of the local community school district. 2009-10 data is not yet available for the local community school district.

**2008-09 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	97.4%	39	33.8%	1130

Evaluation

While the results of the 2009-10 assessment are not yet available, the school achieved this measure in the 2008-09 school year. 97% of Harlem Village Academy students scored proficient compared to 34% of students in the local district.

Additional Evidence

2008-09 was the first year in which data for the local community school district was available.

Summary

Harlem Village Academy students have consistently shown strong achievement in science. 100% of Harlem Village Academy eighth grade students scored proficient on the New York State science exam. 84% of students scored at a level 4. The school met every measure for which data is available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available Achieved in 2008-09

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers will meet in August to plan improvements and modifications to the academic program. Those plans will largely be driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data.

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 all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009 and 8th grade in June 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The table displays the results of the 2009-10 State social studies assessment. 100% of eighth grade students scored proficient. Fifth grade students had been enrolled in the school for two months at the time of testing.

**Charter School Performance on 2009-10 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	25.8%	26.8%	43.3%	4.1%	47.4%	97
	Students in At Least 2 nd Year	-	-	-	-	-	-
8	All Students	0%	0%	42.1%	57.9%	100%	19
	Students in At Least 2 nd Year	0%	0%	42.1%	57.9%	100%	19

Evaluation

Harlem Village Academy achieved this measure. Every Harlem Village Academy student scored proficient on the New York State social studies assessment. More than half of the eighth grade class scored at a level four.

Additional Evidence

The table below shows the results of the 2006-07 through 2009-10 New York State social studies exams. Students have achieved the measure in each of the last three school years.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	62.1%	37	96.6%	29	81.1%	37	100%	19
All	62.1%	37	96.6%	29	81.1%	37	100%	19

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

The table below compares the school's results on the 2008-09 social studies exam to that of the local community school district. 2009-10 data is not yet available for the local community school district.

**2008-09 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	81.1%	37	21.2%	1123

Evaluation

While the results of the 2009-10 assessment are not yet available, the school achieved this measure in the 2008-09 school year. 81% of Harlem Village Academy students scored proficient compared to 21% of students in the local district.

Additional Evidence

2008-09 was the first year in which data for the local community school district was available.

Summary

Harlem Village Academy met every social studies measure. 100% of students scored proficient on the New York State social studies exam. More than half of students scored at a level four.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not available Achieved in 2008-09

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers will meet in August to plan improvements and modifications to the academic program. Those plans will largely be driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data.

NCLB

Goal 5: NCLB
Students at Harlem Village Academy 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 will be “Good Standing” each year.

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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

The school achieved the Annual Measurable Objective in mathematics, but not in ELA. The school’s Accountability Status will be “Good Standing” for the 2009-10 school year.

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

The school has been in good standing every year.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing

HIGH SCHOOL GOALS AND MEASURES

ENGLISH LANGUAGE ARTS

Goal 1: 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 English exam 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. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. 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. The school does not yet have an Accountability Cohort with four years of results.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 91% of the 2007 Accountability Cohort, the school’s first cohort, have passed the Regents English exam.

Additional Evidence

The table below displays each cohorts’ progress towards meeting the measure as students progress through the school. The school first administers the New York State Regents English exam in eleventh grade.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007			34	0%	33	0%	33	91%
2008					24	0%	24	0%
2009							27	0%

Goal 1: Absolute Measure

Each year, the Performance Index (PI) 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

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2009-2010 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort in their 4th year in the school.

Goal 1: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 91% of the 2007 Accountability Cohort, the school's first cohort, have passed the English Regents exam.

(§) Goal 1: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2009-10 and also have a score from

their first year in 2008-09. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2008-09 and the 50th NCE in 2009-10. If a cohort has already achieved an average NCE of 50 in 2008-09, it is expected to show some positive growth in the subsequent year.

Harlem Village Academy administered the PSAT to all students in the fall of 2009.

Results

The table below shows the performance of the school’s two Accountability Cohorts on the PSAT critical reading component.

First to Second Year Cohort Growth on the PSAT Critical Reading Component

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2007	33	44.4	47.2	41.3	No
2008	22	43.5	46.8	46.9	Yes

Evaluation

Harlem Village Academy achieved this measure. The 2008 cohort scored an average 44 NCE in their first year and an average of 47 NCE in their second year.

MATHEMATICS

Goal 2: 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 mathematics 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. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass 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; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam. The school does not yet have an Accountability Cohort with four years of results.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 100% of the 2007 Accountability Cohort, the school’s first cohort, have passed a Regents mathematics exam.

Additional Evidence

The table below displays each cohorts’ progress towards meeting the measure as students progress through the school.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007			34	79.4%	33	100%	33	100%
2008					24	100%	24	100%
2009							27	100%

Goal 2: Absolute Measure

Each year, the Performance Index (PI) on the Regents mathematics exams 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

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO, which for 2009-10 is 173. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort in their 4th year in the school.

Goal 2: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 100% of tested students in the 2007 Accountability Cohort, the school's first cohort, have passed a mathematics Regents exam.

(§) Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced mathematics test. Each cohort consists of those students who took a norm-referenced mathematics test in their second year of high school in 2009-10 and also have a score from their first year in 2008-09. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2008-09 and the 50th NCE in 2009-10. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year.

Harlem Village Academy administered the PSAT to all students in the fall of 2009.

Results

The table below shows the performance of the school's two Accountability Cohorts on the PSAT mathematics component.

First to Second Year Cohort Growth on the PSAT Mathematics Component

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	

2007	33	45.5	47.7	44.1	No
2008	22	46.3	48.2	48.5	Yes

Evaluation

Harlem Village Academy achieved this measure. The 2007 cohort scored an average NCE of 46 in the first year and an average NCE of 44 in the second year. The 2008 cohort scored an average NCE of 46 in the first year and an average NCE of 49 in the second year.

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 mathematics 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, Chemistry and Physics. Regents are scored on a scale from 0 to 100, and 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; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a science exam. The school does not yet have an Accountability Cohort with four years of results.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 88% of the 2007 Accountability Cohort, the school’s first cohort, have passed a Regents science exam.

Additional Evidence

The table below displays each cohorts’ progress towards meeting the measure as students progress through the school.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007			34	0%	33	12.1%	33	87.9%
2008					24	0%	24	70.1%
2009							27	100%

(§) Goal 3: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 91% of tested students in the 2007 Accountability Cohort, the school's first cohort, have passed a science Regents exam.

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 U.S. 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 passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2004 Cohort finished its fourth year.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 97% of tested students in the 2007 Accountability Cohort, the school's first cohort, have passed the US History Regents exam.

Additional Evidence

The table below displays each cohorts' progress towards meeting the measure as students progress through the school.

Regents U.S. History Passing Rate by Accountability Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007			34	0%	33	0%	33	97.0%
2008					24	0%	24	0%
2009							27	0%

(§) Goal 4: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 97% of tested students in the 2007 Accountability Cohort, the school’s first cohort, have passed the US History Regents exam.

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 passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2009-10 the 2006 Cohort finished its fourth year.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 97% of tested students in the 2007 Accountability Cohort, the school’s first cohort, have passed the Global History Regents exam.

Additional Evidence

The table below displays each cohorts’ progress towards meeting the measure as students progress through the school.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007	34	0%	33	87.9%	33	97.0%
2008			24	0%	24	100%
2009					27	0%

(§) Goal 4: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared 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 most recently available district results are presented.

Results

This measure is not yet applicable. The school does not yet have an Accountability Cohort enrolled in their fourth year. 97% of tested students in the 2007 Accountability Cohort, the school’s first cohort, have passed the US History Regents exam.

HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

Students will graduate from High School.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

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, 75 percent of students in each cohort are promoted to the next grade by the end of August.

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 Promoted by Cohort in 2009-10

Cohort Designation	Number in Cohort	Percent promoted
2007	33	90.9%
2008	24	100%
2009	27	100%

Evaluation

Harlem Village Academy achieved this measure. At least 75% of each cohort remains on track to graduate from high school in four years.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school 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.

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 2010, the 2008 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
2007	33	81.8%
2008	24	92.0%

Evaluation

Harlem Village Academy met this measure. 82% of the 2007 Cohort and 92% of the 2008 Cohort passed at least three Regents exams by the end of their second year in the school.

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2006 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

Results

This measure is not yet applicable. The school does not yet have a high school Graduation Cohort that has completed four years in the school.

(§) Goal 5: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2005 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

Results

This measure is not yet applicable. The school does not yet have a high school Graduation Cohort that has completed five years in the school.

Goal 5: Comparative Measure

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

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared 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, district results for the current year are generally not available at this time.

Results

This measure is not yet applicable. The school does not yet have a high school Graduation Cohort that has completed five years in the school.

Summary

Harlem Village Academy has met each of the high school graduation goals that are applicable to the 2009-10 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school 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.	Achieved
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Not Applicable
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.	Not Applicable

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers will meet in August to plan improvements and modifications to the academic program. Those plans will largely be driven

by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data.

COLLEGE PREPARATION

(§) GOAL 6: COLLEGE PREPARATION
 Students will gain admission to college.

(§) Goal 6: 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 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared 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 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
2008-09	35	35	39.8	40.4	41.7	42.1
2009-10	24	24	40.6	40.0	43.0	42.4

Evaluation

Harlem Village Academy achieved this measure. In the 2009-10 school year, the school’s tenth grade students scored an average of 40.6 in critical reading compared to an average of 40.0 for New York State. In math, Harlem Village Academy tenth graders scored an average of 43.0 compared to an average of 42.4 for New York State.

(§) Goal 6: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT test 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 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

This measure is not yet applicable. The school does not have twelfth grade students.

(§) Goal 6: School Created College Prep 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

This measure is not yet applicable. The school does not have twelfth grade students.

(§) Goal 6: School Created 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

This measure is not yet applicable. The school does not have twelfth grade students.

Summary

Harlem Village Academy achieved the one college prep measure that was applicable to the 2009-10 school year.

Type	Measure	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.	Achieved
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.	Not Applicable
Absolute	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.	Not Applicable
Absolute	Each year, 75% of graduates will enroll in a two or four year college or university.	Not Applicable