

Accountability Plan Progress Reports for the 2006-07 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 State University 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 State University 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 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

Accountability Progress Report

2007

Mission

The mission of 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.

Goals & Measures

In its *Accountability Plan*, Village Academy outlined its key goals and how the attainment of those goals would be measured. This *Annual Accountability Progress Report* assesses our progress toward achieving those goals each year. In addition, this annual report helps ensure that all goals, measures and results are transparent to all members of the school community – teachers, parents, students, community members, colleges and prospective students. Any member of the school community may request a copy of this report from our school office.

Accountability Progress Report

This annual report is divided into two sections: *Academics* and *Additional Data*. The *Academics* section provides data on the academic progress of Village Academy students. This includes data for all students in mathematics and reading on the Stanford Achievement Test and the New York State assessments.

The *Additional Data* section presents important student demographic information.

Section I

Academics

Goal 1

English Language Arts. *Students at Harlem Village Academy Charter School (Village Academy) 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.*

Findings

Goal 1, Measure 1 - Absolute Measure: By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State English language arts (ELA) assessment.

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. In the 2006-2007 school year, the exam was conducted from January 9th-16th for all students in grades fifth through eighth.

Results: The results on the 2006-2007 New York State ELA assessment are included in tables 1.1-1 through 1.1-2 below.

**2007 New York State ELA Scores
8th Grade Students Enrolled for Two or More Years**

Score	1	2	3	4	3+4
Number (n)	0	17	20	0	20
Percentage	0%	46%	54%	0%	54%

Table (1.1-1)

**2007 New York State ELA Scores
7th Grade Students Enrolled for Two or More Years**

Score	1	2	3	4	3+4
Number (n)	0	11	11	0	11
Percentage	0%	50%	50%	0%	50%

Table (1.1-21)

Evaluation: Harlem Village Academy did not meet this measure. 50% of seventh grade students and 54% of eighth grade who have been enrolled for two or more years scored proficient on the ELA exam. However, all students in both grade levels scored at least a two.

Goal 1, Measure 2 - Absolute Measure: Additionally, each year, Village Academy’s aggregate Performance Index will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was conducted from January 9th-16th for all students in grades fifth through eighth. The school’s Performance Index is the sum of the percentage of students scoring at levels two, three and four and the percentage of students scoring at levels three and four.

Results: The results on the 2006-2007 New York State ELA assessment are shown in table 1.2-1 below.

2007 New York State ELA Results						
Grade	Number Tested	Percent Scoring				
		Level 1	Level 2	Level 3	Level 4	Proficient (3+4)
Fifth	66	5%	42%	53%	0%	53%
Sixth	48	0%	46%	50%	4%	54%
Seventh	40	0%	43%	58%	0%	58%
Eighth	42	0%	40%	60%	0%	60%

Table 1.2-1

Table 1.2-2 presents summary statistics for all four grade levels and is used to calculate the school's Performance Index. Harlem Village Academy's Performance Index was 154 in the 2006-2007 school year.

**2007 New York State ELA Test Scores
All Students**

Score	1	2	3	4	3+4	
Number (n)	3	84	107	2	66	
Percentage	2%	43%	55%	1%	62%	
Performance Index (PI)	=	43	+	55	+	1
			+	55	+	1
						154

Table 1.2-2

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for ELA in the 2006-2007 school year was 122. Harlem Village Academy's Performance Index was 154.

Goal 1, Measure 3 - Comparative Measure: Each year, the percent of students who have been enrolled at Village Academy for at least two years performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local community school district.

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was conducted from January 9th-16th for all students in grades fifth through eighth. Because of regulations imposed by FEPR, the school does not conduct this analysis on groups of students that are small enough that individual student scores could be calculated using simple mathematical operations. This year the school had six sixth grade students who had been enrolled for two or more years.

Results: Results for all students who were enrolled at Harlem Village Academy for at least two years on the day of the test and those for Community School District 5 are provided below in tables 1.3-1 and 1.3-2.

**New York State ELA Test Scores
Harlem Village Academy and District 5
8th Grade**

	(n)	1	2	3	4	3+4
Harlem Village Academy	37	0%	46%	54%	0%	54%
Community School District 5	1430	15%	59%	25%	1%	26%

Table (1.3-1)

**2006-2007 New York State ELA Test Scores
Harlem Village Academy and District 5
7th Grade**

	(n)	1	2	3	4	3+4
Harlem Village Academy	22	0%	50%	50%	0%	50%
Community School District 5	1309	13%	53%	33%	1%	34%

Table (1.3-2)

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. 54% of the school's eighth graders who have been enrolled for two or more years scored proficient, more than double the local school district's performance of 26%. The school's seventh graders who have been enrolled for two or more years were also significantly more likely to score proficient than the local school district. 50% scored proficient compared to District 5's score of 34%.

Further Evidence: Harlem Village Academy seventh and eighth graders also outperformed New York City (Charts 1.3-1 and 1.3-2).

2007 ELA Scores Eighth Grade

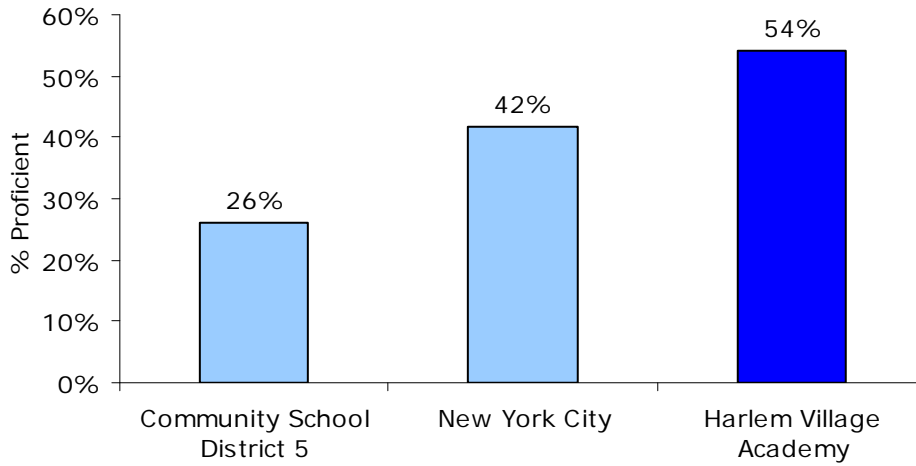


Chart 1.3-1

2007 ELA Scores Seventh Grade

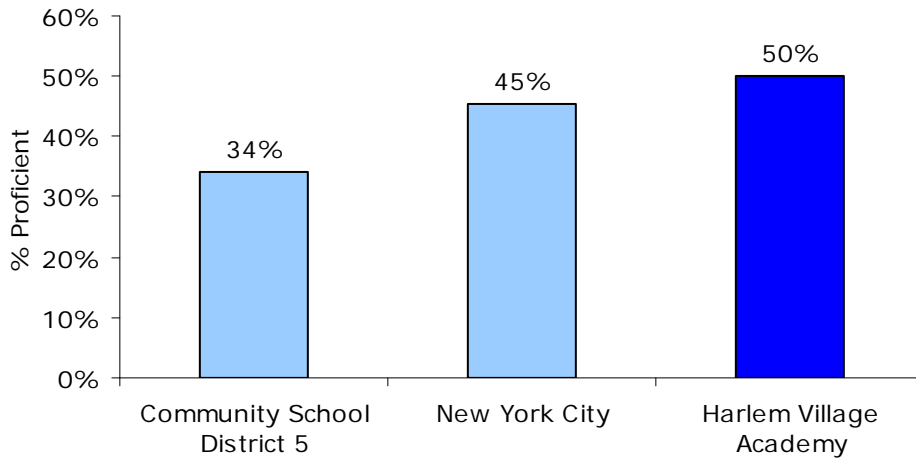


Chart 1.3-2

Goal 1, Measure 4 - Comparative Measure: Each year, the school will exceed to at least a small degree its expected level of performance on the State ELA exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was conducted from January 9th-16th for all students in grades fifth through eighth.

Results: At this time, the Charter Schools Institute has not yet performed its regression analysis of student performance on the 2007 New York State ELA exam. Table 1.4-1 contains the performance of students on the 2006 ELA exam.

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		57	49.1	54.9	-5.8	-0.41
6		48	58.3	46.5	11.8	0.45
7		46	60.9	42.4	18.5	0.81
All	55.3	151	55.6	48.4	7.2	0.24

School's Overall Comparative Performance:
<u>About the same as expected</u>
<i>Table 1.4-1</i>

Evaluation: Data is not yet available to determine whether the school met this measure. Although the Institute found that the school performed “about the same as expected” in 2006, a closer look at the data shows **that every grade level except for fifth grade performed “higher than expected”**. Chart 1.4-1 shows the school’s effect size as students progress through the grades and the school’s academic interventions begin to take effect.

2006 New York State ELA Exam Comparative Performance

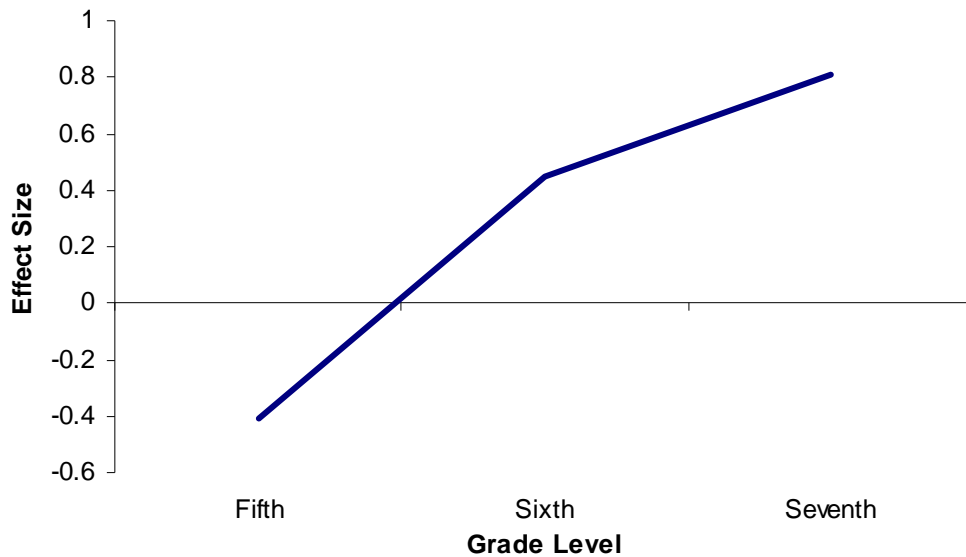


Chart 1.4-1

The fifth graders' low performance is to be expected; they were only enrolled in the school for four months prior to testing. 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 with each year that students have been enrolled.

Goal 1, Measure 5 Added Value Measure: For the 2005-2006 through 2007-2008 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 reading assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.

Method: Village Academy students take the Stanford Achievement Test, Ninth Edition in the fall upon their initial enrollment in fifth grade and every spring thereafter. This year, the Stanford 9 was administered on June 19-21. By administering a national, norm-referenced assessment, we are able to measure students' academic progress over the school year. Due to a scoring error, scores are only available for half of the fifth grade class at this time.

Results: The results of the 2007 Stanford 9 are shown below in Table 1.5-1.

2006-2007 Stanford 9 Reading Scores						
Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
5	32	37.0	43.5	61.9	+24.9	Yes
6	32	57.8	57.9	59.0	+1.2	Yes
7	31	63.1	63.2	54.6	-8.5	No
8	39	66.4	66.5	53.0	-13.4	No

Table 1.5-1

Evaluation: Village Academy students exceeded the Added Value Measure in fifth and sixth grade, but not in seventh or eighth. The fifth grade cohort met their goal and closed the entire gap between their baseline score and an NCE of 50 in one year. The sixth grade cohort met their goal of showing an NCE increase this year, and was already scoring above an NCE of 50. The seventh and eighth grade cohorts did not meet their goal of showing an increase of NCE, but still scored above an NCE of 50.

Goal 1, Measure 6 - Added Value Measure: Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State ELA exam and 75 percent at or above Level 3 on the current year’s State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Harlem Village Academy administered the exam in January of 2007 to students in grades five and six. Grade-level cohorts are comprised of groups of students who took the same pre- and post-tests at the school in consecutive years.

Results: The performance for the school’s three grade level cohorts is shown below in Table 1.6-1.

2006-2007 Cohort Performance NYS ELA Exam					
Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2005-06	Target	2006-07	
6	33	63.6	69.3	69.7	Yes
7	29	58.6	66.8	55.2	No
8	39	61.5	68.3	56.4	No

Table 1.6-1

Evaluation: Village Academy students exceeded the Added Value measure in sixth grade, but not in seventh or eighth. The sixth grade cohort exceeded their target score and showed an improvement of 6.1%. The seventh and eighth grade cohorts did not meet their target scores.

Summary: As shown below in table 1.7-1, Harlem Village Academy met or partially met four of the five outcome measures for which data is available from the 2006-2007 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 and met its No Child Left Behind accountability measure by a wide margin. The school did not meet its absolute measure on the New York State ELA exam, and is planning changes to the ELA program that we anticipate will allow students to reach that measure in subsequent years.

Measure	Type	Description	Outcome
1	Absolute	By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State English language arts (ELA) assessment.	Did not Meet
2	Absolute	Each year, Village Academy's aggregate Performance Index will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Exceeded
3	Comparative	Each year, the percent of students who have been enrolled at Village Academy for at least two years performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local community school district.	Exceeded by a wide margin
4	Comparative	Each year, the school will exceed to at least a small degree its expected level of performance on the State ELA exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	Data not available

5	Value Added	For the 2005-2006 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 reading assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.	Met in fifth and sixth grade Did not meet in seventh of eighth
6	Value Added	Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	Met in sixth grade Did not meet in seventh or eighth
<i>Table 1.7-1</i>			

Goal 2

Mathematics. *Students at Village Academy 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.*

Findings

Goal 2, Measure 1 - Absolute Measure: By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State Mathematics assessment.

Method: New York administers an annual mathematics exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Math Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. In the 2006-2007 school year, the exam was conducted from March 6th – 21st for all students in grades fifth through eighth.

Results: The results on the 2007 New York State mathematics assessment are included in tables 2.1-1 and 2.1-2 below. 100% of eighth grade and 96% of seventh grade students enrolled for two or more years scored proficient.

**2007 New York State Math Scores
8th Grade Students Enrolled for Two or More Years**

Score	1	2	3	4	3+4
Number (n)	0	0	29	8	37
Percentage	0%	0%	78%	22%	100%

Table (2.1-1)

**2007 New York State Math Scores
7th Grade Students Enrolled for Two or More Years**

Score	1	2	3	4	3+4
Number (n)	0	1	22	0	22
Percentage	0%	4%	96%	0%	96%

Table (2.1-2)

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. Every eighth grade student enrolled for two or more years scored proficient on the 2007 math exam, and nearly one quarter scored at the advance level. Seventh grade performed equally as strong – fully 96% scored proficient.

Further Evidence: The Harlem Village Academy eighth grade class took the Math A Regents exam in June of 2007. Table 2.1-3 shows the results of that exam

**2007 Mathematics A Regents Scores
8th Grade Students**

Score	<65%	65%-74%	75%-84%	85%+	>65%
Number (n)	4	20	16	2	38
Percentage	10%	48%	38%	5%	90%

Table (2.1-3)

90% of Harlem Village Academy eighth graders scored at least a 65% on the Mathematics A Regents Exam. This is further evidence that Harlem Village Academy has prepared its students for success in high school and beyond.

Goal 2, Measure 2 - Absolute Measure: Additionally, each year, Village Academy’s aggregate Performance Index will meet its Annual Measurable Objective set forth in the State’s NCLB accountability system.

Method: New York administers an annual mathematics exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Math Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. In the 2006-2007 school year, the exam was conducted from March 6th – 21st for all students in grades fifth through eighth. The performance index is the sum of the percentage of students scoring at levels two, three and four and the percentage of students scoring at levels three and four.

Results: Table 2.2-1 shows the results of all students on the 2007 New York State math exam.

2007 New York State Math Results						
Grade	Number Tested	Percent Scoring				
		Level 1	Level 2	Level 3	Level 4	Proficient (3+4)
Fifth	64	2%	31%	52%	16%	67%
Sixth	46	2%	15%	78%	4%	83%
Seventh	41	0%	2%	90%	7%	98%
Eighth	42	0%	2%	74%	24%	98%

Table 2.2-1

Table 2.2-2 presents aggregate scores for all students and is used to calculate the school’s Performance Index. Harlem Village Academy’s Performance Index was 183 in the 2006-2007 school year.

2007 New York State Math Test Scores							
All Students							
Score	1	2	3	4	3+4		
Number (n)	2	29	137	25	66		
Percentage	1%	15%	71%	13%	82%		
Performance Index (PI)	=	15	+	71	+	13	
			+	71	+	13	183

Table 2.2-2

Evaluation: Village Academy exceeded this measure by a wide margin. Harlem Village Academy exceeded the second component of this measure by a wide margin. The Annual Measurable Objective for the 2006-2007 school year was 86. Harlem Village Academy’s Performance Index was 183 – more than double the goal.

Goal 2, Measure 3 - Comparative Measure: Each year, the percent of students who have been enrolled at Village Academy for at least two years performing at or above Level 3 on the State math exam in each tested grade will be greater than that of the local community school district.

Method: New York administers an annual math exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State math Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was conducted from March 6th – 21st for all students in grades fifth through eighth. Because of regulations imposed by FERPA, the school does not conduct this analysis on groups of students that are small enough that individual student scores could be calculated using simple mathematical operations. This year the school had six sixth grade students who had been enrolled for two or more years.

Results: Results for all students who were enrolled at Harlem Village Academy for at least two years on the day of the test and results for Community School District 5, the school’s local community district, are provided below in tables 2.3-1 and 2.3-2.

**2007 New York State Math Test Scores
Harlem Village Academy and District 5**

8th Grade

	(n)	1	2	3	4	3+4
Harlem Village Academy	37	0%	0%	78%	22%	100%
Community School District 5	1449	29%	39%	26%	5%	32%

Table (2.3-1)

**2007 New York State Math Test Scores
Harlem Village Academy and District 5**

7th Grade

	(n)	1	2	3	4	3+4
Harlem Village Academy	23	0%	4%	96%	0%	96%
Community School District 5	1321	15%	40%	39%	6%	45%

Table (2.3-2)

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. Every eighth grader who has been enrolled for two or more years scored proficient on the 2007 state math exam, more than triple the score of the local school district. The seventh also outperformed the local school district. 96% of those students scored proficient compared to 45% for the local community school district.

Further Evidence: As shown below in charts 2.3-1 and 2.3-2, Harlem Village Academy seventh and eighth graders outperformed the local district, New York City, and New York State by a wide margin.

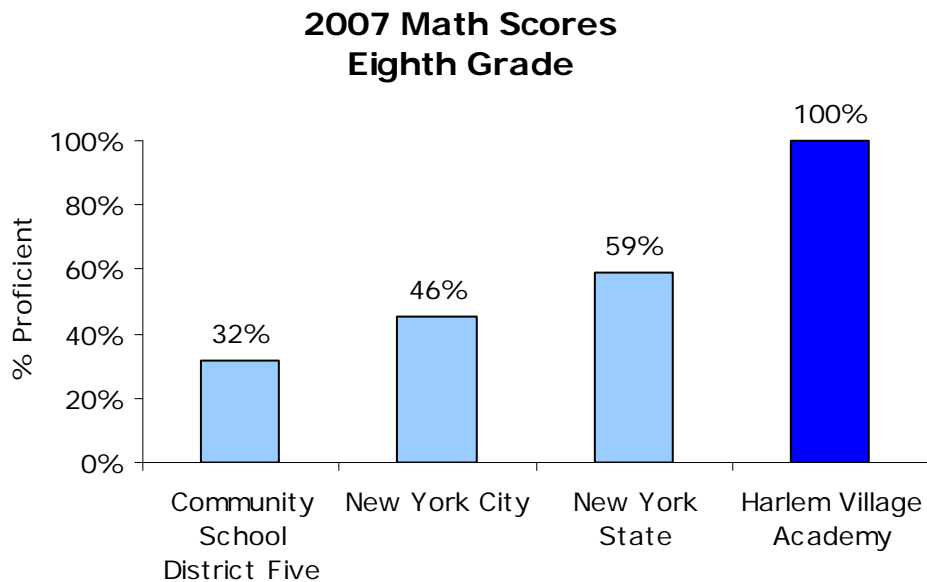


Chart 2.3-1

2007 Math Scores Seventh Grade

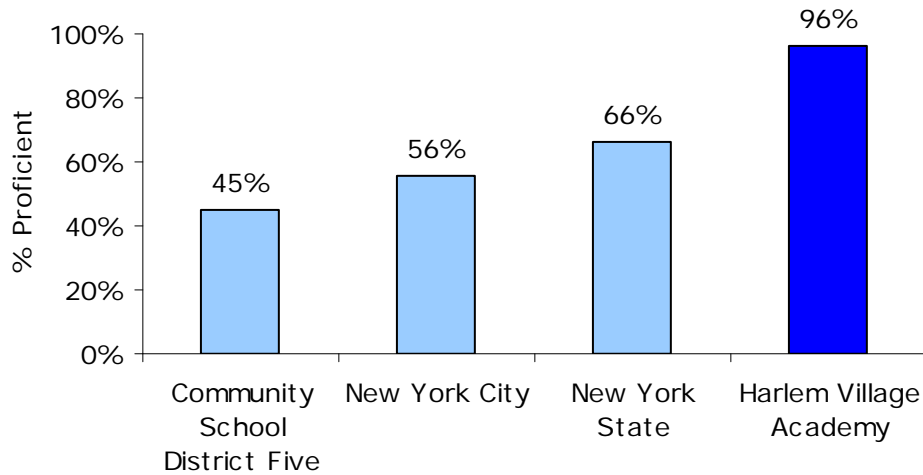


Chart 2.3-2

The Harlem Village Academy eighth grade class also had the highest percentage of students scoring proficient of any open enrollment school in New York City for the second year in a row.

Goal 2, Measure 4 - Comparative Measure: Each year, the school will exceed to at least a small degree its expected level of performance on the State math exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method: New York administers an annual mathematics exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State math Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was conducted from March 6th -21st for all students in grades fifth through eighth.

Results: At this time, the Charter Schools Institute has not yet performed its regression analysis of student performance on the 2007 New York State math exam. Table 2.4-1 contains the performance of students on the 2006 math exam.

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		58	69.0	59.1	9.8	0.43
6		49	83.7	50.3	33.3	1.44
7		46	95.7	44.2	51.5	2.26
All	55.3	153	81.7	51.8	29.9	1.30

School's Overall Comparative Performance:
Higher Than Expected to a Large Degree
<i>Table 2.4-1</i>

Evaluation: The data is not yet available to determine whether the school met this measure. Harlem Village Academy students scored “Higher Than Expected to a Large Degree” on the 2006 New York State math test.

Goal 2, Measure 5 - Added Value Measure: For the 2005-2006 through 2007-2008 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 math assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.

Method: Village Academy students take the Stanford Achievement Test, Ninth Edition in the fall upon their initial enrollment in fifth grade and every spring thereafter. This year, the Stanford 9 was administered on June 19-21. By administering a national, norm-referenced assessment, we are able to measure students’ academic progress over the school year. Due to a scoring error, scores are only available for half of the fifth grade class at this time.

Results: The results of the 20007 Stanford Achievement Test are listed below in Table 2.5-1.

2006-2007 Stanford 9 Math Scores						
Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
5	32	32.6	41.3	67.2	+34.6	Yes
6	31	74.6	74.7	66.3	-8.3	No
7	31	72.7	72.8	71.8	-.9	No
8	39	85.0	85.1	68.7	-16.3	No
<i>Table 2.5-1</i>						

Evaluation: Harlem Village Academy met the goal in fifth grade, but not in sixth, seventh or eighth. All grade level cohorts exceeded an average NCE of 50 and scored, on average, in the top quarter of all students nationally.

Goal 2, Measure 6 - Added Value Measure: Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State math exam and 75 percent at or above Level 3 on the current year’s State math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Method: New York administers an annual math exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State math Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Harlem Village Academy administered the exam in March of 2007 to all students.. Grade-level cohorts are comprised of groups of students who took the same pre- and post-tests at the school in consecutive years.

Results: The performance of the school’s three grade level cohorts is shown below in Table 2.6-1.

2006-2007 Cohort Performance NYS Math Exam					
Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2005-06	Target	2006-07	
6	33	75.8	75.9	84.8	Yes
7	31	90.3	90.4	96.8	Yes
8	39	97.4	97.5	100	Yes

Table 2.6-1

Evaluation: Harlem Village Academy exceeded this measure by a wide margin at all grade levels. Each grade-level cohort showed improvement from the 2006 school year. Fully 100% of the eighth grade cohort, 97% of the seventh grade cohort and 85% of the sixth grade cohort scored proficient on the 2007 NYS math exam.

Summary: Village Academy students have consistently shown strong achievement in mathematics. 98% of Harlem Village Academy seventh and eighth grade students scored proficient on the New York State mathematics exam. This mark made Harlem Village Academy students the highest achieving of any open-enrollment eighth grade class in the city for the second year in a row, despite entering the school in the bottom half of all students nationally. This pattern of achievement is reflected in the lower grade levels as well. Upon entering the school scoring among the *lowest* 40%

compared to the national average, Village Academy students ended the year scoring among the *highest* 22% compared to the national average.

Measure	Type	Description	Outcome
1	Absolute	By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State math assessment.	Exceeded by a wide margin
2	Absolute	Each year, Village Academy's aggregate Performance Index will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Exceeded by a wide margin
3	Comparative	Each year, the percent of students who have been enrolled at Village Academy for at least two years performing at or above Level 3 on the State math exam in each tested grade will be greater than that of the local community school district.	Exceeded by a wide margin
4	Comparative	Each year, the school will exceed to at least a small degree its expected level of performance on the State ELA exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	Data not available
5	Value Added	For the 2005-2006 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 reading assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.	Met in fifth Did not meet in sixth, seventh and eighth
6	Value Added	Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	Exceeded at every grade level
<i>Table 2.7-1</i>			

Goal 3

Social Studies. *Students at Village Academy will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.*

Findings

3.1 Absolute Measure: In each year, 75 percent of seventh and eighth graders who have been enrolled in the school for two or more years will perform at or above Level 3 on the New York State social studies examination.

Method: New York administers a social studies exam to students in grades five and eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Social Studies Standards. Individual student performance is reported as a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was conducted in June for all students in eighth grade.

Results: The results of the New York State science exam are listed in Table 4.1.

**2007 New York State Social Studies Scores
8th Grade Students Enrolled for Two or More Years**

Score	1	2	3	4	3+4
Number (n)	0	14	23	0	23
Percentage	0%	38%	62%	0%	62%

Table (3.1-1)

Evaluation: Harlem Village Academy did not meet this measure. 62% of eighth grade students enrolled for two or more years scored proficient on the New York State social studies exam.

3.2 Comparative Measure: Each year, the percent of students who have been enrolled in the school for two or more years and performing at or above Level 3 on the State social studies exam will be greater than that of the local community school district.

Results: Data for the local community school district is not available at this time.

Goal 4

Science. *Students at Village Academy will meet and exceed state standards for mastery of skills and content knowledge in the area of science.*

Findings

Goal 4, Measure 1 - Absolute Measure: In each year, 75 percent of seventh and eighth graders who have been enrolled in the school for two or more years will perform at or above Level 3 on the New York State science examination.

Method: New York administers a science exam to students in grade eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Science Standards. Individual student performance is reported as a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. The exam was conducted in June for all students in eighth grade.

Results: The results of the New York State science exam are listed in Table 4.1.

**2007 New York State Science Scores
8th Grade Students Enrolled for Two or More Years**

Score	1	2	3	4	3+4
Number (n)	0	9	24	4	28
Percentage	0%	24%	65%	11%	76%

Table (4.1-1)

Evaluation: Harlem Village Academy met this measure. 76% of eighth grade students scored proficient on the New York State science exam.

4.2 Comparative Measure: Each year, the percent of students who have been enrolled in the school for two or more years and performing at or above Level 3 on the State science exam will be greater than that of the local community school district.

Results: Data for the local community school district is not available at this time.

Goal 5

Overall Academic Program. *Students at Village Academy will meet and exceed state standards in all areas required by NCLB accountability guidelines.*

Findings

5.1 Additional Academic Measure: Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Results: The school exceeded the Annual Measurable Objective in both ELA and mathematics. The school's Accountability Status will be "Good Standing" for the 2006-2007 school year.

Section II

Additional Data

Demographics

Ethnicity

More than three quarters of Village Academy students identify as Black or African American. The other one quarter identify as Latino. (Chart 6-1).

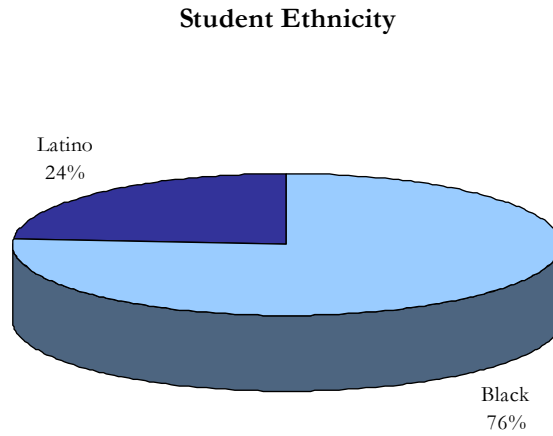


Chart 6-1

Free and Reduced Lunch

Seventy percent of Village Academy students qualified for free or reduced price lunch (Chart 6-2).

Students Qualifying for Free or Reduced Lunch

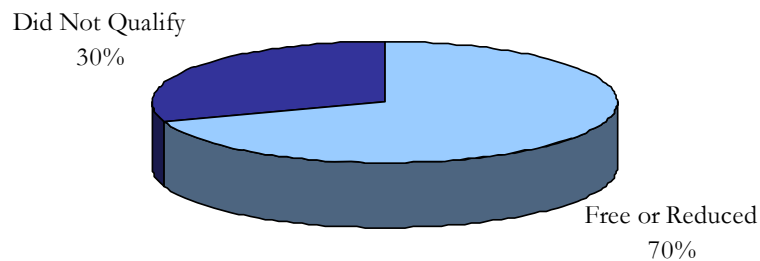


Chart 6-2