

Accountability Plan Progress Reports for the 2008-09 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, 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**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

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Matt Scott prepared this 2008-09 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 250 students grades five through ten.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04						73								73
2004-05						52	48							100
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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Goal 1: Absolute Measure

Each year, 75% of tested students who are enrolled in at least their second year will score proficient (i.e. at level three or above) on the New York State English language arts (ELA) assessment.

Method

The school administered the New York State Testing Program English language arts assessment to students in fifth through eighth grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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.

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.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	98	0	0	0	98
6	41	0	0	0	41
7	30	0	0	0	30
8	39	0	0	1	40
All	208	0	0	1	209

Results

The table below shows the results of the 2009 State English language arts exam. Overall, 92.2% of students in at least their second year at the school scored proficient.

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.

**Harlem Village Academy Performance on 2008-09 State English Language Arts 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	0.0%	30.6%	62.2%	7.1%	69.4%	98
	Students in At Least 2 nd Year	0.0%	28.6%	71.4%	0.0%	71.4%	14
6	All Students	0.0%	9.8%	87.8%	2.4%	90.2%	41
	Students in At Least 2 nd Year	0.0%	8.6%	88.6%	2.9%	91.4%	35
7	All Students	0.0%	6.7%	90.0%	3.3%	93.3%	30
	Students in At Least 2 nd Year	0.0%	6.9%	89.7%	3.4%	93.1%	29
8	All Students	0.0%	7.7%	92.3%	0.0%	92.3%	39
	Students in At Least 2 nd Year	0.0%	7.9%	92.1%	0.0%	92.1%	38
All	All Students	0.0%	18.8%	76.9%	4.3%	81.3%	208
	Students in At Least 2 nd Year	0.0%	10.3%	87.9%	1.7%	89.7%	102

Evaluation

Harlem Village Academy exceeded the measure in all grades. Each class exceeded the target score greater than 90% proficient.

Additional Evidence

The table below shows the percentage of students in at least their second year scoring proficient on the New York State ELA exam. The school's percentage of students scoring proficient has increased each year.

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									
	2004-05		2005-06		2006-07		2007-08		2008-2009	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5										
6			61.4%	44	66.7%	36	62.8%	43	91.4%	35
7			57.9%	38	53.1%	32	86.0%	43	93.1%	29
8					56.4%	39	58.1%	31	92.1%	38
All			59.8%	82	58.9%	107	70.1%	117	92.2%	102

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 2008-09 is 144. 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 2008-09 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	0%	19%	77%	4%	208

$$\begin{array}{rccccccccc}
 \mathbf{PI} & = & 19 & + & 77 & + & 4 & = & 100 \\
 & & + & 77 & + & 4 & = & 81 & + \\
 & & & & & & \mathbf{PI} & = & \mathbf{181}
 \end{array}$$

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for ELA in the 2008-2009 school year is 144. Harlem Village Academy’s Performance Index was 181.

Additional Evidence

The school’s Performance index increased 10 points in the 2008-2009 school year. The percentage of students scoring at level 1 and 2 decreased from 32% in the 2007-2008 school year to 19% in the 2008-2009 school year. Every student scored at least at level 2 in the current year.

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

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5-7	151	1%	43%	54%	2%	155	122
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

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

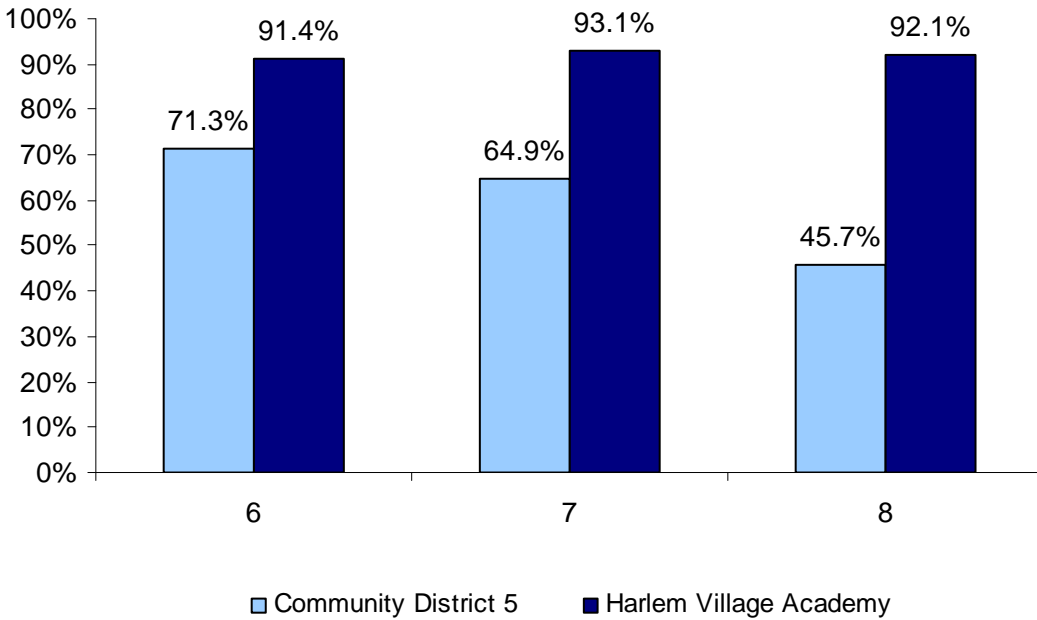
The table below shows the results of the 2008-2009 ELA exam for Harlem Village Academy and Community School District 5.

**2008-09 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	-	-	-	-
6	91.4%	35	71.3%	1177
7	93.1%	29	64.9%	1246
8	92.1%	38	45.7%	1178
All	92.2%	102	60.7%	3601

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**2008 - 2009 NYS ELA
Harlem Village Academy and Community School District 5**



Evaluation

Harlem Village Academy exceeded this measure by a wide margin at every grade level. 92.2% of the school's students who have been enrolled for two or more years scored proficient, more than 30 percentage points higher than the local community school district. 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. 92.1% scored proficient compared to District 5's score of 45.7%.

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 2005-2006 to 2008-2009. Harlem Village Academy has had a higher percentage of students scoring proficient than the local community school district in each tested grade since the first administration of the ELA test.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5										
6			61.4%	34.9%	66.7%	38.4%	62.8%	47.9%	91.7%	71.3%
7			57.9%	26.2%	53.1%	34.4%	86.0%	51.6%	93.1%	64.9%
8					56.4%	26.2%	58.1%	29.5%	92.1%	45.7%
All			59.8%	30.3%	58.9%	32.6%	70.1	43.0%	92.2	60.7%

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 schools' 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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2007-2008 school year.

2007-08 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	69.4	70.6	-1.2	-0.41
6		41	90.2	55.2	35	0.48
7		30	93.3	59.2	34.1	1.65
8		39	92.3	42.7	49.6	0.91
All	60.94	208	81.3	60	21.3	0.48

Evaluation

Data is not yet available to determine whether the school met this measure. Although the Institute found that the school performed “higher than expected to a small degree” in 2008, a closer look at the data shows that **seventh and eighth grade performed “higher than expected to a large degree”**. 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 2005-2006 through 2007-2008 school years. Harlem Village Academy seventh and eighth graders scored higher than expected each year.

English Language Arts Comparative Performance by School Year

School	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect
Year						Size
2005-06	5th-7 th	55.3	151	55.6	48.4	0.24
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

Goal 1: Growth Measure

Each year, 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.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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 2007-2008 and 2008-2009 New York State ELA exam.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5	-	-	-	-	-
6	34	82.4%	82.5%	91.4%	Yes
7	28	64.3%	64.4%	93.1%	Yes
8	37	94.6%	94.7%	92.1%	No
All	99	81.8%	81.9%	92.2%	Yes

Evaluation

Harlem Village Academy students exceeded the Added Value measure in sixth and seventh grades, but not in eighth. The seventh grade cohort exceeded their target score and showed an improvement of 28.8%. The sixth grade cohort showed an improvement of 9%. The eighth grade cohort did not meet its target score, but more than 90% of students scored proficient..

Additional Evidence

The table below shows the results of grade-level cohorts in the 2006-2007 through 2008-2009 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
2008-2009	5 th -8 th	2	4

Summary of the English Language Arts Goal

As shown below, Harlem Village Academy met or partially met all four of the outcome measures for which data is available from the 2008-2009 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 the school met its No Child Left Behind accountability measure. The school met the absolute and comparative measures in all grades, and the growth measures in most grades.

Middle School

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.	Exceeded
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.	Exceeded

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.	Exceeded by a wide margin
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
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	Met in sixth and seventh grade Did not meet in eighth grade

MATHEMATICS

Goal 2: Mathematics

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through eighth grade in March 2009. 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.

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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	95	0	0	0	95
6	40	0	0	0	40
7	29	0	0	0	29
8	39	0	0	0	39
All	203	0	0	0	203

Results

The table below shows the results of the 2009 State math exam. Overall, 97.4% of students in at least their second year at the school scored proficient.

**Charter School Performance on 2008-09 State Mathematics 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	2.1%	17.9%	67.4%	12.6%	80.0%	95
	Students in At Least 2 nd Year	0.0%	23.1%	69.2%	7.7%	76.9%	13
6	All Students	0.0%	0.0%	65.0%	35.0%	100.0%	40
	Students in At Least 2 nd Year	0.0%	0.0%	67.6%	32.4%	100.0%	34
7	All Students	0.0%	0.0%	58.6%	41.4%	100.0%	29
	Students in At Least 2 nd Year	0.0%	0.0%	60.7%	39.3%	100.0%	28
8	All Students	0.0%	0.0%	87.2%	12.8%	100.0%	39
	Students in At Least 2 nd Year	0.0%	0.0%	87.2%	12.8%	100.0%	39
All	All Students	1.0%	8.4%	69.5%	21.2%	90.6%	203
	Students in At Least 2 nd Year	0.0%	2.6%	72.8%	24.6%	97.4%	114

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. Every sixth, seventh, and eighth grade student scored proficient on the 2009 math exam, and 21.2% scored at the advance level. Overall, 97.4% 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 three years.

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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5							81.8%	11	76.9%	13
6			78.9%	38	86.1%	36	95.3%	43	100.0%	34
7			95.5%	44	97.0%	33	100.0%	44	100.0%	28
8					100.0%	39	100.0%	31	100.0%	39
All			86.0%	86	92.1%	114	96.9%	128	97.4%	114

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 2008-09 is 119. 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 2008-09 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	1.0%	8.4%	69.5%	21.2%	203

$$\begin{aligned}
 \mathbf{PI} &= 8.4 + 69.5 + 21.3 = 99.1 \\
 &+ 69.5 + 21.3 = 90.7 \\
 \mathbf{PI} &= \mathbf{190}
 \end{aligned}$$

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for math in the 2008-2009 school year was 119. Harlem Village Academy’s Performance Index was 190.

Additional Evidence

As shown in the table below, the school’s Performance index has increased each year. The percentage of students scoring at level 1 and 2 decreased from 45% in the 2005-2006 school year to 9% in the 2008-2009 school year.

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		
2005-06	5 th -7 th	151	1%	43%	54%	2%	155	86
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	102

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.

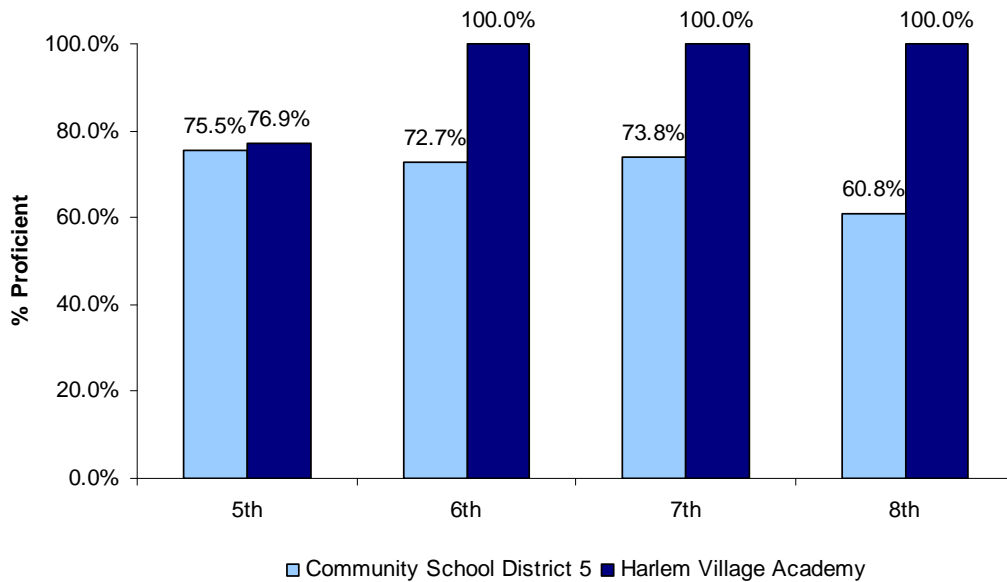
Results

The table below shows the results of the 2008-2009 math exam for Harlem Village Academy and Community School District 5.

**2008-09 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	76.9%	13	75.5%	888
6	100.0%	34	72.7%	1202
7	100.0%	28	73.8%	1249
8	100.0%	39	60.8%	1193
All	97.4%	128	70.4%	4532

**2008-2009 NYS Math
Community School District 5 and Harlem Village Academy**



Evaluation

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. Every grade level outperformed the local school district. The Harlem Village Academy eighth grade class scored 100% proficient for the third consecutive year.

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 2005-2006 to 2008-2009. Harlem Village Academy has outperformed the local community school district in each tested grade 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 Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	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%
6			78.9%	45.2%	86.1%	55.3%	95.3%	65.6%	100%	72.7%
7			95.5%	34.0%	97.0%	44.9%	100%	59.6%	100%	73.8%
8					100%	31.7%	100%	46.4%	100%	60.8%
All			86.0%	39.4%	92.1%	43.3%	96.9%	58.2%	97.4%	70.4%

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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2007-2008 school year.

2007-08 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		71	73.3	77.6	-4.3	-0.28
6		43	95.3	70.8	24.5	1.46
7		44	100.0	68.8	31.2	1.75
8		30	100.0	57.9	42.2	2.03
All	60.9	188	88.8	70.8	18.0	0.96

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

Evaluation

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 2008 New York State math test.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2005-2006 through 2007-2008 school years. Harlem Village Academy scored higher than expected in both 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

Goal 2: Growth Measure

Each year, 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.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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 2007-2008 and 2008-2009 New York State math exam.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5	13	38.5%	56.7%	76.9%	Yes
6	33	84.8%	84.9%	100%	Yes
7	28	100%	100%	100%	Yes
8	39	100%	100%	100%	Yes
All	113	88.5%	88.6%	97.3%	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 2007-08 school year. Fully 100% of the sixth, seventh, and eighth grade cohorts scored proficient on the 2009 NYS math exam.

Additional Evidence

The table below shows the results of grade-level cohorts in the 2006-2007 through 2008-09 school years. Every grade-level cohort met the target score in all three 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

Summary of the Mathematics Goal

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

Middle School

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.	Exceeded by a wide margin
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.	Exceeded by a wide margin
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.	Exceeded by a wide margin
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
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	Exceeded by a wide margin

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 8th grade in June of 2009. 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 results of the 2008-09 New York State science exam are not yet available. The table below shows the results of the 2008 State science exam. Every student scored proficient and more than half scored at the advanced level.

**Charter School Performance on 2007-08 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 ¾	
8	All Students	0%	0%	48.3%	51.7%	100%	29
	Students in At Least 2 nd Year	0%	0%	48.3%	51.7%	100%	29

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. Every eighth grader scored proficient on the 2008 science exam. More than half, 51.3%, scored at the advanced level.

Additional Evidence

The table below shows the results of the 2007 and 2008 New York State science exams. The percent of students scoring proficient increased by 24% from 2007 to 2008.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8							75.6%	37	100%	29

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

Local community school district data is not available at this time.

Summary

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. The school met every measure for which data is available.

Middle School

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.	Data not available Exceeded by a wide margin in 2007-08

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
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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 8th grade in June 2009. 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 below shows the results of the 2009 State social studies exam. 86.8% students proficient or higher.

**Charter School Performance on 2008-09 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	
8	All Students	0%	13.2%	78.9%	7.9%	86.8%	38
	Students in At Least 2 nd Year	0%	13.2%	78.9%	7.9%	86.8%	38

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. 86.8% of eighth graders scored proficient on the 2009 social studies exam.

Additional Evidence

The table below shows the results of the 2007 through 2009 New York State social studies exams. The percent of students scoring proficient increased by 24.7% from 2007 to 2009.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					62.1%	37	96.6%	29	86.8%	38

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

Local community school district data is not available at this time.

Summary

Harlem Village Academy met every measure for which data was available. 86.8% of students scored proficient on the New York State social studies exam or higher,

Middle School

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.	Exceeded by a wide margin
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

NCLB

Goal 5: NCLB

Students at 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 exceeded the Annual Measurable Objective in both ELA and mathematics. The school’s Accountability Status will be “Good Standing” for the 2008-09 school year.

Evaluation

Harlem Village Academy met 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