

**HARLEM VILLAGE ACADEMY
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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By Harlem Village Academy Charter School

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Matt Scott prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

BOARD OF TRUSTEES

Trustee's Name	Board Position
James Thompson	Chair
Catherine Viscardi Johnston	Treasurer
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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 with its first class of fifth graders. The school currently serves approximately 376 students grades five through twelve.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
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
2010-11	-	-	-	-	-	91	76	67	44	16	27	24	31	376

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 2007 state Accountability Cohort is comprised of students who entered the ninth grade in the 2007-08 school years, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2010-11 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>)

The following table indicates the number of students in Accountability Cohorts who are in their fourth year of high school, and were enrolled on BEDS Day in October 1, 2010 and on June 30, 2011

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2010-11	2007-08	2007	31	0	31

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the ninth grade. However, students who have spent at least five months in the school after entering the ninth 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.

Fourth Year High School Graduation Cohorts

Fourth Year Cohort	Year Entered ninth Grade	Cohort Designation	Number of Students Enrolled on June thirtieth of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2010-11	2007-08	2007	31	0	31

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 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language Arts examination.²

Method

The school administered the New York State Testing Program English Language Arts assessment to students in fifth through eighth grade in April 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
5	654
6	654
7	652
8	652

¹ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

² In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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.

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	88	1	0	0	89
6	74	0	0	0	74
7	66	0	0	0	66
8	44	0	0	0	44
All	272	1	0	0	273

Results

The table below shows the results of the 2010–2011 State English Language Arts exam. Overall, 77% of students in at least their second year at the school scored attained a time adjusted level 3 cut score.

**Charter School Performance on 2010-11 State English Language Arts Exam
by All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	58.0%	88
	Students in At Least 2 nd Year	-	-
6	All Students	64.9%	74
	Students in At Least 2 nd Year	63.9%	72
7	All Students	93.9%	66
	Students in At Least 2 nd Year	93.9%	66
8	All Students	84.1%	44
	Students in At Least 2 nd Year	84.1%	44
All	All Students	72.8%	272
	Students in At Least 2 nd Year	77.4%	190

Evaluation

Harlem Village Academy achieved this measure.

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

English Language Arts 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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	-	-	-	-	75.0%	12	-	-
6	62.8%	43	91.4%	35	81.7%	60	64.9%	72
7	86.0%	43	93.1%	29	90.0%	40	93.9%	66
8	58.1%	31	92.1%	38	88.2%	17	84.1%	44
All	70.1%	117	92.2%	102	84.5%	129	77.4%	190

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.

Results

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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 2010-11 ELA exam for Harlem Village Academy and Community School District Five.

**2010-11 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
6	44.4%	72	30.1%	998
7	59.1%	66	23.9%	1064
8	65.9%	44	27.3%	1175
All	52.6%	190	28.3%	4129

Evaluation

Harlem Village Academy achieved this measure in sixth, seventh, and eighth grades as well as for all students combined, but did not achieve this measure in fifth grade.

**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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	-	-	-	16.7%	27.2%	-	32.8%
6	62.8%	47.9%	91.7%	71.3%	36.7%	31.2%	44.4%	30.1%
7	86.0%	51.6%	93.1%	64.9%	50.0%	28.7%	59.1%	23.9%
8	58.1%	29.5%	92.1%	45.7%	64.7%	24.1%	65.9%	27.3%
All	70.1%	43.0%	92.2%	60.7%	42.6%	27.6%	52.6%	28.3%

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 statewide. 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.

Results

The table below shows the Comparative Performance Analysis for the 2010-11 school year.

2010-11 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		88	17.0	48.5	-31.5	-2.0
6		74	44.0	48.4	-3.8	-0.3
7		66	59.1	39.1	20.0	1.2
8		44	65.9	38.4	27.5	1.6
All	55.0	272	42.6	44.6	-1.9	-0.2

School's Overall Comparative Performance:
Slightly lower than expected

Evaluation

The school performed “Slightly lower than expected” in the 2010-11 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 each year that students remain in the school. By eighth grade the “effect size” is 1.6.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2006-07 through 2010-11 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	53.0	194	56.2	54.6	0.05
2007-08	5 th - 8 th	60.9	189	68.3	60.0	0.48
2008-09	5 th - 8 th	78.0	208	81.2	65.8	0.97
2009-10	5 th - 8 th	54.9	237	40.9	44.6	-0.28
2010-11	5 th - 8 th	55.0	272	42.6	44.6	-0.2

Goal 1: Growth Measure

On the current year’s state English Language Arts exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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 chart below contains the results for the 2010-11 English Language Arts exam.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	72	33.3%	54.2%	44.4%	NO
7	65	44.6%	59.8%	60.0%	YES
8	44	52.3%	63.6%	65.9%	YES
All	189	40.2%	57.6%	52.9%	NO

Harlem Village Academy met this measure for seventh and eighth grades, but did not meet this measure in fifth or sixth grades

Additional Evidence

Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 5-8 Testing Program by School Year

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	5 th - 8 th	2	4
2008-09	6 th - 8 th	2	3
2009-10	5 th - 8 th	1	4
2010-11	6 th - 8 th	2	3

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOALS

Harlem Village Academy fully or partially achieved six measures for the 2010-11 school year.

Type	Measure	Outcome
<u>Absolute</u>	75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
<u>Absolute</u>	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.	N/A
<u>Comparative</u>	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 in sixth, seventh, and eighth. Did not achieve in fifth.
<u>Comparative</u>	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
<u>Growth</u>	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved in seventh and eighth. Did not achieve in fifth or sixth.
<u>Absolute</u>	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. – See Appendix A	Achieved
<u>Absolute</u>	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. – See Appendix A	Achieved
<u>Comparative</u>	Each year, the percent of 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. – See Appendix A	Achieved
<u>Growth</u>	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. – See Appendix A	Did Not Achieve

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the English Language Arts program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

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 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 mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination⁴.

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through eighth grades in May 2011. 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 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
5	653
6	653
7	651
8	652

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁵			Total Enrolled
		IEP	ELL	Absent	
5	88	0	0	1	89
6	73	0	0	1	74
7	66	0	0	0	66
8	44	0	0	0	44
All	271	0	0	2	273

⁴ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

⁵ 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 chart below shows Harlem Village Academy’s performance on the 2010-11 state mathematics exam.

Charter School Performance on 2010-11 State Mathematics Exam by All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	89.8%	88
	Students in At Least 2 nd Year	-	-
6	All Students	100.0%	73
	Students in At Least 2 nd Year	100.0%	71
7	All Students	100.0%	66
	Students in At Least 2 nd Year	100.0%	66
8	All Students	100.0%	44
	Students in At Least 2 nd Year	100.0%	44
All	All Students	96.7%	271
	Students in At Least 2 nd Year	98.4%	189

Evaluation

Harlem Village Academy achieved this measure.

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 at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	81.8%	11	76.9%	13	91.7%	12	-	-
6	95.3%	43	100.0%	34	100.0%	61	100.0%	71
7	100.0%	44	100.0%	28	100.0%	39	100.0%	66
8	100.0%	31	100.0%	39	100.0%	17	100.0%	44
All	96.9%	128	97.4%	114	99.1%	129	98.4%	189

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.

Results

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

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 chart below shows Harlem Village Academy's progress on the 2010-11 state mathematics exam compared to District 5.

**2010-11 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	-	-	42.1%	905
6	97.2%	71	39.7%	1010
7	97.0%	66	38.3%	1092
8	100.0%	44	42.5%	1192
All	94.2%	189	41.3%	4129

Evaluation

Harlem Village Academy achieved this measure for sixth, seventh, and eighth grades as well as for all students combined, but did not achieve this measure for fifth grade.

Additional Evidence

The table below displays a historical comparison between Harlem Village Academy and the Local District.

**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							
	2007-08		2008-09		2009-10		2010-11	
	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%	-	42.1%
6	95.3%	65.6%	100.0%	72.7%	85.2%	38.6%	97.2%	39.7%
7	100.0%	59.6%	100.0%	73.8%	100.0%	37.7%	97.0%	38.3%
8	100.0%	46.4%	100.0%	60.8%	100.0%	35.7%	100.0%	42.5%
All	96.9%	58.2%	97.4%	70.4%	86.0%	37.5%	94.2%	41.3%

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 statewide. 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.

Results

The table below shows the Comparative Performance Analysis for the 2010-11 school year.

2010-11 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		89	46.1	61.3	-15.3	-0.9
6		73	97.3	56.3	41.0	2.1
7		66	97.0	56.6	40.4	2.0
8		44	100.0	52.1	47.9	2.2
All	55.0	272	80.9	57.3	23.6	1.1

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

Evaluation

The school performed “higher than expected to a large degree” in the 2010-11 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 math skills. Harlem Village Academy teaches those basic skills so that, over time, students are able to score proficient. The school’s “effect size” increases each year that students remain in the school. By eighth grade, the “effect size” is 2.2.

Additional Evidence

The table below shows the results of the Institute's regression analysis for the 2006-07 through 2010-11 school years.

Mathematics 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	53.0	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	5 th - 8 th	54.9	237	70.4	55.3	0.70
2010-11	5 th - 8 th	55.0	272	80.9	57.3	1.10

Goal 1: Growth Measure

On the current year's state mathematics exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are 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 chart below contains cohort growth from the 2009-10 to the 2010-11 school year.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	71	40.8%	57.9%	97.2%	YES
7	66	87.9%	88.0%	97.0%	YES
8	44	100.0%	100.0%	100.0%	YES
All	189	69.3%	69.4%	94.2%	YES

Evaluation

Harlem Village Academy achieved this measure in all grades.

Additional Evidence**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 5-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007 - 08	5 th - 8 th	4	4
2008 - 09	5 th - 8 th	4	4
2009 - 10	5 th - 8 th	4	4
2010 - 11	6 th - 8 th	3	3

SUMMARY OF THE MATHEMATICS GOALS

Harlem Village Academy achieved seven of the measures for which data is available.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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.	N/A
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 in sixth, seventh, and eighth. Did not achieve in fifth.
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3	Achieved
Absolute	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. – See Appendix A	Achieved
Absolute	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. – See Appendix A	Achieved
Comparative	Each year, the percent of 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. – See Appendix A	Achieved
Growth	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. – See Appendix A	Did not Achieve

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the mathematics program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

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 eighth 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 2010-11 State science assessment. 100 percent of eighth grade students scored proficient.

Charter School Performance on 2010-11 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%	0.0%	52.3%	47.7%	100.0%	44
	Students in At Least 2 nd Year	0.0%	0.0%	52.3%	47.7%	100.0%	44

Evaluation

Harlem Village Academy achieved this measure. Every Harlem Village Academy student scored proficient on the New York State science assessment. Just under half, (48%) of the eighth grade class scored a level four.

Additional Evidence

The table below shows the results of the 2007-08 through 2010-11 New York State science exams. Nearly every student has scored proficient over the past four years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	96.0%	25	97.4%	39	100.0%	19	100.0%	44
All	96.0%	25	97.4%	39	100.0%	19	100.0%	44

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 community school district.

Results

The table below compares the school's results on the 2010-11 science exam to that of the Community School District Five's 2009-10 data. 2010-11 data is not yet available for Community School District Five.

**2010-11 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	100.0%	44	42.5%	1154

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

The table below shows that from 2007-2010 Harlem Village Academy Charter School has outperformed the local district on the state science exam each year.

**Science 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							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	96.0%	38.4%	97.4%	33.8%	100.0%	42.5%	100.0%	Unavailable
All	96.0%	38.4%	97.4%	33.8%	100.0%	42.5%	100.0%	Unavailable

Summary

Harlem Village Academy students have consistently shown strong achievement in science. 100 percent of Harlem Village Academy eighth grade students scored proficient on the New York State science exam for the second year in a row.

SUMMARY OF THE SCIENCE GOALS

Harlem Village Academy achieved all objectives 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.	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Achieved
Comparative	Each year, the percent of 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.	Achieved

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the science program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

NO CHILD LEFT BEHIND

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

Results for 2010-11 have not yet been released.

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
2010-11	Unavailable

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

ENGLISH LANGUAGE ARTS - REGENTS

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.

Results

100 percent of the 2007 cohort has met this measure.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁶

Cohort Designation	Number in Cohort	Percent at Each Level ⁷				Percent Passing ⁸
		Level 1	Level 2	Level 3	Level 4	
2007	31	0.0%	0.0%	48.4%	51.6%	100.0%

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

The table below displays each cohort's 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 for each cohort.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007	34	0.0%	33	0.0%	33	91.1%	31	100.0%
2008	-	-	24	0.0%	24	0.0%	24	100.0%

⁶ Based on the highest score for each student on any English Regents exam

⁷ Level 1 = less than 55; Level 2 = at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁸ With a score of at least 65

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 2009-10 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 3 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

The 2007 cohort exceeded the 2009-2010 AMO and has achieved the maximum PI of 200.

**English Language Arts Performance Index (PI)
of 2007 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
31	0.0%	0.0%	48.4%	51.6%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 0 & + & 48.4 & + & 51.6 & = & 100.0 \\
 & & & & 48.4 & + & 51.6 & = & \underline{100.0} \\
 & & & & & & \text{PI} & = & 200.0
 \end{array}$$

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

2007 is the first 4-year cohort that has graduated from Harlem Village Academy

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

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2007	31	0.0%	0.0%	48.4%	51.6%	200	177

Goal 1: Comparative Measure

Each year, the percent of 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

Harlem Village Academy’s 2007 student cohort outperformed the local school district’s 2006 cohort. 2007 cohort data for the local school district is currently unavailable.

**English Regents Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100.0%	31	72.7%	922

Evaluation

Harlem Village Academy achieved this measure.

(§) 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 2010-11 and also have a score from their first year in 2009-10. 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 2009-10 and the fiftieth NCE in 2010-11. 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.

Results

The table below shows the school’s performance on the PSAT critical reading component.

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

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
2009	27	39.8	44.9	39.5	No

Evaluation

Harlem Village Academy did not achieve this measure. The 2009 cohort scored an average 40 NCE in the first year and an average of 40 NCE in the second year.

MATHEMATICS - REGENTS**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.

Results

100 percent of the 2007 cohort has passed a New York State Mathematics Regents exam.

**Mathematics Regents Performance Level and Passing
Rate by Fourth Year Accountability Cohort⁹**

Cohort Designation	Number in Cohort	Percent at Each Level ¹⁰				Percent Passing ¹¹
		Level 1	Level 2	Level 3	Level 4	
2007	31	0.0%	0.0%	77.4%	22.6%	100.0%

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

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

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	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	100.0%	33	100.0%	31	100.0%
2008	-	-	24	100.0%	24	100.0%	24	100.0%
2009	-	-	-	-	27	100.0%	27	100.0%
2010	-	-	-	-	-	-	16	93.8%

⁹ Based on the highest score for each student on any mathematics Regents exam

¹⁰ Level 1 = less than 55; Level 2 = at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

¹¹ With a score of at least 65

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 2010-11 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

The 2007 cohort exceeded the 2009-2010 AMO and has achieved the maximum PI of 200.

**Mathematics Performance Index (PI)
of 2007 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
31	0.0%	0.0%	77.4%	22.6%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 0 & + & 77.4 & + & 22.6 & = & 100.0 \\
 & & & & 77.4 & + & 22.6 & = & \underline{100.0} \\
 & & & & & & \text{PI} & = & 200.0
 \end{array}$$

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

The 2007 is the first 4-year Accountability Cohort that has graduated from Harlem Village Academy

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

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2007	31	0.0%	0.0%	77.4%	22.6%	200	173

Goal 2: Comparative Measure

Each year, the percent of 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

Harlem Village Academy’s 2007 student cohort outperformed the local school district’s 2006 cohort. 2007 cohort data for the local school district is currently unavailable.

**Mathematics Regents Passing Rate
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100.0%	31	73.2%	922

Evaluation

Harlem Village Academy achieved this measure.

(S) 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 2010-11 and also have a score from their first year in 2009-10. 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 2009-10 and the fiftieth NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year.

Results

The table below shows the performance of the school’s three cohorts on the PSAT mathematics component.

First to Second Year Cohort Growth on the PSAT Mathematics Test

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
2009	27	39.8	44.9	39.9	No

Evaluation

Harlem Village Academy did not achieve this measure. The 2009 cohort scored an average 40 NCE in their first year and an average of 40 NCE in their second year.

SCIENCE - REGENTS

Goal 3: Absolute Measure

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, Chemistry, and Physics. 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.

Results

100 percent of the 2007 cohort has passed a New York State Science Regents exam.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent at Each Level ¹³				Percent Passing ¹⁴
		Level 1	Level 2	Level 3	Level 4	
2007	31	0.0%	0.0%	80.6%	19.4%	100.0%

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

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

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007	34	0.0%	33	12.1%	33	87.9%	30	100.0%
2008	-	-	24	0.0%	24	70.1%	24	100.0%
2009	-	-	-	-	27	100.0%	27	100.0%
2010	-	-	-	-	-	-	16	93.8%

(§) Goal 3: Comparative Measure

Each year, the percent of 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 exam up through the summer of their fourth year, the most recently available district results are presented.

¹² Based on the highest score for each student on any science Regents exam

¹³ Level 1 = less than 55; Level 2 = at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

¹⁴ With a score of at least 65

Results

Harlem Village Academy's 2007 student cohort outperformed the local school district's 2006 cohort. 2007 cohort data for the local school district is currently unavailable.

**Science Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100.0%	31	68.4%	922

Evaluation

Harlem Village Academy achieved this measure.

SOCIAL STUDIES - REGENTS

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.

Results

100 percent of the 2007 cohort has passed a New York State U.S. History Regents exam.

**U.S. History Regents Performance Level
and Passing Rate by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2007	31	0.0%	0.0%	35.5%	64.5%	100.0%

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

The table below displays each cohort's progress towards meeting the measure as students progress through the school. Students typically take the U.S. History exam during their junior year.

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

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007	34	0.0%	33	0.0%	33	97.0%	31	100.0%
2008	-	-	24	0.0%	24	0.0%	24	100.0%

(S) Goal 4: Comparative Measure

Each year, the percent of 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 exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Harlem Village Academy's 2007 student cohort outperformed the local school district's 2006 cohort. 2007 cohort data for the local school district is currently unavailable.

**U.S. History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100.0%	31	68.7%	922

Evaluation

2010-11 data is not yet available for Community School District Five and therefore this measure cannot be evaluated.

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 ninth grade, and in 2010-11, the 2007 Cohort finished its fourth year.

Results

100 percent of the 2007 cohort has passed a New York State Global History Regents exam.

**Global History Regents Performance Level
and Passing Rate by Fourth Year Accountability Cohort**

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2007	31	0.0%	0.0%	71.0%	29.0%	100.0%

Evaluation

Harlem Village Academy achieved this measure.

Additional Evidence

The table below displays each cohort's progress towards meeting the measure as students progress through the school. Global History is administered to students during their second year at Harlem Village Academy.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2007	34	0.0%	33	87.9%	33	96.9%	31	100.0%
2008	-	-	24	0.0%	24	100.0%	24	100.0%
2009	-	-	-	-	27	0.0%	27	100.0%

(§) Goal 4: Comparative Measure

Each year, the percent of 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

Harlem Village Academy's 2007 student cohort outperformed the local school district's 2006 cohort. 2007 cohort data for the local school district is currently unavailable.

Global History Passing Rate of Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100.0%	31	66.5%	922

Evaluation

Harlem Village Academy achieved this measure.

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% 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 2010-11

Cohort Designation	Number in Cohort	Percent promoted
2007	31	96.8%
2008	24	100.0%
2009	27	100.0%
2010	16	100.0%

Evaluation

Harlem Village Academy achieved this measure. 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.

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	31	83.9%
2008	24	91.6%
2009	27	100.0%

Evaluation

Harlem Village Academy met this measure.

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 ninth grade in the same year and graduate four years later. In 2010-11, the 2007 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.

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 the 2007 cohort who graduated within four years

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	31	96.8%

Evaluation

Harlem Village Academy achieved this measure.

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 ninth grade in the same year and graduate four years later. In 2010-11 the 2007 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

The table below displays the percent of students in the 2007 cohort who graduated within five years

Percent of Students in Graduation Cohort who have Graduated After five Years

Cohort Designation	Number in Cohort	Percent Graduating
2007	31	96.8%

Evaluation

Harlem Village Academy achieved this measure.

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

Harlem Village Academy’s 2007 student cohort outperformed the local school district’s 2006 cohort. 2007 cohort data for the local school district is currently unavailable.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007	31	96.8%	903	66.0%

Evaluation

Harlem Village Academy met this measure.

SUMMARY OF HIGH SCHOOL GRADUATION GOALS

Harlem Village Academy has met each of the high school graduation goals for which data is available.

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.	Achieved
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.	Achieved
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.	Achieved

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the academic program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

COLLEGE PREPARATION

(§) GOAL 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 on one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing, and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times 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 tenth test takers in the given year.

Results

The table below shows the school's tenth 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
2010-11	27	27	37.8	40.5	39.5	42.4

Evaluation

Harlem Village Academy did not achieve this measure.

(§) Goal 6: Comparative Measure

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

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing, and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 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 twelfth grade (senior) test takers in the given year.

Results

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

Twelfth Grade SAT Performance by School Year

School Year	Number of Students in the twelfth Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2010-11	31	30	471	488	500	504

Evaluation

Harlem Village Academy did not achieve this measure.

(§) 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

The table below shows the number of Advanced Regent diplomas the 2007 graduation cohort received.

Graduation Cohort	Advanced Regents
31	45.2%

Evaluation

Harlem Village Academy did not achieve this measure.

(§) 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

The table below shows that 100 percent of all graduates were accepted into either a two or a four-year college of university. Additionally, 96.7% of all graduates are currently enrolled at either a two or a four-year college.

2011 Overall College Acceptance Rate		
HVA High School		
Graduates	30	
Acceptances	30	100.0%
Enrollments	29	96.7%

Evaluation

Harlem Village Academy achieved this measure.

SUMMARY OF COLLEGE PREPARATION GOALS

Harlem Village Academy has met each of the goals for which data is available.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the tenth grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not achieve
Comparative	Each year, the average performance of students in the twelfth grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
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.	Did Not Achieve
Absolute	Each year, 75% of graduates will enroll in a two or four year college or university.	Achieved

Action Plan

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the academic program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.