

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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 the 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 their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans.** 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 exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

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.

Leadership Village Academy Accountability Progress Report 2006

Mission

The mission of Village Academy is to prepare students of fine character to graduate from college and make a meaningful contribution to society. In order to accomplish this mission, we have established clear, measurable goals that are outlined in this document. The school leadership and faculty continually strive to maintain our community's focus on achieving these goals.

Goals & Measures

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

Accountability Progress Report

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

The *Additional Data* section presents important additional information, such as student demographics, special education population, additional student achievement data, and more.

Section I

Academics

Goal 1

English Language Arts. Students at Leadership Village Academy Charter School (Village Academy) will meet or exceed state performance standards for mastery of skills and content knowledge in the area of English language arts. Students will also demonstrate proficiency in advanced skills in the area of English language arts necessary for admission into and success in college.

Findings

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

Additionally, each year, Village Academy's aggregate Performance Index will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Method: Each year the school's students are administered the New York State ELA assessment. A score of three or four is considered proficient. The results of this exam are used to calculate the school's performance index under the state's NCLB accountability system. The school's performance index is the sum of the percentage of students scoring at levels two, three and four and the percentage of students scoring at levels three and four².

Results: In the 2005-2006 school year, 66% of fifth grade students scored proficient on the New York State ELA assessment (Table 1.1-1).

¹ This level of performance will ensure that Village Academy students meet or exceed the state's standard for schools as determined by the School Performance Index.

² $PI = (\text{percent of students scoring at levels 2+3+4}) + (\text{percent of students scoring at levels 3+4})$

**New York State ELA Test Scores
2005-2006 5th Grade Cohort**

Score	1	2	3	4	3+4
Number (n)	2	18	38	1	39
Percentage	3%	31%	64%	2%	66%

Table (1.1-1)

Evaluation: Leadership Village Academy exceeded this measure by a wide margin. This measure has two components. The first component, the requirement that 75% of seventh and eighth grade students will score proficient, is not applicable until the fifth year of the charter. The second component of this measure is applicable to all schools, regardless of years in operation. The Annual Measurable Objective (AMO) for ELA in the 2005-2006 school year was 122. Leadership Village Academy's Performance Index of 163 exceeded the goal by a wide margin.

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

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

Method: Each year the school's students are administered the New York State ELA assessment. A score of three or four is considered proficient.

Results: As table 1.2-1 shows, 66% of Leadership Village Academy students scored proficient on the New York City ELA test compared to 51% of students in Community School District 4.

**New York State ELA Test Scores
Leadership Village Academy and District 4
Fifth Grade**

	1	2	3	4	3+4
Leadership Village Academy	3%	31%	64%	2%	66%
Community School District 4	10%	39%	44%	7%	51%

Table (1.2-1)

Evaluation: Leadership Village Academy exceeded this measure by a wide margin. The fifth grade students' performance exceeded that of the local school district by 15 points. The school also had a significantly smaller percentage of students scoring a one than the local school district.

At this time, the Charter Schools Institute has not yet performed its regression analysis of student performance.

1.3 Added Value Measures: For the 2005-2006 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 reading assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.

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

Method: Each year, Village Academy students take the Stanford Achievement Test, Ninth Edition. By administering a national, norm-referenced assessment, we are able to measure students' academic progress over the school year. The school also administers the New York State ELA assessment each year.

Results: The fifth grade cohort's goal was to reduce by half the gap between their average baseline score and an NCE of 50. As seen in table (1.3-1), the fifth grade cohort exceeded this goal, closing the entire gap in one year, and gaining on average more than 14 NCE.

2005-2006 5th Grade Cohort Stanford 9 ELA Scores

Testing Date	(n)	NCE
September 2005	49	45.99
June 2006	49	60.29
One year gain (9/05 - 6/06)		14.30

Table (1.3-1)

The Added Value Measure pertaining to the State ELA test is not applicable to the 2005-2006 school year, because this was the school's first year of operation.

Evaluation: Village Academy exceeded this measure by a wide margin. The fifth grade cohort entered Village Academy scoring among the *lowest* 46th NCE of all students nationally. By the end of the year, these same students scored in the *highest* 40th NCE of students nationally.

Further Evidence: At Village Academy, most student enter the school significantly below grade level, and one of the most important ELA goals is to rapidly provide these students with a foundation of basic reading and phonics skills. Chart 1.3-1 shows the percentage of students scoring below an NCE of 50 on the fall and spring testing.

Students Scoring Above National Average

2005-2006 Stanford Achievement Test

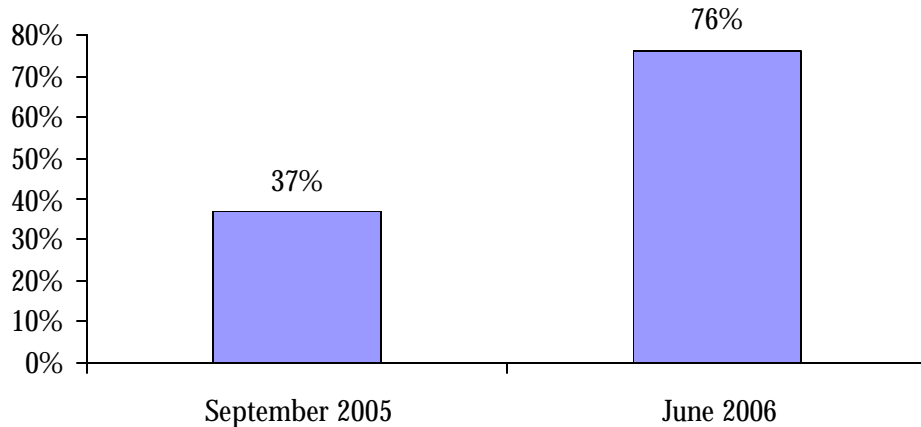


Chart 1.3-1

Sixty-three percent of students entered Village Academy in the fall of 2005 below the national average. **By the end of one year, fully seventy-six percent of students scored above the national average.**

Summary: Village Academy students exceeded all of the Accountability Plan's English Language Arts measures. The fifth grade cohort entered the school scoring among the lowest 46th NCE of all students nationally, and ended the year, scoring in the top 40th NCE of students nationally. Further, more than half of the students who entered the school scoring below an NCE of 50 scored in the top half of students nationally in the spring. On the New York State ELA Assessment, the school outperformed the local community school district by a wide margin.

Goal 2

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

Findings

2.1 Absolute Measure: By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State Mathematics assessment.³

Additionally, each year, Village Academy's aggregate Performance Index will meet its Annual Measurable Objective set forth in the State's NCLB accountability system.

Method: Each year the school's students are administered the New York State mathematics assessment. A score of three or above is considered proficient. The results of this exam are used to calculate the school's performance index under the state's NCLB accountability system.

The performance index is the sum of the percentage of students scoring at levels two, three and four and the percentage of students scoring at levels three and four.

Results: As seen in table 2.1-1 below, 80% of Leadership Village Academy students scored proficient on the 2005-2006 New York State Mathematics assessment. The school's performance index was 179.

³ This level of performance will ensure that Village Academy students meet or exceed the state's standard for schools as determined by the School Performance Index.

**New York State Math Test Scores
2005-2006 5th Grade Cohort**

Score	1	2	3	4	3+4
Number (n)	1	11	40	7	47
Percentage	2%	19%	68%	12%	80%

Table (2.1-1)

Evaluation: Leadership Village Academy students exceeded all of the Absolute measures for the mathematics goal by a wide margin. The school exceeded the first component of the Absolute measure four years ahead of schedule by achieving 80% proficiency on the state math assessment.

The Annual Measurable Objective in mathematics for the 2005-2006 school year was a performance index of 86. Leadership Village Academy's performance index was 179 – more than double the goal.

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

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

**New York State Math Test Scores
Leadership Village Academy and District 4
Fifth Grade**

	1	2	3	4	3+4
Leadership Village Academy	2%	19%	68%	12%	80%
Community School District 4	15%	29%	45%	10%	55%

Table (2.2-1)

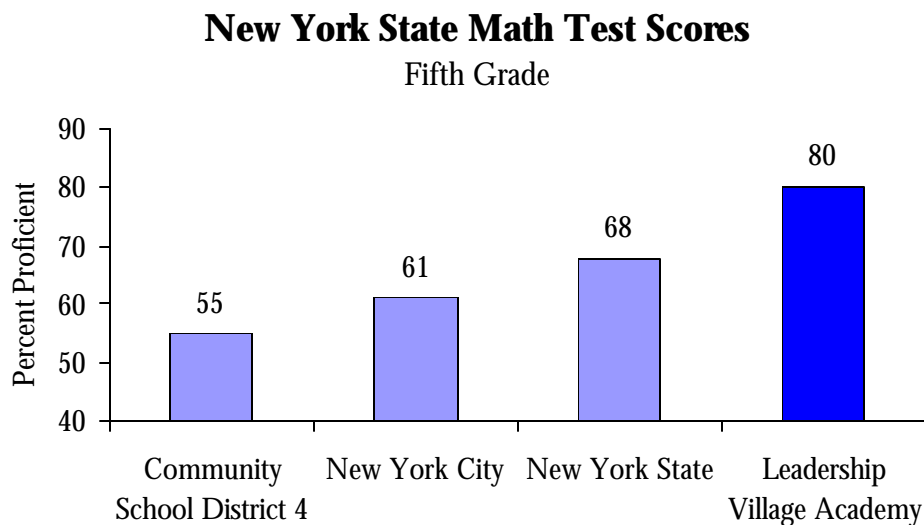
Method: Each year the school's students are administered the New York State mathematics assessment.

Results: 80% of Leadership Village Academy students scored proficient on the New York State mathematics assessment as compared to 55% of Community School District 4 students (table 2.2-1)

Evaluation: Leadership Village Academy exceeded this measure by a wide margin. The percentage of Leadership Village Academy students scoring proficient on the state math assessment exceeded that of Community School District Four by 25 points. Leadership Village Academy students were 45% more likely to score proficient than their counterparts in the local school district.

At this time, the Charter Schools Institute has not yet performed its regression analysis of student performance.

Further Evidence: As seen in chart (2.2-1) below, Leadership Village Academy fifth graders also out-performed their peers in all of New York City and New York State on the state mathematics assessment by a significant margin.



2.3 Added Value Measures: For the 2005-2006 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous

spring on the Stanford 9 mathematics assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.

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

Method: Each year, Leadership Village Academy students take the Stanford 9 mathematics assessment. By administering a national, norm-referenced assessment, we are able to measure students' academic progress over the school year. Students are also administered the New York State mathematics assessment annually.

Results: The fifth grade cohort's goal on the Stanford 9 was to reduce by half the gap between their baseline NCE score and an average NCE of 50. As seen in table 2.3-1, Village Academy students more than exceeded this goal, doubling their score in one year. Students entered Village Academy scoring among the *lowest* 41st NCE of students nationally. By the end of the year, these same students scored in the *highest* 15th NCE of students nationally.

2005-2006 5th Grade Cohort Stanford 9 Math Scores

Testing Date	(n)	NCE
September 2005	49	41.43
June 2006	49	84.95
One year gain (9/05 - 6/06)		43.52

Table (2.3-1)

Because this was the school's first year of operation, the State math exam Value Added Measure is not applicable. However, the school has already exceeded the goal of 75% of students scoring at least proficient.

Evaluation: Village Academy exceeded this goal. The fifth grade showed dramatic gains in their first year. The students entered Village Academy scoring in the lowest 41st NCE compared to the national average, and by the end of the year, the students scored in the top 15th NCE compared to the national average.

Further Evidence: In the fall of 2005, *fully 69%* of students entered Village Academy scoring below the national average. As the following chart 2.3-1 demonstrates, *only 4%* of these same students were still scoring below the national average by the end of the school year.

Students Scoring Above National Average 2005-2006 Stanford Achievement Test

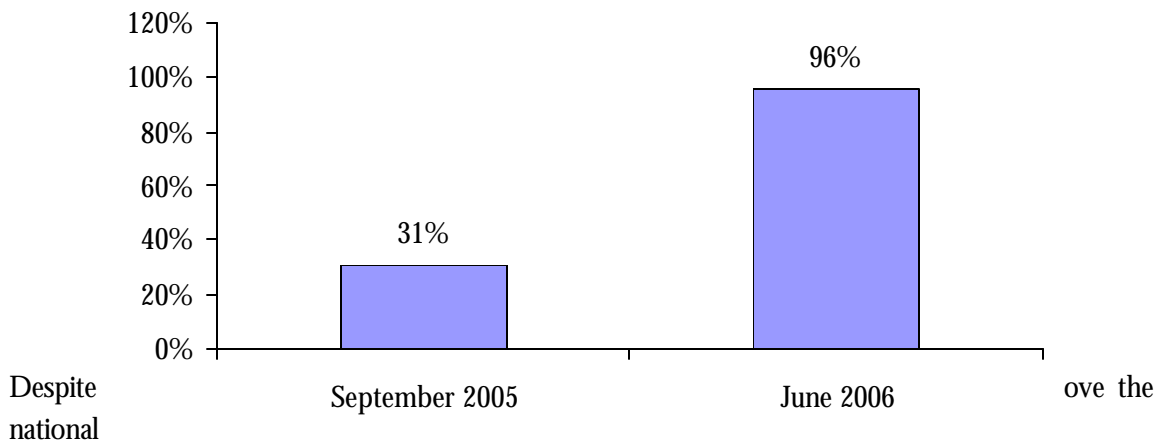


Chart 2.3-1

Summary: Village Academy students made dramatic gains in the school's first year. In one year they doubled their baseline score on the Stanford 9 and finished in the nation's top fifth of students. The majority of students entered Village Academy scoring below the national average, yet in one year fully 96% of these same students scored above the national average. On the New York State mathematics assessment, the school outperformed the local community school district by a wide margin and met their absolute measures four years early.

Goal 3

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

Findings

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

Results: This goal is not applicable to the 2005-2006 school year. Leadership Village Academy does not yet have an eighth grade class.

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

Results: This goal is not applicable to the 2005-2006 school year. Leadership Village Academy does not yet have an eighth grade class.

Goal 4

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

Findings

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

Results: This goal is not applicable to the 2005-2006 school year. Leadership Village Academy does not yet have an eighth grade class.

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

Results: This goal is not applicable to the 2005-2006 school year. Leadership Village Academy does not yet have an eighth grade class.

Goal 5

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

Findings

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

Results: The school exceeded the Annual Measurable Objective in both ELA and mathematics. The school's Accountability Status will be "Good Standing" for the 2005-2006 school year.

Section II

Additional Data

Demographics

Ethnicity

Village Academy's entire student population identifies as African-American or Hispanic (Chart 6-1).

Student Ethnicity

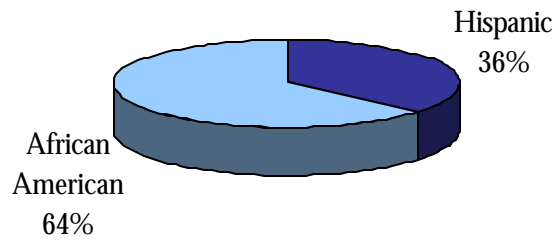


Chart 6-1

Free and Reduced Lunch

More than three-quarters of Village Academy students qualified for free or reduced price lunch (Chart 6-2).

Students Qualifying for Free or Reduced Lunch

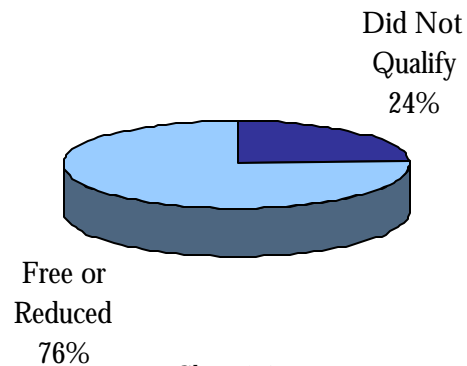


Chart 6-2

Students with Disabilities

Village Academy serves a higher percentage of students with disabilities than the average New York City public school (Chart 6-3).

Percentage of Students With Disabilities

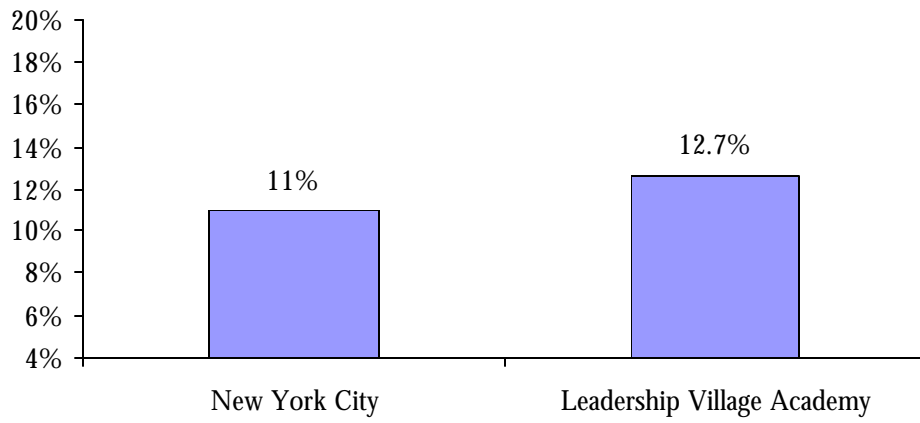


Chart 6-3