

Accountability Plan Progress Reports for the 2006-07 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

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

Leadership Village Academy Accountability Progress Report 2007

Mission

The mission of Village Academy is to prepare students of fine character to graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals 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 student demographics.

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

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

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Leadership Village Academy administered the exam in January of 2007 to students in grades five and six. Because this is only the school's second year of operation, none of the school's students have been enrolled for two complete years.

Results: In the 2006-2007 school year, 47% of fifth grade students and 77% of sixth grade students scored proficient on the New York State ELA assessment (Tables 1.1-1 and 1.1-2).

2007 New York State ELA Test Scores
6th Grade

Score	1	2	3	4	3+4
Number (n)	0	12	39	1	40
Percentage	0%	23%	75%	2%	77%

Table (1.1-1)

**2007 New York State ELA Test Scores
5th Grade**

Score	1	2	3	4	3+4
Number (n)	0	29	26	0	26
Percentage	0%	53%	47%	0%	47%

Table (1.1-2)

Evaluation: This measure is not applicable until the 5th year of the charter, and is only applicable to 7th and 8th grade students. However, the school made considerable progress towards meeting this measure in the fifth year. The sixth grade class exceeded the goal of 75% proficiency, and every student in the school scored at least a two on the 2007 ELA exam.

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

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

Results: Table 1.2-1 shows the results of all students on the 2007 ELA exam.

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

Score	1	2	3	4	3+4	
Number (n)	0	41	65	1	66	
Percentage	0%	38%	61%	1%	62%	
Performance Index (PI)	=	38	+	61	+	1
			+	61	+	1
						162

Table (1.2-1)

Evaluation: Leadership Village Academy exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for ELA in the 2006-2007 school year was 122. Leadership Village Academy's Performance Index of 162 exceeded the goal by a wide margin.

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

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Leadership Village Academy administered the exam in January of 2007 to students in grades five and six. Because this is only the school's second year of operation, none of the school's students have been enrolled for two complete years at the time of the exam.

Results: As table 1.3-1 shows, 77% of Leadership Village Academy students scored proficient on the New York City ELA test compared to 35% of students in Community School District 4.

**2007 New York State ELA Test Scores
Leadership Village Academy and District 4
Sixth Grade**

	(n)	1	2	3	4	3+4
Leadership Village Academy	52	0%	23%	75%	2%	77%
Community School District 4	1173	5%	60%	34%	1%	35%

Table (1.3-1)

Table 1.3-2 shows the results of the school's fifth grade students. 47% percent of fifth graders scored proficient compared to 49% in Community School District 4.

**2006-2007 New York State ELA Test Scores
Leadership Village Academy and District 4
Fifth Grade**

	(n)	1	2	3	4	3+4
Leadership Village Academy	55	0%	53%	47%	0%	47%
Community School District 4	1266	7%	44%	47%	2%	49%

Table (1.3-2)

Evaluation: This measure is not applicable until students have been enrolled for two or more years. By scoring 77% proficient, the school's sixth grade students more than doubled the percentage proficient in Community School District 4. The fifth graders scored at about the same level as Community School District 4. This was an expected result because fifth grade students had only been enrolled in the school for four months at the time of the ELA exam.

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

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

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

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		59	66.1	58.4	7.7	0.38
All	52.7	59	66.1	58.4	7.7	0.38

School's Overall Comparative Performance:
<u>Higher Than Expected to a Small Degree</u>
<i>Table 1.4-1</i>

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

Goal 1, Measure 5 - Added Value Measure: 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.

Method: Each year, Village Academy students take the Stanford Achievement Test, Ninth Edition (Stanford 9). By administering a national, norm-referenced assessment, we are able to measure students’ academic progress over the school year. All students are administered the Stanford 9 in the fall upon their initial enrollment in fifth grade, and every spring thereafter. Grade-level cohorts are comprised of groups of students who took the same pre- and post-tests at the school in consecutive years. The fifth grade cohort took the same test in the fall of 2006 and the spring of 2007

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

2006-2007 Stanford 9 Reading Scores						
Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
5	46	36.8*	43.9	60.1	+23.3	Yes
6	36	62.9	63.0	58.4	-4.5	No

Table 1.5-1

Evaluation: Village Academy exceeded the added value measure in fifth grade, but not in sixth grade. The fifth grade cohort entered Village Academy scoring among the *lowest* 36th 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 1.5-1 shows the percentage of students scoring below an NCE of 50 on the fall and spring testing.

* The Fall 2006 testing is used as the baseline score for the fifth grade cohort.

Students Scoring Above National Average 2006-2007 Stanford Nine Reading

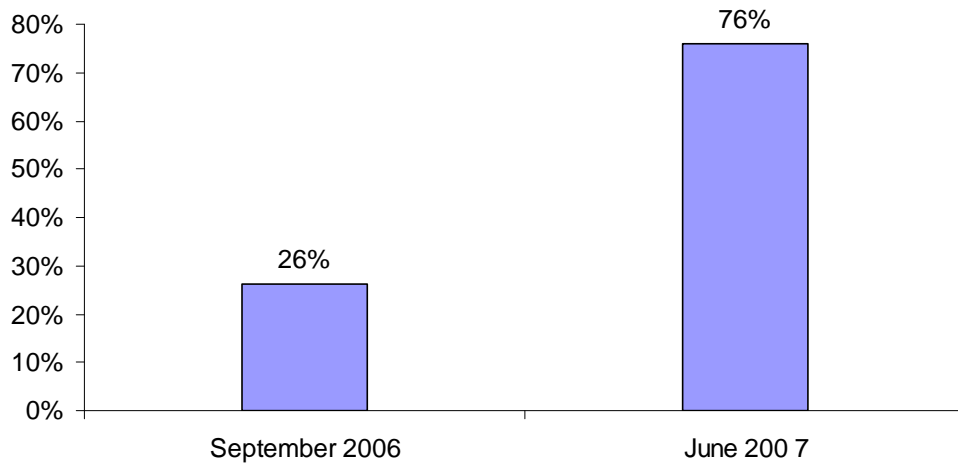


Chart 1.5-1

Seventy-four percent of students entered Village Academy in the fall of 2006 below the national average. **By the end of one year, fully seventy-six percent of students scored above the national average.**

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

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

Results: The sixth grade cohort's goal was to reduce by one half the gap between their percent proficient on the 2006 ELA exam and 75% proficient on the 2007 ELA exam. As seen in table (1.6-1), the sixth grade cohort met this goal, scoring 76% proficient.

2006-2007 6th Grade Cohort NYS ELA Scores				
Number of Students in Grade-level cohort	Percent at Levels 3 & 4			Met the Target?
	2006 Results	2007 Target	2007 Results	
41	73.2%	74.1%	75.6%	Yes
<i>Table (1.6-1)</i>				

Evaluation: Village Academy met this measure. The sixth grade increased two percentage points and met the target of 75% proficiency.

Further Evidence: The sixth grade cohort’s gain is especially significant when compared to the results of New York City and Community School District (CSD) 4. Statewide, student performance peaks around fourth grade and decreases every year there after. Chart 1.6-1 shows the performance of this year’s sixth graders last year when they were fifth graders and their performance on this year’s sixth grade exam. Both the city and CSD 4 showed a decline from 2005-2007.

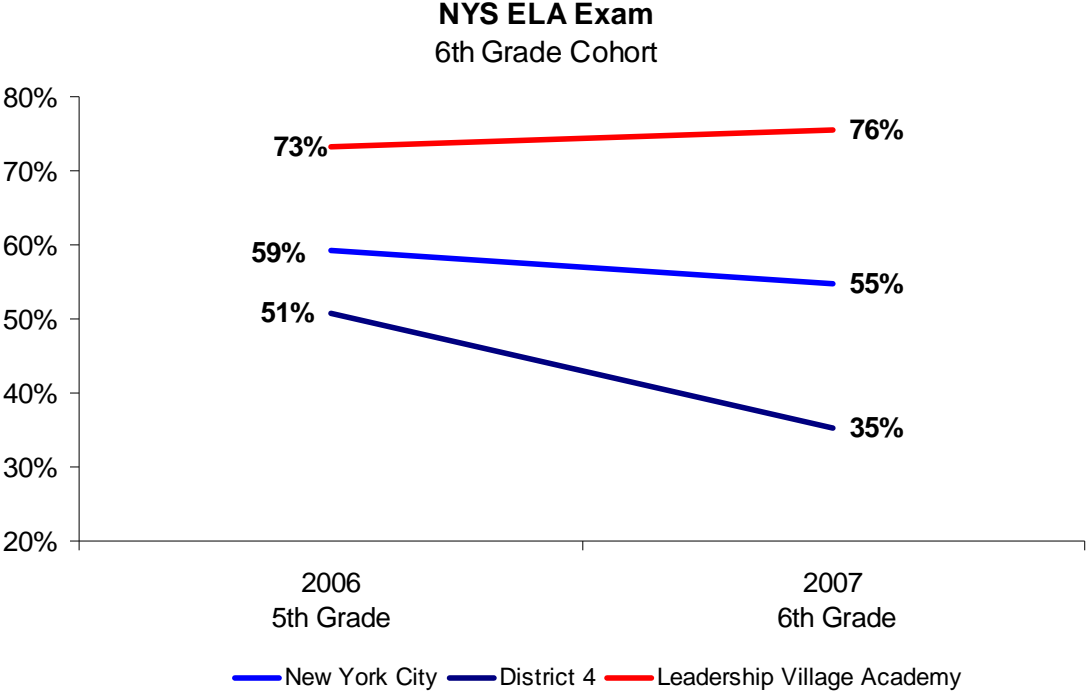


Chart 1.6-1

Summary: As shown below in Table 1.7-1, Leadership Village Academy students exceeded all of the Accountability Plan’s English language arts measures on the New York State test. More than three-quarters of the sixth grade class scored proficient on the New York State ELA exam and outperformed their counterparts in the local community school district by a wide margin. The fifth grade cohort entered the school scoring among the lowest 36th 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.

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

6	Value Added	Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.	Met
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Table 1.7-1

Goal 2

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

Findings

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

Method: New York administers an annual mathematics exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State Mathematics Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Leadership Village Academy administered the exam in March of 2007 to students in grades five and six. Because this is only the school's second year of operation, none of the school's students have been enrolled for two complete years.

Results: The results of the 2007 New York State math exam are shown below in Tables 2.1-1 and 2.1-2.

**2007 New York State Math Test Scores
6th Grade**

Score	1	2	3	4	3+4
Number (n)	0	2	28	21	49
Percentage	0%	4%	55%	41%	96%

Table (2.1-1)

**2007 New York State Math Test Scores
5th Grade**

Score	1	2	3	4	3+4
Number (n)	0	6	38	9	47
Percentage	0%	11%	72%	17%	89%

Table (2.1-2)

Evaluation: This measure is not applicable until the 5th year of the charter, and is only applicable to 7th and 8th grade students. **However, both grade levels exceeded the goal of 75% proficiency by a wide margin.** 96% of sixth graders and 89% of fifth graders passed the 2007 NYS exam.

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

Method: Each year the school’s students are administered the New York State math 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 four.

Results: Table 2.2-1 shows the school’s aggregate results on the 2007 New York State math exam.

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

Score	1	2	3	4	3+4	
Number (n)	0	8	66	30	96	
Percentage	0%	8%	63%	29%	92%	
Performance Index (PI)	=	8	+	63	+	29
			+	63	+	29
						192

Table (2.2-1)

Evaluation: Leadership Village Academy exceeded this measure by a wide margin. The Annual Measurable Objective in mathematics for the 2006-2007 school year was a performance index of 86. Leadership Village Academy's performance index was 192 – more than double the goal.

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

Method: New York administers an annual English language arts (ELA) exam to students in grades three through eight. This exam is a cumulative assessment measuring student mastery of skills and knowledge at each grade level as determined by the New York State ELA Standards. Individual student performance is reported as a scale score and a performance level determined by the state. Performance levels range from 1 to 4 with Level 3 being proficient and Level 4 being advanced. Leadership Village Academy administered the exam in January of 2007 to students in grades five and six. Because this is only the school's second year of operation, none of the school's students have been enrolled for two complete years at the time of the exam.

Results: 96% of Leadership Village Academy sixth grade students scored proficient on the New York State mathematics assessment as compared to 49% of Community School District 4 (CSD 4) students (Table 2.3-1). 89% of fifth graders scored proficient compared to 65% in Community School District 4 (Table 2.3-2).

**2007 New York State Math Test Scores
Leadership Village Academy and District 4
Sixth Grade**

	(n)	1	2	3	4	3+4
Leadership Village Academy	51	0%	4%	55%	41%	96%
Community School District 4	1190	18%	32%	39%	11%	49%

Table (2.3-1)

**2007 New York State Math Test Scores
Leadership Village Academy and District 4
Fifth Grade**

	(n)	1	2	3	4	3+4
Leadership Village Academy	53	0%	11%	72%	17%	89%
Community School District 4	1270	9%	27%	52%	13%	65%

Table (2.3-2)

Evaluation: This measure is not applicable until students have been enrolled for two or more years. **The percentage of Leadership Village Academy sixth grade students scoring proficient on the state math assessment exceeded that of Community School District 4 by 47 percentage points.** The fifth grade students exceeded CSD 4 by twenty-four percentage points.

Further Evidence: As seen below in charts 2.3-1 and 2.3-2, Leadership Village Academy fifth and sixth graders also out-performed their peers in New York City and New York State on the state mathematics assessment by a significant margin.

**2007 NYS Math Scores
Sixth Grade**

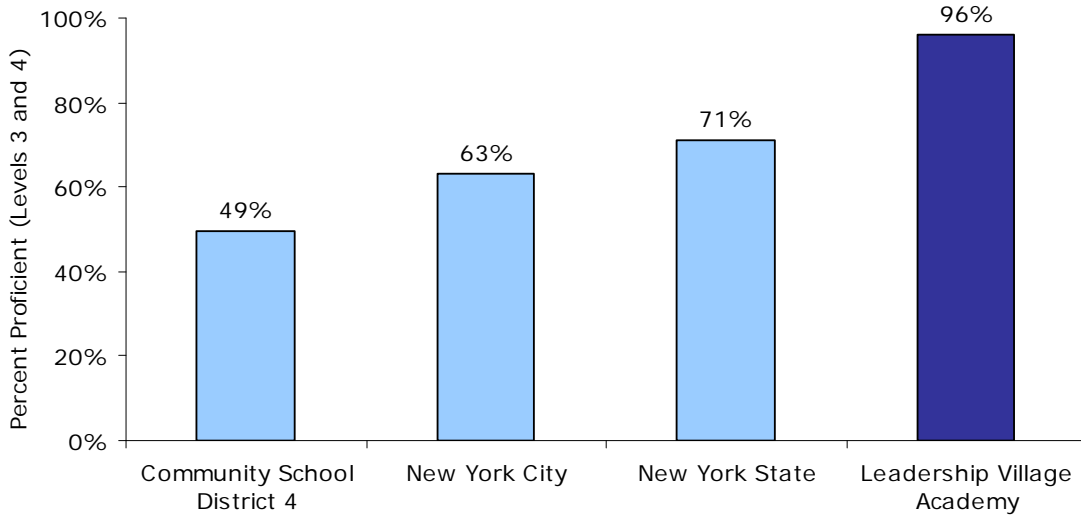


Chart 2.3-1

2007 NYS Math Scores Fifth Grade

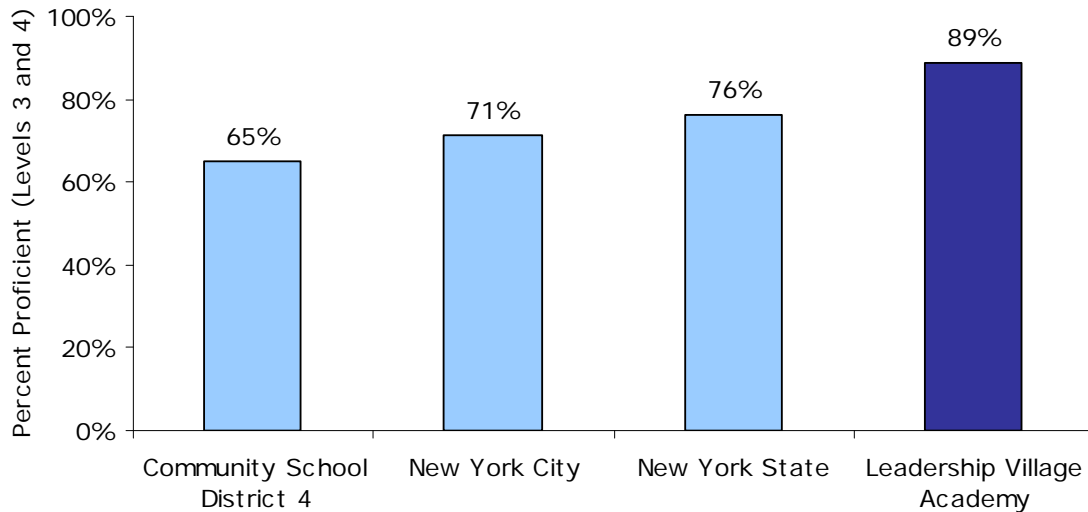


Chart 2.3-2

Goal 2, Measure 4 Comparative Measure: Each year, the school will exceed to at least a small degree its expected level of performance on the State mathematics 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 mathematics assessment. A score of three or four is considered proficient.

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

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		59	79.7	60.3	19.4	0.85
All	52.7	59	79.7	60.3	19.4	0.85

School's Overall Comparative Performance:

Higher Than Expected to a Large Degree

Table 2.4-1

Evaluation: Leadership Village Academy exceeded this goal by a wide margin. The school performed nineteen percentage points higher than predicted.

Goal 2, Measure 5 - Added Value Measure: 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.

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

Results: The results of the 2007 Stanford 9 are shown below in Table 2.5-1.

2006-2007 Stanford 9 Math Scores						
Grade	Cohort Size	Average NCE			Change	Target Achieved
		2005-06	Target	2006-07		
5	36	35.6*	42.8	80.3	+23.3	Yes
6	36	89.7	89.8	82.3	-7.4	No

Table 2.5-1

Evaluation: Village Academy exceeded the added value measure in fifth grade, but not in sixth grade. The fifth grade cohort entered Village Academy scoring among the *lowest* 36th NCE of all students nationally. By the end of the year, these same students scored in the *highest* 20th NCE of students nationally.

Further Evidence: In the fall of 2005, *fully* 89% of students entered the fifth grade at Village Academy scoring below the national average. As the following chart 2.5-1 demonstrates, *only* 9% of these same students were still scoring below the national average by the end of the school year.

* The Fall 2006 testing is used as the baseline score for the fifth grade cohort h

Students Scoring Above National Average 2006-2007 Stanford Nine Math

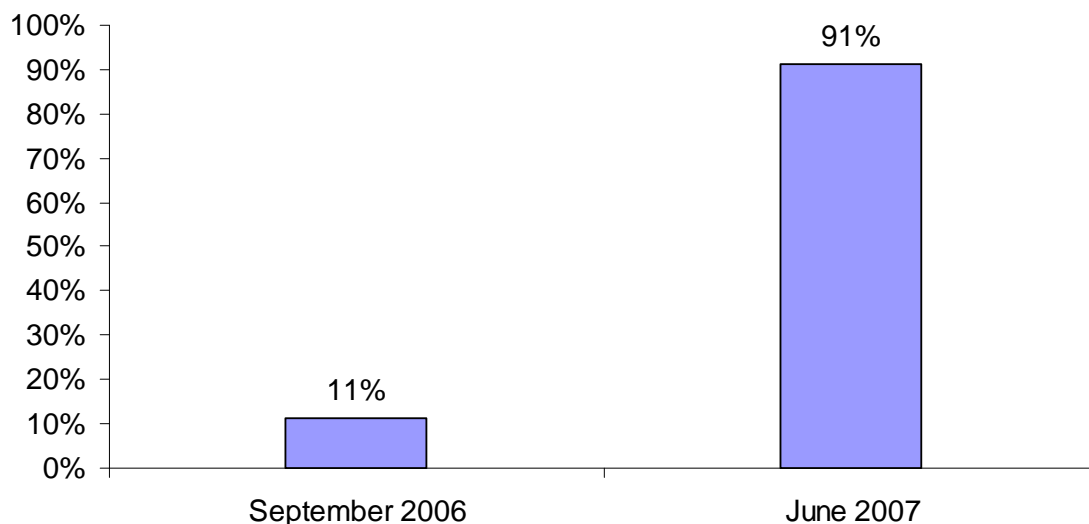


Chart 2.5-1

Despite the fact that more than only 11% of fifth graders entered Village Academy above the national average, **by the spring, fully 91% scored above the national average.**

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

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

Results: Table 2.6-1 shows the sixth grade cohorts performance on the 2006 and 2007 New York State math exam.

2006-2007 6th Grade Cohort NYS Math Scores

Testing Date	(n)	% Proficient
March 2006	41	90.2
March 2007	41	100
One year gain (3/06 - 3/07)		9.8

Table (2.6-1)

Evaluations: Leadership Village Academy exceeded this measure by a wide margin. Every student in the sixth grade cohort scored proficient on the state math exam.

Further Evidence: Not only did the sixth grade cohort achieve 100% proficiency, they also significantly increased the portion of students scoring at level 4, or advanced. In 2006, just 12% of students scored at Level 4. In 2007, the portion of students scoring at the highest level increased to 41%.

**Sixth Grade Cohort Performance
New York State Math**

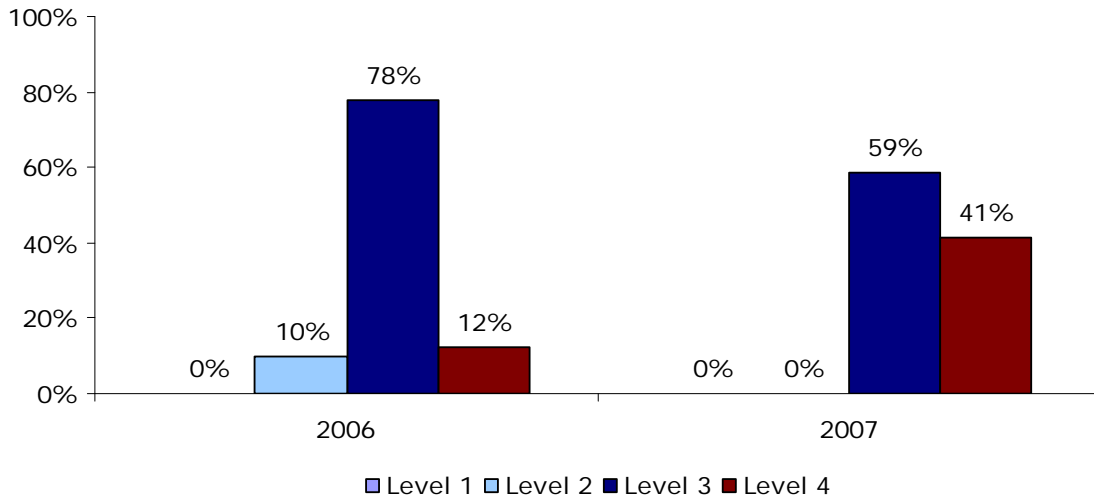


Chart 2.6-1

Summary: As shown in table 2.7-1 below, Leadership Village Academy students made dramatic achievement gains in 2007 and met every applicable measure in mathematics on the New York State math exam. The sixth grade class scored amongst the top schools in the state, and every student in the sixth grade cohort scored proficient on the state exam. Both classes outperformed the city, state and local district by wide margins. Perhaps most encouragingly, more than 40% of the sixth grade cohort scored at Level 4 on the state math exam. This is an indication that the school has built upon the solid foundation of basics provided in fifth grade and has equipped students with the advanced skills necessary for future academic success.

Measure	Type	Description	Outcome
1	Absolute	By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State math assessment.	Not Yet Applicable All grade levels exceeded 75% proficiency
2	Absolute	Each year, Village Academy's aggregate Performance Index will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Exceeded by wide margin
3	Comparative	Each year, the percent of students who have been enrolled at Village Academy for at least two years performing at or above Level 3 on the State math exam in each tested grade will be greater than that of the local community school district.	Not yet applicable Both grade levels exceeded CSD by wide margin
4	Comparative	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.	Exceeded
5	Value Added	For the 2005-2006 through 2009-2010 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 math assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an	Fifth met measure Sixth did not meet measure

		increase in the current year.	
6	Value Added	Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State 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.	Met

Table 2.7-1

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 2006-2007 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 2006-2007 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 2006-2007 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 2006-2007 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 2006-2007 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

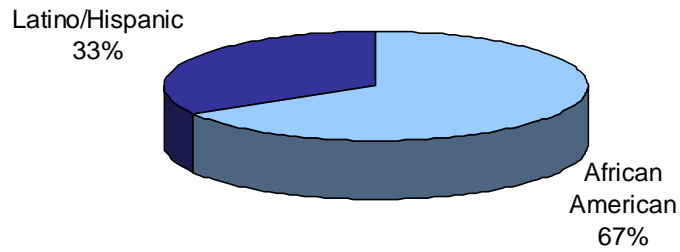


Chart 6-1

Free and Reduced Lunch

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

Students Qualifying for Free or Reduced Lunch

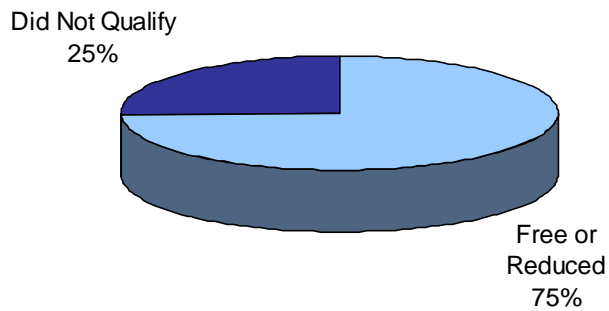


Chart 6-2