

Accountability Plan Progress Reports for the 2008-09 School Year

Reader's Guide

SUNY Authorized Charter Schools

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

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

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

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

**Harlem Village Academy
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2009

By: Harlem Village Academy Charter School

Harlem Village Academy Middle School
244 W 144th St.
New York, NY 10030
(646)812-9300

Harlem Village Academy High School
413 E 120th St
New York, NY 10035
(646)812-9200

Mailing Address:
15 Penn Plaza #15
New York, NY 10001
(212)502-8701

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Goal 1: Absolute Measure

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

Method

The school will administer 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 in the New York State Regents English exam by the completion of their fourth year in the cohort.

Method

The school will administer 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 scored at Level 1 or 2 on their New York State 8th grade English language arts exam and at scored at least 65 in the New York State Regents English exam by the completion of their fourth year in the cohort.

Results

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

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 2008-09 is 171. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

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 after four years will exceed that of students in the high school Accountability Cohort from schools in 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

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 after 4 years will exceed that of the students in the high school Accountability Cohort from non-selective schools in 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 non-selective schools ¹in 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Goal 1: Growth Measure

Each year, the group of students in their second year of the high school Accountability Cohort who have taken the PSAT literacy test for two years will reduce by one-half the difference between their previous year's average NCE². Groups that 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 and also have a score from their first year. 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 the first year and the 50th NCE in the second year. If a cohort has already achieved an average NCE of 50 in the first year, it is expected to show some positive growth in the subsequent year.

Results

This measure is not yet applicable. The school will begin calculating this measure in the 2009-2010 school year.

Summary

These measures are not yet applicable because the school only serves students in 9th and 10th grade.

¹ Selective schools are defined as schools that have selective admissions requirements such as examinations, interviews, portfolios or auditions or schools that draw their students from a feeder school(s) with selective admissions criteria. Any schools participating in the NYCDOE's "Ed-Opt" admissions procedure are considered non-selective. Information about individual school admissions requirements can be found at <http://www.insideschools.org>

² NCEs will be converted from percentiles using the standard method of calculation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents English exam by the completion of their fourth year in the cohort.	Data Not Available
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 in the New York State Regents English exam by the completion of their fourth year in the cohort.	Data Not Available
Absolute	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.	Data Not Available
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from schools in the local school district.	Data Not Available
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after 4 years will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.	Data Not Available
Growth	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after 4 years will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.	Data Not Available

MATHEMATICS

Goal 2: Mathematics

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

Goal 2: Absolute Measure

Each year, 75 percent of 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 Integrated Algebra 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 had until the summer of their fourth year to pass a mathematics exam.

Results

Integrated Algebra Regents Performance Level and Passing Rate by Fourth Year in Accountability Cohort³

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2007	36	0.0%	0.0%	96.2%	3.8%	100.0%
2008	24	0.0%	0.0%	80.6%	19.4%	100.0%

Harlem Village Academy exceeded this measure by a wide margin. Every student in both the 2007 and 2008 Accountability Cohorts have passed at least one Regents mathematics exam.

Additional Evidence

The table below shows the results of the Geometry Regents exam administered this spring. 87.1% of the 10th grade class passed the Geometry Regents exam.

³ Based on the highest score for each student on any mathematics Regents exam

Mathematics Regents Passing Rate by Accountability Cohort and Year

Cohort	2008-2009	
	Cohort Size	Percent Passing
2007	31	87.1%

Goal 2: Absolute Measure

Each year 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam 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 Integrated Algebra 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. This measure examines the percent of the Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam and scored at least 65 on a New York State Regents mathematics exam. Students have until the summer of their fourth year to do so.

Results

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort scoring below Level 2 on 8th Grade Math Exam

Cohort Designation	Number in Cohort scoring at or below Level 2 on 8 th Grade Math Exams	# Passing Regents	% Passing Regents
2007	1	1	100%
2008	0	-	-

Harem Village Academy met this measure. 100% of students who scored a 1 or 2 on their New York State 8th grade mathematics exam scored proficient on the Integrated Algebra regents exam.

Goal 2: Absolute Measure

Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year of 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 2008-09 is 165. 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

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 after their fourth year will exceed that of the students in the high school Accountability Cohort from schools in 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

Both the 2007 and 2008 Accountability Cohorts have scored 100% proficient on the Integrated Algebra Regents exam.

**Integrated Algebra Regents Passing Rate
Harlem Village Academy and School District 5**

Cohort	Harlem Village Academy HS		District #5	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100%	36	58%	676

Harlem Village Academy exceeded this measure by a wide margin. 100% of the 2007 Accountability Cohort passed a regents mathematics exam compared to 58% in Community School District 5..

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 after their fourth year will exceed that of the students in the high school Accountability Cohort from non-selective schools in 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 from non-selective schools 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade. However, both the 2007 and 2008 Accountability Cohorts have scored 100% proficient.

**Integrated Algebra Regents Passing Rate
Harlem Village Academy and Non –Selective schools in District 5**

Cohort	Harlem Village Academy HS		Non-Selective in District #5	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100%	36	51%	308

Harlem Village Academy exceeded this measure by a wide margin. 100% of the 2007 Accountability Cohort passed a regents mathematics exam compared to 51% in Community School District 5.

Goal 2: Growth Measure

Each year, the group of students in their second year of the high school Accountability Cohort who have taken the PSAT for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that 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 and also have a score from their first year. 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 the first year and the 50th NCE in the second. If a cohort has already achieved an average NCE of 50 in the first year, it is expected to show some positive growth in the subsequent year.

Results

This measure is not yet applicable. The school will begin calculating this measure in the 2009-2010 school year.

Summary of the Mathematics Goal

Harlem Village Academy students have consistently shown strong achievement in mathematics. 100% of Harlem Village Academy High School students have passed at least one Regents mathematics exam. Harlem Village Academy met every applicable mathematics measure in the accountability plan.

High School

Type	Measure	Outcome
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.	Exceeded by a wide margin
Absolute	Each year 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8 th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Exceeded by a wide margin

Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year of the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not yet applicable
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 after their fourth year will exceed that of the students in the high school Accountability Cohort from schools in the local school district.	Exceeded by a wide margin
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 after their fourth year will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.	Exceeded by a wide margin
Growth	Each year, the group of students in their second year of the high school Accountability Cohort who have taken the PSAT for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not yet applicable

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 students in the high school Accountability Cohort will score at least 65 on the 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 and Chemistry. 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Summary

This measure is not yet applicable.

Type	Measure	Outcome
Absolute	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.	Not yet applicable

SOCIAL STUDIES

Goal 4: Social Studies
 Students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

Goal 4: Absolute Measure
 Each year, 75 percent of 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

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 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 have 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 9th grade

Results

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

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2007	30	3.3%	10.0%	56.7%	30.0%	86.7%

Harlem Village Academy met this measure. 86.7% of students in the 2007 accountability cohort of scored proficient, with nearly one-third of students scoring at level four. We anticipate that more students will pass in the summer of 2009 after receiving summer school instruction.

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. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2004 Cohort finished its fourth year.

Results

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Summary

Harlem Village Academy High School met all applicable Social Studies measures. Thus far, 86.7% of students have passed the Global History Regents exam.

Type	Measure	Outcome
Absolute	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.	Met
Absolute	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.	Data Not Available

Goal 6: High School Graduation

Students will graduate from High School.

Goal 6: Absolute Measure

Each year, 75 percent of students in each 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 percent of students in each cohort are promoted to the next grade by the end of August.

Results

Percent of Students Promoted by Cohort in 2007-08

Cohort Designation	Number in Cohort	Percent promoted
2007	36	94.4%

Harlem Village Academy exceeded this measure by a wide margin. In the 2007-2008 94.4% of students in the 2007 cohort were promoted to the 10th grade. The school will make promotional decisions for the 2008-09 year in August.

Goal 6: 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. In August of 2008-09, the 2007 cohort will have completed its second year.

Results

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2007	33	75.8%

Harlem Village Academy met this measure. 75.8% of the 2007 Accountability Cohort passed at least three Regents exams by their second year. The school anticipates that more students will complete three regents by the end of summer school.

Goal 6: 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 9th grade in the same year and graduate four years later. At a minimum, these students must pass five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have until the summer of their fourth year to complete their graduation requirements.

Results

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Goal 6: 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 9th grade in the same year and graduate four years later. At a minimum, these students must pass five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

Results

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Goal 6: 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 high school accountability cohort from non-selective schools in 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Summary

Harlem Village Academy met every applicable high school graduation measure. 94.4% of students were promoted to the next grade after the 2007-08 school year and, at the time of this writing, more than 75% of students in the 2007 Accountability Cohort have passed three Regents exams.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Exceeded by a wide margin
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	Met
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.	Data Not Available

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.	Data Not Available
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 high school accountability cohort from non-selective schools in the local school district.	Data not available

College Prep

Goal 7: College Prep

Students will gain admission to a college.

Goal 7: Absolute Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

Method

This measure tracks student performance 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 1800 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 10th grade (sophomore) test takers in the given year.

Results

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	34	34	40	40	44	42

Harlem Village Academy met this measure for Mathematics and matched the New York State Average for Critical Reading.

Goal 7: Absolute Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT in reading and mathematics.

Method

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 1800 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 12th grade (senior) test takers in the given year.

Results

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Goal 7: Absolute 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 a 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade.

Goal 7: Absolute 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

This measure is not yet applicable, as the school only serves students in 9th and 10th grade

Summary

Type	Measure	Outcome
Absolute	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Met in math Did not meet in reading
Absolute	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT in reading and mathematics.	Data Not Available
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.	Data Not Available
Absolute	Each year, 75% of graduates will enroll in a two or four year college or university.	Data Not Available