

**HARLEM VILLAGE ACADEMY
LEADERSHIP CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Harlem Village Academy Leadership Charter School

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

BOARD OF TRUSTEES

Trustee's Name	Board Position
James Thompson	
Catherine Viscardi Johnston	Treasurer
Dr. Deborah Kenny	Secretary
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Dr. Andrew August	
Donna Wilson	

INTRODUCTION

The mission of Harlem Village Academy Leadership is to prepare students of fine character to graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals, which are outlined in this document. The school leadership and faculty continually strive to maintain our community's focus on achieving these goals. Harlem Village Academy Leadership opened in the fall of 2005 with its first class of fifth graders. The school currently serves approximately 352 students grades five through tenth.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07	-	-	-	-	-	53	51	-	-	-	-	-	-	104
2007-08	-	-	-	-	-	58	45	46	-	-	-	-	-	149
2008-09	-	-	-	-	-	62	53	44	40	-	-	-	-	199
2009-10	-	-	-	-	-	106	59	49	39	36	-	-	-	289
2010-11	-	-	-	-	-	100	87	57	42	33	33	-	-	352

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English Language Arts examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language Arts examination.¹

Method

The school administered the New York State Testing Program English Language Arts assessment to students in fifth through eighth grade in April 2011. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

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

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

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

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
5	96	0	0	0	96
6	84	0	0	0	84
7	56	0	0	0	56
8	41	0	0	0	41
All	277	0	0	0	277

¹ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

Results

The table below shows the results of the 2010–2011 State English Language Arts exam. Overall, 85% of students in at least their second year at the school scored attained a time adjusted level 3 cut score.

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

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	72.9%	96
	Students in At Least 2 nd Year	-	-
6	All Students	83.3%	84
	Students in At Least 2 nd Year	83.3%	84
7	All Students	92.9%	56
	Students in At Least 2 nd Year	92.9%	56
8	All Students	85.4%	41
	Students in At Least 2 nd Year	85.4%	41
All	All Students	81.9%	277
	Students in At Least 2 nd Year	85.2%	189

Evaluation

Harlem Village Academy Leadership achieved this measure.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	86.2%	29	81.0%	42	91.7%	48	83.3%	84
7	81.0%	40	97.5%	40	100.0%	46	92.9%	56
8	-	-	89.7%	39	74.4%	39	85.4%	41
All	85.5%	69	89.3%	121	89.5%	133	85.2%	189

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State English Language Arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English Language Arts AMO.

Results

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

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English Language Arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the community school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

The table below shows the results of the 2010-11 English Language Arts exam for Harlem Village Academy Leadership and Community School District Four.

**2010-11 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	-	42.8%	1078
6	53.6%	84	37.7%	1073
7	67.9%	56	28.5%	1109
8	70.7%	41	25.9%	1132
All	59.3%	189	33.6%	4392

Evaluation

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

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	-	-	-	-	-	-	42.8%
6	86.2%	62.9%	81.0%	67.0%	56.3%	30.7%	53.6%	37.7%
7	81.0%	62.6%	97.5%	75.8%	63.0%	30.2%	67.9%	28.5%
8	-	-	89.7%	59.9%	56.4%	26.4%	70.7%	25.9%
All	85.5%	62.7%	89.3%	71.4%	58.6%	29.0%	59.3%	33.6%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English Language Arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools statewide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2009-10 school year.

2009-10 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		103	39.8	44.2	-4.4	-.29
6		59	58.0	41.8	16.2	1.00
7		48	64.6	37.5	27.1	1.60
8		39	56.4	38.7	17.7	0.99
All		60.6	249	51.5	41.5	10.0

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

Evaluation

Data is not yet available to determine whether the school met this measure. The school performed “Higher than expected to a medium degree” in the 2009-10 school year. As students progress through the grades, the school’s academic interventions begin to create a strong positive effect.

The fifth graders’ low performance is to be expected; Harlem Village Academy Leadership actively recruits students from New York City’s most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic skills. Harlem Village Academy Leadership teaches those basic skills so that, over time, students are able to score proficient. The school’s “effect size” increases considerably in the later grades.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2006-07 through 2009-10 school years.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	5 th - 6 th	56.9	106	62.3	57.0	0.20
2007-08	5 th - 7 th	52.2	153	96.8	75.9	1.31
2008-09	5 th - 8 th	53.8	206	85.9	73.7	.85
2009-10	5 th - 8 th	60.6	249	51.5	41.5	0.58

Goal 1: Growth Measure

On the current year’s state English Language Arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English Language Arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The chart below contains the results for the 2010-11 English Language Arts exam.

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

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	84	44.0%	59.5%	53.6%	NO
7	56	60.7%	67.9%	67.9%	YES
8	41	63.4%	69.2%	70.7%	YES
All	189	51.3%	63.2%	59.3%	NO

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

Additional Evidence

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	6 th - 7 th	1	2
2008-09	6 th - 8 th	1	3
2009-10	6 th - 8 th	2	3
2010-11	6 th - 8 th	2	3

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOALS

Harlem Village Academy Leadership achieved five measures for which data is available.

Type	Measure	Outcome
<u>Absolute</u>	75 percent of all tested students who are enrolled in at least their second year will perform at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
<u>Absolute</u>	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
<u>Comparative</u>	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved in sixth, seventh and eighth. Did not achieve in fifth.
<u>Comparative</u>	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
<u>Growth</u>	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved in seventh and eighth. Did not achieve in fifth or sixth.
<u>Absolute</u>	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort. – See Appendix A	N/A
<u>Absolute</u>	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. – See Appendix A	N/A
<u>Comparative</u>	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. – See Appendix A	N/A
<u>Growth</u>	Each year, the group of students in their second year of high school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE. – See Appendix A	Achieved

Action Plan

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

MATHEMATICS

Goal 2: Mathematics

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

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through eighth grades in May 2011. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

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

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

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

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
5	96	0	0	0	94
6	84	0	0	0	84
7	56	0	0	0	56
8	41	0	0	0	41
All	277	0	0	0	277

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

⁴ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

Results

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

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

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
5	All Students	92.7%	96
	Students in At Least 2 nd Year	-	-
6	All Students	100.0%	84
	Students in At Least 2 nd Year	100.0%	84
7	All Students	100.0%	56
	Students in At Least 2 nd Year	100.0%	56
8	All Students	100.0%	41
	Students in At Least 2 nd Year	100.0%	41
All	All Students	97.5%	277
	Students in At Least 2 nd Year	100.0%	189

Evaluation

Harlem Village Academy Leadership achieved this measure.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
6	100.0%	29	100.0%	41	100.0%	48	100.0%	84
7	100.0%	39	100.0%	40	100.0%	45	100.0%	56
8	-	-	97.4%	38	100.0%	39	100.0%	41
All	100.0%	68	99.2%	119	100.0%	132	100.0%	189

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO.

Results

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

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the community school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

The chart below shows Harlem Village Academy Leadership’s progress on the 2010-11 state mathematics exam compared to District 4.

**2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	-	55.2%	1089
6	97.6%	84	47.3%	1081
7	100.0%	56	46.9%	1118
8	100.0%	41	44.6%	1146
All	95.8%	189	48.4%	4434

Evaluation

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

Additional Evidence

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

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	-	-	-	-	-	-	55.2%
6	100.0%	62.9%	100.0%	67.0%	95.8%	52.5%	97.6%	47.3%
7	100.0%	62.6%	100.0%	75.8%	97.8%	26.0%	100.0%	46.9%
8	-	-	97.4%	59.9%	100.0%	26.9%	100.0%	44.6%
All	100.0%	62.7%	99.2%	68.2%	97.7%	35.4%	95.8%	48.4%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2009-10 school year.

2009-10 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		103	69.9	56.7	13.2	0.72
6		59	96.9	51.5	45.1	2.25
7		47	97.9	50.7	47.2	2.15
8		39	100.0	43.1	56.9	2.41
All	60.6	248	86.3	52.2	34.1	1.62

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

Data is not yet available to determine whether the school met this measure. The school performed “Higher than expected to a large degree” in the 2009-10 school year. As students progress through the grades, the school’s academic interventions begin to create a strong positive effect.

The fifth graders’ low performance is to be expected; Harlem Village Academy Leadership actively recruits students from New York City’s most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic math skills. Harlem Village Academy Leadership teaches those basic skills so that, over time, students are able to score proficient. The school’s “effect size” increases each year that students remain in the school. By the eighth grade, the “effect size” is 2.41.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2006-07 through 2009-10 school years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	5 th - 6 th	56.9	104	92.3	66.8	1.43
2007-08	5 th - 7 th	52.2	153	96.8	75.9	1.31
2008-09	5 th - 8 th	53.8	204	96.6	81.0	1.18
2009-10	5 th - 8 th	60.6	248	86.3	52.2	1.62

Goal 1: Growth Measure

On the current year’s state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The chart below contains cohort growth from the 2009-10 to the 2010-11 school year.

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

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
6	84	82.1%	82.2%	97.6%	YES
7	56	96.4%	96.5%	100.0%	YES
8	40	100.0%	100.0%	100.0%	YES
All	188	86.7%	86.8%	95.7%	YES

Evaluation

Harlem Village Academy Leadership achieved this measure in all grades.

Additional Evidence

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007 - 08	6 th - 7 th	2	2
2008 - 09	6 th - 8 th	2	3
2009 - 10	6 th - 8 th	3	3
2010 - 11	6 th - 8 th	3	3

SUMMARY OF THE MATHEMATICS GOALS

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

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved in sixth, seventh, and eighth. Did not achieve in fifth.
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3	Achieved
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort. – See Appendix A	Achieved
Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. – See Appendix A	N/A
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district. – See Appendix A	Achieved
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE. – See Appendix A	Did not Achieve

Action Plan

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

SCIENCE

Goal 3: Science

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

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in eighth grade in spring 2010. Each student’s raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The table displays the results of the 2010-11 State science assessment. 95% of eighth grade students scored proficient.

**Charter School Performance on 2010-11 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0.0%	4.9%	65.9%	29.3%	95.2%	41
	Students in At Least 2 nd Year	0.0%	4.9%	65.9%	29.3%	95.2%	41

Evaluation

Harlem Village Academy Leadership achieved this measure.

Additional Evidence

The table below shows the results of the 2008-09 through 2010-11 New York State science exams. Students have achieved the measure in each school year.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	-	-	87.2%	39	100.0%	39	95.2%	41
All	-	-	87.2%	39	100.0%	39	95.2%	41

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district.

Results

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

**2010-11 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	95.2%	41	48.2%	1119

Evaluation

95% of Harlem Village Academy Leadership students scored proficient on the 2010-11 State science exam. 2010-11 data is not yet available for the community school district and therefore this measure cannot be evaluated.

Additional Evidence

Harlem Village Academy Leadership Charter School has achieved this measure.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	-	-	87.2%	41.9%	100.0%	48.2%	95.2%	Unavailable
All	-	-	87.2%	41.9%	100.0%	48.2%	95.2%	Unavailable

Summary

Harlem Village Academy Leadership students have consistently shown strong achievement in science. 95% of Harlem Village Academy Leadership eighth grade students scored proficient on the New York State science exam for the second year in a row.

SUMMARY OF THE SCIENCE GOALS

Harlem Village Academy Leadership achieved all objectives for which data is available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data is Unavailable
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	Achieved
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Achieved

Action Plan

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

NO CHILD LEFT BEHIND

Goal 5: NCLB

Students at Harlem Village Academy Leadership will meet and exceed state standards in all areas required by NCLB accountability guidelines

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards, which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing,” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Results for 2010-11 have not yet been released.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Unavailable

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

ENGLISH LANGUAGE ARTS - REGENTS

Goal 1: Absolute Measure

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

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

Goal 1: Absolute Measure

Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year's English Language Arts AMO, which for 2009-10 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 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. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the community school district. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

(S) Goal 1: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced reading test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm-referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2010-11 and also have a score from their first year in 2009-10. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the fiftieth NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year.

Results

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

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

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2009	32	41.7	45.9	47.8	Yes

Evaluation

Harlem Village Academy Leadership met this measure.

MATHEMATICS - REGENTS

Goal 2: Absolute Measure

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

Method

The school administered the New York State Regents Geometry, and 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 have until the summer of their fourth year to pass a mathematics exam.

Results

Harlem Village Academy Leadership achieved this measure, 100% of all students in the 2009 and 2010 cohorts have passed at least one New York State math Regents.

Additional Evidence

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

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	36	100.0%	30	100.0%
2010	-	-	33	96.9%

Goal 2: Absolute Measure

Each year, the Performance Index (PI) on the Regents mathematics exams of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO, which for 2010-11 is 173. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the community school district. Given that students may take Regents exams up through the summer of their fourth year, the most recently available district results are presented.

Results

Harlem Village Academy Leadership’s 2009 student cohort outperformed the Community School District Four’s 2006 cohort. 2007 cohort data for the community school district is currently unavailable.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100.0%	30	75.4%	908

Evaluation

Harlem Village Academy Leadership achieved this measure.

(5) Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced mathematics test. Each cohort consists of those students who took a norm-referenced mathematics test in their second year of high school in 2010-11 and also have a score from their first year in 2009-10. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2009-10 and the fiftieth NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year.

Results

The table below shows the performance of the school’s 2009 cohort on the PSAT mathematics component.

First to Second Year Cohort Growth on the PSAT Mathematics Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2009	32	43.3	46.6	45.9	No

Evaluation

Harlem Village Academy Leadership did not achieve this measure.

SCIENCE - REGENTS

Goal 3: Absolute Measure

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

Method

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

Harlem Village Academy Leadership achieved this measure. 100% of all students in the 2009 cohort and 96.9% of all students in the 2010 cohort have passed at least one New York State science Regents.

Additional Evidence

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

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	36	100.0%	30	100.0%
2010	-	-	33	96.9%

(S) Goal 3: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the community school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Harlem Village Academy Leadership’s 2009 student cohort outperformed the Community School District Four’s 2006 cohort. 2007 cohort data for the community school district is currently unavailable.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100.0%	30	72.7%	908

Evaluation

Harlem Village Academy Achieved this measure.

SOCIAL STUDIES - REGENTS

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

(S) Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the community 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. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

Goal 4: Absolute Measure

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

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the ninth grade, and in 2010-11, the 2007 Cohort finished its fourth year.

Results

Harlem Village Academy Leadership achieved this measure. 100% of the 2009 cohort has passed the Global History exam.

Additional Evidence

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

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2010-11	
	Number in Cohort	Percent Passing
2009	30	100.0%

(§) Goal 4: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in the community school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

Harlem Village Academy Leadership’s 2009 student cohort outperformed the Community School District Four’s 2006 cohort. 2007 cohort data for the community school district is currently unavailable.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100.0%	30	69.2%	908

Evaluation

Harlem Village Academy Leadership met this measure.

HIGH SCHOOL GRADUATION

GOAL 5: HIGH SCHOOL GRADUATION

Students will graduate from High School.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, 75 percent of students in each cohort are promoted to the next grade by the end of August.

Students are considered to be promoted to the next grade as long as they remain on track to graduate from high school in four years.

Results

The table below displays the percent of students in each Accountability Cohort who remain on track to graduate within four years.

Percent of Students Promoted by Cohort in 2010-11

Cohort Designation	Number in Cohort	Percent promoted
2009	30	100.0%
2010	33	100.0%

Evaluation

Harlem Village Academy Leadership achieved this measure. 100% of each cohort remains on track to graduate from high school in four years.

(§) Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

Method

This measure serves as a leading indicator of the performance of high school Cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort.

Results

The table below shows the percent of each Cohort that passed three regents exams by the conclusion of their second year in the school.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	30	100.0%

Evaluation

Harlem Village Academy Leadership met this measure.

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the ninth grade in the same year and graduate four years later. In 2010-11, the 2007 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English Language Arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

Students are considered to be promoted to the next grade as long as they remain on track to graduate from high school in four years.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

Goal 5: Comparative Measure

Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the community 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. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

SUMMARY OF HIGH SCHOOL GRADUATION GOALS

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	N/A
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.	N/A
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.	N/A

Action Plan

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

COLLEGE PREPARATION

(§) GOAL 6: COLLEGE PREPARATION

Students will gain admission to college.

(§) Goal 6: Comparative Measure

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

Method

This measure tracks student performance on one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing, and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all tenth grade (sophomore) test takers in the given year.

Results

The table below shows the school's tenth grade performance compared to New York State.

Tenth Grade PSAT Performance by School Year

School Year	Number of Students in the tenth Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	30	27	41.9	40.5	42.8	42.4

Evaluation

Harlem Village Academy Leadership met this measure.

(§) Goal 6: Comparative Measure

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

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing, and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all twelfth grade (senior) test takers in the given year.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

(§) Goal 6: School Created College Prep Measure

Each year, 50% of students in the high school Graduation Cohort will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort.

Method

The school will administer the New York State Regents Exams. Students will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort if they pass eight required Regents exams. This measures the percentage of students in the high school Graduation Cohort who passed enough exams to obtain the Advanced Regents diploma.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

(5) Goal 6: School Created Measure

Each year, 75% of graduates will enroll in a two or four year college or university.

Method

Students will gain acceptance into an accredited two or four year college or university.

Results

This measure is not yet applicable. Harlem Village Academy Leadership served only ninth and tenth grade students in the 2010-11 school year.

SUMMARY OF COLLEGE PREPARATION GOALS

Harlem Village Academy Leadership achieved all objectives for which data is available.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the tenth grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Achieved
Comparative	Each year, the average performance of students in the twelfth grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
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.	N/A
Absolute	Each year, 75% of graduates will enroll in a two or four year college or university.	N/A

Action Plan

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