



HARLEM VILLAGE ACADEMIES

Harlem Village Academies Leadership Charter

2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT

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INTRODUCTION

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INTRODUCTION

Elissa Fishman, Chief Finance and Administration Officer, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

BOARD OF TRUSTEES

Trustee's Name	Board Position
David Zwiebel	Chair
Daniel Pianko	Treasurer
Deborah Kenny	Secretary
Andrew August	Member
Donna Wilson	Member
Judith Turner Hamerschlag	Member
Yohana De Los Santos	Member

Deborah Kenny has served as the school leader since 2005.

INTRODUCTION

The mission of Harlem Village Academies 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 Academies Leadership opened in the fall of 2005 with its first class of fifth graders. The school currently serves approximately 876 students in grades Kindergarten through third, and fifth through twelfth.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12	-	-	-	-	-	89	79	78	52	35	33	28	-	394
2012-13	133	-	-	-	-	78	81	78	68	46	35	32	26	577
2013-14	134	110	-	-	-	73	61	76	75	56	45	35	33	698
2014-15	121	105	106	-	-	73	65	56	71	72	55	44	33	801
2015-16	120	106	98	82	0	71	64	61	50	56	70	54	44	876

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9th grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: www.p12.nysed.gov/accountability/)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2013-14	2010-11	2010	31	1	30
2014-15	2011-12	2011	33	1	32
2015-16	2012-13	2012	42	2	40

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	30	0	30
2014-15	2011-12	2011	32	0	32
2015-16	2013-14	2012	40	0	40

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	1	0	1
2014-15	2010-11	2010	1	0	1
2015-16	2011-12	2011	2	0	2

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

GOAL 1: 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 all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in third through eighth grades in April 2016. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

**2015-16 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	2	0	81
5	66	0	0	0	0	66
6	61	0	0	2	0	63
7	59	0	0	2	0	61
8	47	0	0	1	0	48
All	312	0	0	7	0	319

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

ENGLISH LANGUAGE ARTS

Results

The table below shows the results of the 2015–16 State English Language Arts exam.

Performance on 2015-16 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	39.2%	79	39.2%	79
5*	15.2%	66	-	-
6	14.8%	61	15.0%	60
7	13.6%	59	13.6%	59
8	31.9%	47	31.9%	47
All	23.4%	312	25.7%	245

*The data has been omitted in cases where there were less than 10 students tested.

Evaluation

Harlem Village Academies Leadership did not achieve this measure.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	--	39.2%	79
5*	-	-	-	-	-	-
6	16.9%	59	20.3%	64	15.0%	60
7	26.3%	76	16.7%	54	13.6%	59
8	33.8%	71	30.4%	69	31.9%	47
All	25.1%	215	24.0%	192	25.7%	245

*The data has been omitted in cases where there were less than 10 students testing.

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁴

Results

The table below shows the calculation of the school's Performance Level Index.

English Language Arts 2015-16 Performance Level Index						
Number in Cohort	Percent of Students at Each Performance Level					
	Level 1	Level 2	Level 3	Level 4		
312	29.8%	46.8%	21.2%	2.2%		
PI = 46.8% + 21.2% + 2.2% = 70.2%						
21.2% + 2.2% = 23.4%						
PLI = 93.6%						

Evaluation

Harlem Village Academies Leadership did not achieve this measure.

⁴ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

ENGLISH LANGUAGE ARTS

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency 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

A school compares tested students enrolled in at least their second year 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 in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁵

Results

The table below shows the results of the 2015-16 ELA exam for Harlem Village Academies Leadership and Community School District 4.

2015-16 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	39.2%	79	38.0%	921
5*	-	-	30.0%	952
6	15.0%	60	27.0%	941
7	13.6%	59	30.0%	989
8	31.9%	47	32.0%	990
All	25.7%	245	31.3%	4793

*The data has been omitted in cases where there were less than 10 students testing.

Evaluation

Harlem Village Academies Leadership achieved this measure for third grade.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	39.2%	38.0%
5*	-	24.0%	-	20.5%	-	30.0%
6	16.9%	19.0%	20.3%	19.8%	15.0%	27.0%
7	26.3%	20.0%	16.7%	25.5%	13.6%	30.0%
8	33.8%	22.0%	30.4%	22.0%	31.9%	32.0%
All	25.1%	21.3%	24.0%	22.3%	25.7%	31.3%

*The data has been omitted in cases where there were less than 10 students testing.

⁵ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

ENGLISH LANGUAGE ARTS

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The SUNY Charter Schools Institute ("Institute") conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

Results

The table below shows the Comparative Performance Analysis for the 2014-15 school year.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	80.6	72	4	18.8	-14.8	-1.15
6	87.7	64	20	16.4	3.6	0.29
7	82.1	54	17	16.4	0.6	0.05
8	84.5	69	30	20.3	9.7	0.62
All	83.7	259	17.6	18.1	-0.5	-0.07

School's Overall Comparative Performance:

Lower than expected

Evaluation

Harlem Village Academies Leadership achieved this measure for sixth and eighth grade.

Additional Evidence

The table below shows the results of the Institute's regression analysis from 2012 to 2015.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5th-8th	82.6	297	25.9	18.2	0.66
2013-14	5th-8th	86.0	276	22.3	17.7	0.34
2014-15	5th-8th	83.7	259	17.6	18.1	-0.07

ENGLISH LANGUAGE ARTS

Goal 1: Growth Measure⁶

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50. Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.⁷

Results

The table below shows 2014-15 mean unadjusted growth percentiles for Harlem Village Academies Leadership.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	44.5	50.0
6	47.0	50.0
7	44.5	50.0
8	51.5	50.0
All	47.0	50.0

Evaluation

Harlem Village Academies Leadership met this measure in eighth grade.

Additional Evidence

The table below shows Harlem Village Academies Leadership's ELA unadjusted mean growth percentile from 2012 to 2015.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
5	32.5	33.0	44.5	50.0
6	53.0	50.5	47.0	50.0
7	58.5	52.5	44.5	50.0
8	45.0	47.0	51.5	50.0
All	48.0	45.0	47.0	50.0

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁷ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Summary of the English Language Arts Goals

Harlem Village Academies Leadership partly achieved three of the measures below during the 2015-2016 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Did Not Achieve
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.

ENGLISH LANGUAGE ARTS – High school

Goal 1: Absolute Measure (§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

Method

The school administered the Regents Exam in English Language Arts (Common Core) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.⁸ 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

The table below shows Harlem Village Academies Leadership's four year cohort's English Regents pass rates.

English Regents Passing Rate with a Score of 75
by Fourth Year Accountability Cohort⁹

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	31	67.7%
2011	33	75.8%
2012	42	88.1%

Evaluation

Harlem Village Academies Leadership High has achieved this measure.

Additional Evidence

The table below shows Harlem Village Academies Leadership's four year cohort's English Regents pass rates from 2014 to 2016.

English Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	-	43	86.0%	42	88.1%
2013	55	-	55	56.4%	51	82.4%
2014			72	-	64	56.3%
2015					55	-

⁸ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

⁹ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure (\$) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

Results

The table below shows the English Regents Passing Rate amongst students who were not proficient in the 8th grade.

English Regents Passing Rate with a Score of 75 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	14	64.3%
2011	12	50.0%
2012	13	92.3%

Evaluation

Harlem Village Academies Leadership High achieved this measure.

¹⁰ Based on the highest score for each student on the English Regents exam

ENGLISH LANGUAGE ARTS

Goal 1: Absolute Measure (§) Each year, the Accountability Performance Level (“APL”) 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

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

Results

The table below shows the 2012 cohort’s APL on the English Regents.

English Language Arts Accountability Performance Level (APL) For the 2012 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
42	0.0%	11.9%	45.2%	42.9%

PI	=	11.9%	+	45.2%	+	42.9%	=	100.0%
				45.2%	+	42.9%	=	<u>88.1%</u>
						APL	=	188.1%

Evaluation

Harlem Village Academies Leadership High has achieved this measure.

ENGLISH LANGUAGE ARTS

Goal 1: Comparative Measure (§) Each year, the Accountability Performance Level (“APL”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort 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 school presents most recently available school district results.¹¹

Results

The table below show the APL of each cohort compared to students from the local school district 4.

English Regents Accountability Performance Level (APL)¹²
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	172.4	30	162.0	964
2011	175.0	32	173.0	850
2012	188.1	42	N/A	N/A

Evaluation

District results for the 2012 cohort were not available; however this measure was met when compared to the 2011 district cohort comparison.

¹¹ The New York State Report Card provides the district results for students scoring at or above 65.

¹² For an explanation of the procedure to calculate the school’s APL, see page 31.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOALS ¹³

Harlem Village Academies Leadership High achieved all measures for the 2015-2016 school year.

Type	Measure	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, the Accountability Performance Level (APL) 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.	Achieved
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.

¹³ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 2: 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 all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

Method

The school administered the New York State Testing Program mathematics assessment to students in third through eighth grade in April 2016. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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 not enrolled in at least their second year.

2015-16 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁴				Total Enrolled
		IEP	ELL	Absent	Refused	
3	79	0	0	2	0	81
5	66	0	0	0	0	66
6	60	0	0	3	0	63
7	60	0	0	1	0	61
8	47	0	0	1	0	48
All	312	0	0	7	0	319

Results

The chart below shows Harlem Village Academies Leaderships' performance on the 2014-15 state mathematics exam.

¹⁴ 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.

MATHEMATICS

Performance on 2015-16 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	45.6%	79	45.6%	79
5*	12.1%	66	-	-
6	38.3%	60	37.3%	59
7	51.7%	60	51.7%	60
8	19.1%	47	19.1%	47
All	34.3%	312	40.0%	245

*The data has been omitted in cases where there were less than 10 students testing.

Evaluation

Harlem Village Academies Leadership did not achieve this measure.

Additional Evidence

The table below shows Harlem Village Academies Leadership's performance on 2015-16 State Mathematics exams from 2013 – 2016.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	-	-	-	-	45.6%	79
5*	-	-	-	-	-	-
6	39.0%	59	37.1%	62	37.3%	59
7	44.0%	75	38.9%	54	51.7%	60
8	38.0%	71	34.3%	67	19.1%	47
All	39.3%	214	45.7%	188	40.0%	245

*The data has been omitted in cases where there were less than 10 students testing.

MATHEMATICS

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Level Index ("PLI") 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 enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of **101**. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.¹⁵

Results

The table below show the calculation of the school's Performance Index measure.

Mathematics 2015-16 Performance Level Index (PLI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
312	24.4%	41.3%	23.1%	11.2%

PI	=	41.3%	+	23.1%	+	11.2%	=	75.6%
				23.1%	+	11.2%	=	<u>34.3%</u>
						PLI	=	109.9%

Evaluation

Harlem Village Academies Leadership achieved this measure.

¹⁵ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

MATHEMATICS

Goal 2: Comparative Measure

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

Method

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested 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.¹⁶

Results

The chart below shows Harlem Village Academies Leadership's progress on the 2014-15 state mathematics exam compared to District 4.

2015-16 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	45.6%	79	37.0%	931
5*	-	-	32.0%	967
6	37.3%	59	25.0%	944
7	51.7%	60	22.0%	1004
8	19.1%	47	16.0%	855
All	40.0%	245	26.8%	4701

*The data has been omitted in cases where there were less than 10 students testing.

Evaluation

Harlem Village Academies Leadership achieved this measure.

¹⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

Additional Evidence

The table below displays a historical comparison between Harlem Village Academies Leadership and the Local District (4).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	-	-	-	-	45.6%	37.0%
5*	-	-	-	-	-	32.0%
6	39.0%	22.0%	37.1%	27.4%	37.3%	25.0%
7	44.0%	19.0%	38.9%	24.5%	51.7%	22.0%
8	38.0%	22.0%	34.3%	22.9%	19.1%	16.0%
All	39.3%	24.1%	45.7%	14.9%	40.0%	26.8%

*The data has been omitted in cases where there were less than 10 students testing.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Method

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

MATHEMATICS

Results

The table below shows the Comparative Performance Analysis for the 2014-15 school year.

2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	80.6	70	27	29.1	-2.1	-0.11
6	87.7	62	37	21.6	15.4	0.91
7	82.1	54	39	19.7	19.3	1.06
8	84.5	67	34	13.8	20.2	1.16
All	83.7	253	33.9	21.2	12.7	0.72

School's Overall Comparative Performance:

Higher than expected to a meaningful degree

Evaluation

Harlem Village Academies Leadership achieved this measure.

Additional Evidence

The table below shows the results of the Institute's regression analysis from 2012 to 2015.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5th-8th	82.6	297.0	33.7	17.5	1.01
2013-14	5th-8th	86.0	275.0	36.0	20.1	0.90
2014-15	5th-8th	83.7	253.0	33.9	21.2	0.72

MATHEMATICS

Goal 2: Growth Measure¹⁷

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.¹⁸

Results

The table below shows 2014-15 mean unadjusted growth percentiles for Harlem Village Academies Leadership.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
5	30.0	50.0
6	59.5	50.0
7	71.5	50.0
8	34.0	50.0
All	49.0	50.0

Evaluation

Harlem Village Academies Leadership achieved this measure in sixth and seventh grade.

Additional Evidence

The table below shows Harlem Village Academies Leadership unadjusted growth percentiles compared to the statewide median from 2013 to 2015.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
5	48.5	42.5	30.0	50.0
6	48.5	63.5	59.5	50.0
7	66.5	67.0	71.5	50.0
8	47.5	34.0	34.0	50.0
All	53.0	51.0	49.0	50.0

¹⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹⁸ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

SUMMARY OF THE MATHEMATICS GOALS

Harlem Village Academies Leadership achieved three measures and partly achieved one measure for the 2015-2016 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2014-15 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Did Not Achieve

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.

MATHEMATICS – HIGH SCHOOL

Goal 2: Absolute Measure (§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.¹⁹ This measure requires students in each Accountability Cohort to achieve the requisite score on 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. Students have until the summer of their fourth year to pass a mathematics exam.

Results

The table below shows the percentage of each cohort scoring 80% or higher on a mathematics Regents exam.

Mathematics Regents Passing Rate with a Score of 80
by Fourth Year Accountability Cohort²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	31	64.5%
2011	33	75.8%
2012	42	52.4%

Evaluation

Harlem Village Academies Leadership High did not achieve this measure.

Additional Evidence

The table below shows Harlem Village Academies Leadership High mathematics Regents passing rate from 2014 through 2016.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	51.2%	43	51.2%	42	52.4%
2013	55	45.5%	55	45.5%	51	47.1%
2014			72	5.6	64	6.3%
2015*					55	40.0%

*Programmatic changes allowed for more students to take the Algebra I Common Core Regents beginning in 2015.

¹⁹ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

²⁰ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

Goal 2: Absolute Measure (§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

Results

The Table below shows the percent of students in each cohort that did not score proficiently on the 8th grade State math exam but then scored an 80 or higher on a mathematics Regents exam.

Mathematics Regents Passing Rate with a Score of 80 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	0	-
2011	0	-
2012	4	0.0%

Evaluation

Harlem Village Academies Leadership High did not achieve this measure.

²¹ Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL GOALS: MATHEMATICS

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics 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

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of **159**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

Results

The table below shows the APL of the 2012 cohort on the mathematics Regents exam.

Mathematics Accountability Performance Level (APL) For the 2012 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
42	0.0%	21.4%	76.2%	2.4%
PI = 21.4% + 76.2% + 2.4% = 100.0%				
APL = 76.2% + 2.4% = 78.6%				
APL = 178.6%				

Evaluation

Harlem Village Academies Leadership High achieved this measure.

HIGH SCHOOL GOALS: MATHEMATICS

Goal 2: Comparative Measure (§) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort 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 school presents most recently available school district results.²²

Results

The table below show the APL of each cohort compared to students from the local school district 4.

Mathematics Accountability Performance Level (APL)
of Fourth-Year Accountability Cohorts by Charter School and School District²³

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	193.1%	30	172.0%	914
2011	187.5%	32	176.0%	850
2012	178.6%	42	N/A	N/A

Evaluation

District results for the 2012 cohort were not available; however this measure was met when compared to the 2011 district cohort comparison.

²² The New York State Report Card provides the district results for students scoring at or above 65.

²³ See page 39 above for an explanation of the APL.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOALS ²⁴

Harlem Village Academies Leadership High achieved two measures for the 2015-16 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) 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.	Achieved
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.

²⁴ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 3: 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 enrolled in at least their second year will perform at proficiency on the New York State science examination.

Method

The school administered the New York State Testing Program science assessment to students in 8th grade in spring 2016. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

Results

The table below shows the results of the 2015-2016 New York State science exam.

Charter School Performance on 2015-16 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	70.5%	44	70.5%	44
All	70.5%	44	70.5%	44

Evaluation

Harlem Village Academies Leadership did not achieve this measure.

Additional Evidence

The table below shows Harlem Village Academies Leadership's results on the New York State science exam from 2014 – 2016.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	64.7%	68	74.6%	51	70.5%	44
All	64.7%	68	74.6%	51	70.5%	44

SCIENCE

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

Method

The school compares tested students enrolled in at least their second year 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 in at least their second year and the results for the respective grades in the local school district.

Results

Results for the 2015-16 science test have not been released at the time the accountability plan progress report was submitted for the local school district. 2014-15 scores are shown below for the district comparison.

2015-16 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
8	70.5%	44	49.0%	885
All	70.5%	44	49.0%	885

Evaluation

Harlem Village Academies Leadership achieved this measure.

Additional Evidence

Below are Harlem Village Academies Leadership's scores on the State Science exam from 2014 through 2016, compared to the local school district (4).

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	64.7%	46.0%	74.6%	46.0%	70.5%	49.0%
All	64.7%	46.0%	74.6%	46.0%	70.5%	49.0%

SUMMARY OF THE SCIENCE GOALS

Harlem Village Academies Leadership achieved one measure for the 2014-2015 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.

SCIENCE – HIGH SCHOOL

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 schools administer 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. It scores Regents on a scale from 0 to 100; 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. Students have until the summer of their fourth year to pass a science exam.

Results

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁵

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	31	100.0%
2011	33	97.0%
2012	42	100.0%

Evaluation

Harlem Village Academies Leadership High achieved this measure.

Additional Evidence

Below are Harlem Village Academies Leadership High, Science Regents pass rates from 2014 through 2016.

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	93.0%	43	97.7%	42	100.0%
2013	55	-	55	76.4%	51	86.3%
2014			72	-	64	-
2015					55	-

²⁵ Based on the highest score for each student on any science Regents exam

HIGH SCHOOL GOALS: SCIENCE

Goal 3: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort 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 school presents most recently available district results.

Results

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher compared to local school district 4.

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	100.0%	31	83.0%	914
2011	97.0%	33	83.0%	850
2012	100.0%	42	N/A	N/A

Evaluation

Harlem Village Academies Leadership High achieved this measure.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOALS ²⁶

Harlem Village Academies Leadership High achieved all measures for the 2015-16 school year.

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 science exam by the completion of their fourth year in the cohort.	Achieved
Comparative	Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.

²⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 4: NCLB

Goal 4: NCLB

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

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

Method

Because *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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind ("NCLB") accountability system.

Results

Harlem Village Academies Leadership is in "Good Standing" for the 2015-16 school year.

Evaluation

Harlem Village Academies Leadership achieved this measure.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

GOAL 4: 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 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 two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

The chart below indicates how many students in each cohort scored at least a 65 on the U.S. History Regents.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁷

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	31	100.0%
2011	33	97.0%
2012	42	100.0%

Evaluation

Harlem Village Academies Leadership High achieved this measure.

Additional Evidence

The chart below indicates how many students in each cohort scored at least a 65 on the U.S. History Regents from 2014 through 2016.

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	-	43	95.3%	42	100.0%
2013	55	-	55	-	51	82.4%
2014			72	-	64	-
2015					55	-

²⁷ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

Goal 4: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort 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, school presents the most recently available district results.

Results

The chart below shows the percent of students in the each cohort that have passed the U.S. Regents with a score of 65 or higher compared to local school district 4.

U.S. History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	100.0%	31	80.0%	914
2011	97.0%	33	83.0%	850
2012	100.0%	42	N/A	N/A

Evaluation

Data for the district for the 2012 cohort is not available yet, however Harlem Village Academies Leadership High achieved this measure compared to 2011 district data.

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 pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

The chart below indicates how many students in each cohort scored at least a 65 on the Global History Regents.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort²⁸

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	31	100.0%
2011	33	100.0%
2012	42	100.0%

²⁸ Based on the highest score for each student on a science Regents exam

HIGH SCHOOL GOALS: SOCIAL STUDIES

Evaluation

Harlem Village Academies Leadership High achieved this measure.

Additional Evidence

The chart below indicates how many students in each cohort scored at least a 65 on the U.S. History Regents from 2014 through 2016.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	43	86.0%	43	100.0%	42	100.0%
2013	55	-	55	72.7%	51	92.2%
2014			72	-	64	67.2%
2015					55	-%

Goal 4: Comparative Measure

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

Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort 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 school presents most recently available district results.

Results

The chart below shows the percent of students in the each cohort that have passed the Global History Regents with a score of 65 or higher compared to local school district 4.

Global History Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	100.0%	31	80.0%	914
2011	100.0%	33	81.0%	850
2012	100.0%	42	N/A	N/A

Evaluation

Harlem Village Academies Leadership High achieved this measure.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

GOAL 5: 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 first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

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, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

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 in First and Second Year Cohorts
Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	64	100.0%
2015	55	100.0%

Evaluation

Harlem Village Academies Leadership High achieved this measure.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Goal 5: Absolute Measure

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

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 2015, the 2013 cohort will have completed its second year.

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
2012	43	88.4%
2013	55	81.8%
2014	64	68.8%

Evaluation

Harlem Village Academies Leadership High did not achieve this measure.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Goal 5: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

Below are the four-year and five-year graduation rates for each cohort.

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

Cohort Designation	Number in Cohort	Percent Graduating
2010	31	93.5%
2011	33	90.9%
2012	42	92.8%

Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	0	N/A
2010	1	100.0%
2011	3	100.0%

Evaluation

Harlem Village Academies High Leadership achieved this measure.

HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Goal 5: Comparative Measure

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

Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district²⁹. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

The table below shows the graduation rate for the 2012 cohort compared to the local district. 2015-16 data is not yet available for the local school district.

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	31	93.5%	964	76.0%
2011	33	90.9%	914	78.0%
2012	42	92.8%	N/A	N/A

Evaluation

Harlem Village Academies Leadership High achieved this measure.

²⁹ Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

SUMMARY OF THE HIGH SCHOOL GRADUATION GOALS

Harlem Village Academies Leadership High has met three of the high school graduation goals.

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total 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.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.

GOAL 6: COLLEGE PREPARATION

GOAL 6: COLLEGE PREPARATION

Students will gain admission to college.

Goal 6: Comparative Measure

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

Method

This measure tracks student performance 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, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

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

10 th 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
2013-14	43	43	40.1	41.1	41.9	42.8
2014-15	55	52	38.6	40.5	39.7	42.4
2015-16	69	65	38.7	NA	39.6	NA

Evaluation

2015 -16 State PSAT averages are not yet available for New York State.

COLLEGE PREPARATION

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th 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 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade test takers in the given year.

Results

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

12 th Grade SAT Performance by School Year						
School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2013-14	30	25	491.6	485.0	519.2	501.0
2014-15	32	31	463.2	495.0	479.7	511.0
2015-16	44	41	451.7	494.0	476.1	508.0

Evaluation

Harlem Village Academy Leadership High did not achieve this measure.

Goal 7: School Created College Preparation Measure

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

Method

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

Results

The table below shows the number of Advanced Regents diplomas the 2012 graduation cohort received.

Percent of Graduates with an Advanced Regents Diploma

Cohort Designation	Number in Cohort	Advanced Regents
2010	31	35.5%
2011	33	3.0%
2012	42	7.1%

Evaluation

Harlem Village Academies Leadership High did not achieve this measure.

COLLEGE PREPARATION

Goal 7: (§) The percent of graduating students that meets the state’s aspirational performance measure (“APM”), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

The table below shows the percent of the school’s graduates meeting the Aspirational Performance Measure as compared to statewide average. The statewide average for the 2012 cohort was not yet available.

Percent of Graduates Meeting the Aspirational Performance Measure³⁰

Cohort	Charter School	Statewide ³¹
2010	41.3	38.1
2011	62.5	40.0
2012	52.4	N/A

Evaluation

The statewide average for the 2012 cohort was not yet available however, when compared to the 2011 cohort average; Harlem Village Academies Leadership High achieved this measure.

³⁰ Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³¹ Statewide results for the 2011 cohort are not yet available.

COLLEGE PREPARATION

Goal 7: (\$) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

The table below shows the percentage of each graduating cohort earning an Advanced Regent diploma compared to the local school district is currently unavailable.

Percent of Graduates with a Regents Diploma with Advanced Designation³²

Cohort	Charter School	School District ³³
2010	20.0%	28.0%
2011	3.1%	29.0%
2012	14.3%	N/A

Evaluation

The School District data for the 2012 cohort is not yet available.

³² Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

³³ District results for the 2012 cohort are not yet available.

COLLEGE PREPARATION

Goal 7: (§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (“AP”) exam, a College Level Examination Program (“CLEP”) exam or a college level course.

Method

The Advanced Placement exam is a national college level course examination. Students receive a scale score ranging from 1-5 with 5 as the highest possible score.

Results

The table below demonstrates the percentage of graduates that have passed an Advanced Placement exam.

Graduates Passing a Course Demonstrating College Preparation			
Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ³⁴	https://account.collegeboard.org/professional/dashboard
2010	14	NA	
2011	32	NA	
2012	39	NA	

Evaluation

This measure is not applicable as Harlem Village Academies High no longer offers Advanced Placement exams as it transitions to an International Baccalaureate curriculum.

³⁴ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

COLLEGE PREPARATION

Goal 7: School Created College Attendance or Achievement Measure: (§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

Method

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

Results

Cohort	Number of Graduates	Percent Enrolling in a college or university
2009	21	100.0%
2010	14	100.0%
2011	31	93.5%
2012	39	97.4%

Evaluation

Harlem Village Academies Leadership High has met this measure.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Harlem Village Academy High achieved one measure; comparative data wasn't available for all measures.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	N/A
	The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.	N/A
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	N/A
College Attainment	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to thrive academically and personally.