

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008_ - 2009

Charter School Information and Cover Page

Name of Charter School Harlem Village Academy Charter School

Address 15 Penn Plaza #15, New York, NY 10001

Telephone 212-502-8708

Fax 646-417-6542

BEDS # 310500860848

District/CSD of Location CSD 5 – New York City

Charter Entity SUNY Charter Schools Institute

Head of School (Contact Person) _____
(Deborah Kenny)

E-mail address of contact person _____

President, Board of Trustees _____
(James Thompson)

E-mail address and Phone Number of Board President _____

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report

Name of Charter School: Harlem Village Academy Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09									0	31	62	7	0	10	88	2	0	7	90	3	0	8	92	0
2007-08									0	35	65	0	0	37	63	0	0	14	86	0	0	42	52	6
2006-07									5	42	53	0	0	46	50	4	0	43	58	0	0	40	60	0
2005-06									4	47	46	4	0	42	58	0	0	39	59	2				

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09									2	18	67	13	0	0	65	35	0	0	59	41	0	0	87	13
2007-08									3	24	63	10	0	5	86	9	0	0	73	27	0	0	77	23
2006-07									2	31	52	16	2	15	78	4	0	2	90	7	0	2	74	24
2005-06									7	24	64	5	2	14	76	8	0	4	76	20				

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comprehensive English	2008-09 2007-08 2006-07															
Integrated Algebra	2008-09 2007-08 2006-07	27 34	0 0	0 0	96 76	4 21	23 29	0 0	0 3	96 72	4 24	4 5	0 0	0 0	100 100	0 0
Math B	2008-09 2007-08 2006-07															
Global History & Geography	2008-09 2007-08 2006-07	31	3	10	58	29	27	4	11	52	33	4	0	0	100	0
US History & Gov't.	2008-09 2007-08 2006-07															
Living Environ.	2008-09 2007-08 2006-07															
Phys. Setting/ Earth Sci.	2008-09 2007-08 2006-07															
Phys. Setting/ Chemistry	2008-09 2007-08 2006-07	31	71	23	6	0	28	68	25	7	0	3	100	0	0	0
Phys. Setting/ Physics	2008-09 2007-08 2006-07															

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>					<i>Students with Disabilities</i>					
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comp. French	2008-09															
	2007-08															
	2006-07															
Comp. German	2008-09															
	2007-08															
	2006-07															
Comp. Hebrew	2008-09															
	2007-08															
	2006-07															
Comp. Italian	2008-09															
	2007-08															
	2006-07															
Comp. Latin	2008-09															
	2007-08															
	2006-07															
Comp. Spanish	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Mathematics	2008-09															
	2007-08															
	2006-07															
Science	2008-09															
	2007-08															
	2006-07															
Reading	2008-09															
	2007-08															
	2006-07															
Writing	2008-09															
	2007-08															
	2006-07															
Global Studies	2008-09															
	2007-08															
	2006-07															
US History & Gov't.	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>Second Language Proficiency Exams</i>		<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
French	2008-09															
	2007-08															
	2006-07															
German	2008-09															
	2007-08															
	2006-07															
Italian	2008-09															
	2007-08															
	2006-07															
Latin	2008-09															
	2007-08															
	2006-07															
Spanish	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>		<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>					
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. 2-4)	2008-09 2007-08 2006-07															
Reading & Writing (Gr. 2-4)	2008-09 2007-08 2006-07															
Listening & Speaking (Gr. 5-6)	2008-09 2007-08 2006-07															
Reading & Writing (Gr. 5-6)	2008-09 2007-08 2006-07															
Listening & Speaking (Gr. 7-8)	2008-09 2007-08 2006-07															
Reading & Writing (Gr. 7-8)	2008-09 2007-08 2006-07															
Listening & Speaking (Gr. 9-12)	2008-09 2007-08 2006-07															
Reading & Writing (Gr. 9-12)	2008-09 2007-08 2006-07															

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2008-09 2007-08 2006-07					
Middle Level Social Studies	2008-09 2007-08 2006-07					
Secondary Level Social Studies	2008-09 2007-08 2006-07					
Secondary Level Science	2008-09 2007-08 2006-07					

High School Completion Rates

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
Total	2008-09						
Graduates	2007-08						
	2006-07						
Rec'd. a	2008-09						
Regents Diploma	2007-08						
	2006-07						
Rec'd. a Regents Diploma	2008-09						
w/Adv. Designation	2007-08						
	2006-07						
Rec'd. IEP Diploma	2008-09						
	2007-08						
	2006-07						
To 4-Year College	2008-09						
	2007-08						
	2006-07						
To 2-Year College	2008-09						
	2007-08						
	2006-07						
To Other Post-Secondary	2008-09						
	2007-08						
	2006-07						
Dropped Out	2008-09						
	2007-08						
	2006-07						
Entered Approved HS	2008-09						
Equivalency Prep Program	2007-08						
	2006-07						
Total Non-Completers	2008-09						
	2007-08						
	2006-07						

Accountability Plan

2008-09 through 2012-13

Mission

The mission of Harlem Village Academy is to prepare students of fine character who 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.

Goals & Measures

The following accountability plan outlines our key goals and how the attainment of those goals will be measured.

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.¹

Absolute Measures:

Middle School

- w 1.1(a) Each year, 75% of all tested students who are enrolled in at least their second year will score proficient (i.e. at level three or above) on the New York State English language arts (ELA) assessment.
- w 1.1(b) Additionally, each year, the school's aggregate Performance Index on the state ELA exam will meet that year's Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

¹The school takes a broadcast approach to student recruiting, and the vast majority of students who enroll in the school enter two to four years behind grade level, many lacking basic phonics skills and require extensive and intensive remediation in reading comprehension, phonics, fluency, math and writing over a one to three year period. One indication of the broadcast enrollment and significant needs of students entering is the fact that the school enrolls and serves a percentage of special education students similar to the district average.

High School

- w 1.1(c) 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.
- w 1.1(d) Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.
- w 1.1(e) 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.

Comparative Measures:

Middle School

- w 1.2(a) 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 ELA exam will be greater than that of students in the same tested grades in the local community school district.
- w 1.2(b) Each year, the school will exceed to at least a small degree its expected level of performance on the State ELA exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

High School

- w 1.2(c) Each year, the percent of students in the high school accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school accountability Cohort from schools in the local school district.
- w 1.2(d) Each year, the percent of students in the high school accountability Cohort passing the Regents English exam with a score of 65 or above after four

years will exceed that of students in the high school Accountability Cohort from non-selective schools in the local school district.

Added Value Measures:

Middle School

- w 1.3(a) Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

High School

- w 1.3(b) Each year, the group of students in their second year of the high school Accountability Cohort who have taken the PSAT literacy test for two years will reduce by one-half the difference between their previous year's average NCE² and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

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.

Absolute Measures

Middle School

- w 2.1(a) Each year, 75% of all tested students who are enrolled in at least their second year will score proficient (i.e. at level three or above) on the New York State Mathematics assessment.
- w 2.1(b) Additionally, each year, the school's aggregate Performance Index on the state mathematics exam will meet that year's Annual Measurable Objective set forth in the State's NCLB accountability system.

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

High School

- w 2.1(c) 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.
- w 2.1(d) Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York Regents mathematics exam by the completion of their fourth year in the cohort.
- w 2.1(e) Each year, the Performance Index (PI) on the Regents mathematics exams by 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.

Comparative Measures

Middle School

- w 2.2(a) 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 math exam will be greater than that of students in the same tested grades in the local community school district.
- w 2.2(b) Each year, the school will exceed to at least a small degree its expected level of performance on the State math exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

High School

- w 2.2(c) Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from schools in the local school district.
- w 2.2(d) Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after

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

Added Value Measure

Middle School

- w 2.3(a) Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State math exam and 75 percent at or above Level 3 on the current year's State math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

High School

- 2.3(b) Each year, the group of students in their second year of the high school Accountability Cohort who have taken the PSAT for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

GOAL 3

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

Absolute Measures

Middle School

- w 3.1(a) In each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

High School

- 3.1(b) 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.

- 3.1(c) 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.

Comparative Measures

- w 3.2(a) Each year, the percent of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of eighth grade students in the local community school district.

GOAL 4

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

Absolute Measures

Middle School

- w 4.1(a) In each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

High School

- w 4.1(b) 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.

Comparative Measures

- w 4.2(a) Each year, the percent of eighth grade 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 eighth grade students in the local community school district.

GOAL 5

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

Additional Academic Measures

- w 5.1(a) Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

GOAL 6

High School Graduation. Students will graduate from High School.

Absolute Measure

- w 6.1(a) Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.
- w 6.1(b) 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.
- w 6.1(c) Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.
- w 6.1(d) Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Comparative Measure

- w 6.2(a) Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from non-selective schools in the local school district.

Goal 7

College Prep Student will gain admission to college

College Prep Measures

- w 7.1(a) Each year, the average performance of students in the 11th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- w 7.2(b) Each year, the average performance of students in the 12th grade will exceed the state average on the SAT in reading and mathematics.
- w 7.3(c) 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.
- w 7.4(d) Each year, 75% of graduates will enroll in a two or four year college or university.

**Harlem Village Academy
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**


Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

By: Harlem Village Academy Charter School

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

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

Mailing Address:
15 Penn Plaza #15
New York, NY 10001


Matt Scott prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

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

INTRODUCTION

The mission of Harlem Village Academy is to prepare students of fine character to graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals 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 opened in the fall of 2003 to its first class of fifth graders. The school currently serves approximately 250 students grades five through ten.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2003-04						73								73
2004-05						52	48							100
2005-06						62	42	46						150
2006-07						68	52	43	43					206
2007-08						76	46	46	31	36				235
2008-09						83	40	29	38	24	34			248

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% of tested students who are enrolled in at least their second year will score proficient (i.e. at level three or above) on the New York State English language arts (ELA) assessment.

Method

The school administered the New York State Testing Program English language arts assessment to students in fifth through eighth grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. 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.

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.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	98	0	0	0	98
6	41	0	0	0	41
7	30	0	0	0	30
8	39	0	0	1	40
All	208	0	0	1	209

Results

The table below shows the results of the 2009 State English language arts exam. Overall, 92.2% of students in at least their second year at the school scored proficient.

¹ 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.

**Harlem Village Academy Performance on 2008-09 State English Language Arts 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	
5	All Students	0.0%	30.6%	62.2%	7.1%	69.4%	98
	Students in At Least 2 nd Year	0.0%	28.6%	71.4%	0.0%	71.4%	14
6	All Students	0.0%	9.8%	87.8%	2.4%	90.2%	41
	Students in At Least 2 nd Year	0.0%	8.6%	88.6%	2.9%	91.4%	35
7	All Students	0.0%	6.7%	90.0%	3.3%	93.3%	30
	Students in At Least 2 nd Year	0.0%	6.9%	89.7%	3.4%	93.1%	29
8	All Students	0.0%	7.7%	92.3%	0.0%	92.3%	39
	Students in At Least 2 nd Year	0.0%	7.9%	92.1%	0.0%	92.1%	38
All	All Students	0.0%	18.8%	76.9%	4.3%	81.3%	208
	Students in At Least 2 nd Year	0.0%	10.3%	87.9%	1.7%	89.7%	102

Evaluation

Harlem Village Academy exceeded the measure in all grades. Each class exceeded the target score greater than 90% proficient.

Additional Evidence

The table below shows the percentage of students in at least their second year scoring proficient on the New York State ELA exam. The school's percentage of students scoring proficient has increased each year.

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									
	2004-05		2005-06		2006-07		2007-08		2008-2009	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5										
6			61.4%	44	66.7%	36	62.8%	43	91.4%	35
7			57.9%	38	53.1%	32	86.0%	43	93.1%	29
8					56.4%	39	58.1%	31	92.1%	38
All			59.8%	82	58.9%	107	70.1%	117	92.2%	102

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, which for 2008-09 is 144. The PI 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 PI is 200.

Results

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

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 th -8 th	0%	19%	77%	4%	208

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 19 & + & 77 & + & 4 & = & 100 \\
 & & + & 77 & + & 4 & = & 81 & + \\
 & & & & & & \text{PI} & = & 181
 \end{array}$$

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for ELA in the 2008-2009 school year is 144. Harlem Village Academy's Performance Index was 181.

Additional Evidence

The school's Performance index increased 10 points in the 2008-2009 school year. The percentage of students scoring at level 1 and 2 decreased from 32% in the 2007-2008 school year to 19% in the 2008-2009 school year. Every student scored at least at level 2 in the current year.

**English Language Arts Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5-7	151	1%	43%	54%	2%	155	122
2006-07	5-8	196	2%	43%	55%	1%	154	122
2007-08	5-8	189	0%	32%	67%	1%	168	133
2008-09	5-8	208	0%	19%	77%	4%	181	144

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 local 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

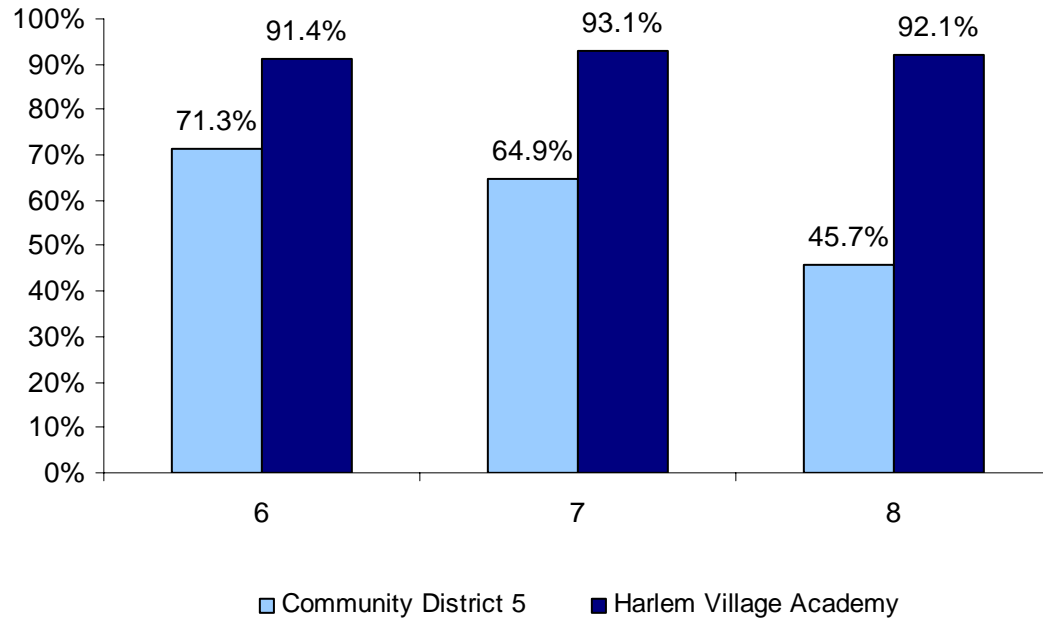
The table below shows the results of the 2008-2009 ELA exam for Harlem Village Academy and Community School District 5.

**2008-09 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	-	-	-	-
6	91.4%	35	71.3%	1177
7	93.1%	29	64.9%	1246
8	92.1%	38	45.7%	1178
All	92.2%	102	60.7%	3601

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

**2008 - 2009 NYS ELA
Harlem Village Academy and Community School District 5**



Evaluation

Harlem Village Academy exceeded this measure by a wide margin at every grade level. 92.2% of the school's students who have been enrolled for two or more years scored proficient, more than 30 percentage points higher than the local community school district. The school's eighth graders who have been enrolled for two or more years were significantly more likely to score proficient than the local school district. 92.1% scored proficient compared to District 5's score of 45.7%.

Additional Evidence

The table below shows the results of Harlem Village Academy and Community School District 5 on the New York State ELA exams from 2005-2006 to 2008-2009. Harlem Village Academy has had a higher percentage of students scoring proficient than the local community school district in each tested grade since the first administration of the ELA test.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5										
6			61.4%	34.9%	66.7%	38.4%	62.8%	47.9%	91.7%	71.3%
7			57.9%	26.2%	53.1%	34.4%	86.0%	51.6%	93.1%	64.9%
8					56.4%	26.2%	58.1%	29.5%	92.1%	45.7%
All			59.8%	30.3%	58.9%	32.6%	70.1	43.0%	92.2	60.7%

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 state-wide. 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 schools' 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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2007-2008 school year.

2007-08 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		98	69.4	70.6	-1.2	-0.41
6		41	90.2	55.2	35	0.48
7		30	93.3	59.2	34.1	1.65
8		39	92.3	42.7	49.6	0.91
All	60.94	208	81.3	60	21.3	0.48

Evaluation

Data is not yet available to determine whether the school met this measure. Although the Institute found that the school performed “higher than expected to a small degree” in 2008, a closer look at the data shows that **seventh and eighth grade performed “higher than expected to a large degree”**. 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 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 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 2005-2006 through 2007-2008 school years. Harlem Village Academy seventh and eighth graders scored higher than expected each year.

English Language Arts Comparative Performance by School Year

School	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect
Year						Size
2005-06	5th-7 th	55.3	151	55.6	48.4	0.24
2006-07	5 th -8 th	53	194	56.2	54.6	0.05
2007-08	5 th -8 th	60.9	189	68.3	60	0.48

Goal 1: Growth Measure

Each year, 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 on the current year's state English language arts exam. 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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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 table below shows the results of the Harlem Village Academy grade-level cohorts on the 2007-2008 and 2008-2009 New York State ELA exam.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5	-	-	-	-	-
6	34	82.4%	82.5%	91.4%	Yes
7	28	64.3%	64.4%	93.1%	Yes
8	37	94.6%	94.7%	92.1%	No
All	99	81.8%	81.9%	92.2%	Yes

Evaluation

Harlem Village Academy students exceeded the Added Value measure in sixth and seventh grades, but not in eighth. The seventh grade cohort exceeded their target score and showed an improvement of 28.8%. The sixth grade cohort showed an improvement of 9%. The eighth grade cohort did not meet its target score, but more than 90% of students scored proficient..

Additional Evidence

The table below shows the results of grade-level cohorts in the 2006-2007 through 2008-2009 school years.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6 th -8 th	1	3
2007-08	5 th -8 th	2	4
2008-2009	5 th -8 th	2	4

Summary of the English Language Arts Goal

As shown below, Harlem Village Academy met or partially met all four of the outcome measures for which data is available from the 2008-2009 school year. On the New York State ELA exam, the school performance exceeded that of the local community school district and New York City by a wide margin and the school met its No Child Left Behind accountability measure. The school met the absolute and comparative measures in all grades, and the growth measures in most grades.

Middle School

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.	Exceeded
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.	Exceeded

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.	Exceeded by a wide margin
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data not available
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	Met in sixth and seventh grade Did not meet in eighth grade

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 who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through eighth grade in March 2009. 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.

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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	95	0	0	0	95
6	40	0	0	0	40
7	29	0	0	0	29
8	39	0	0	0	39
All	203	0	0	0	203

Results

The table below shows the results of the 2009 State math exam. Overall, 97.4% of students in at least their second year at the school scored proficient.

**Charter School Performance on 2008-09 State Mathematics 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	
5	All Students	2.1%	17.9%	67.4%	12.6%	80.0%	95
	Students in At Least 2 nd Year	0.0%	23.1%	69.2%	7.7%	76.9%	13
6	All Students	0.0%	0.0%	65.0%	35.0%	100.0%	40
	Students in At Least 2 nd Year	0.0%	0.0%	67.6%	32.4%	100.0%	34
7	All Students	0.0%	0.0%	58.6%	41.4%	100.0%	29
	Students in At Least 2 nd Year	0.0%	0.0%	60.7%	39.3%	100.0%	28
8	All Students	0.0%	0.0%	87.2%	12.8%	100.0%	39
	Students in At Least 2 nd Year	0.0%	0.0%	87.2%	12.8%	100.0%	39
All	All Students	1.0%	8.4%	69.5%	21.2%	90.6%	203
	Students in At Least 2 nd Year	0.0%	2.6%	72.8%	24.6%	97.4%	114

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. Every sixth, seventh, and eighth grade student scored proficient on the 2009 math exam, and 21.2% scored at the advance level. Overall, 97.4% of students enrolled in at least their second year scored proficient.

Additional Evidence

The table below shows the percentage of students in at least their second year scoring proficient on the New York State math exam. The school's percentage of students scoring proficient has increased each year. Over 90% of students enrolled in at least their second year scored proficient in each of the last three years.

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

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5							81.8%	11	76.9%	13
6			78.9%	38	86.1%	36	95.3%	43	100.0%	34
7			95.5%	44	97.0%	33	100.0%	44	100.0%	28
8					100.0%	39	100.0%	31	100.0%	39
All			86.0%	86	92.1%	114	96.9%	128	97.4%	114

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, which for 2008-09 is 119. The PI 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 PI is 200.

Results

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

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 th -8 th	1.0%	8.4%	69.5%	21.2%	203

$$\begin{array}{rclclclcl}
 \text{PI} & = & 8.4 & + & 69.5 & + & 21.3 & = & 99.1 \\
 & & & & + & 69.5 & + & 21.3 & = & 90.7 \\
 & & & & & & \text{PI} & = & 190
 \end{array}$$

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for math in the 2008-2009 school year was 119. Harlem Village Academy's Performance Index was 190.

Additional Evidence

As shown in the table below, the school's Performance index has increased each year. The percentage of students scoring at level 1 and 2 decreased from 45% in the 2005-2006 school year to 9% in the 2008-2009 school year.

**Mathematics Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5 th -7 th	151	1%	43%	54%	2%	155	86
2006-07	5 th -8 th	193	1%	15%	71%	13%	183	86
2007-08	5 th -8 th	188	1%	10%	72%	16%	188	102
2008-09	5 th -8 th	203	1%	8%	69%	21%	190	102

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 local 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.

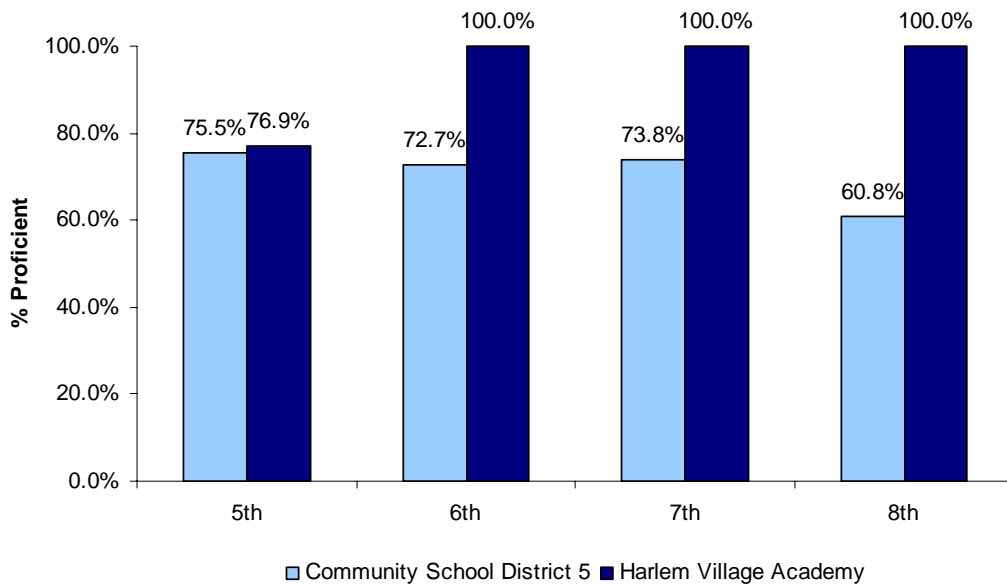
Results

The table below shows the results of the 2008-2009 math exam for Harlem Village Academy and Community School District 5.

**2008-09 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	76.9%	13	75.5%	888
6	100.0%	34	72.7%	1202
7	100.0%	28	73.8%	1249
8	100.0%	39	60.8%	1193
All	97.4%	128	70.4%	4532

**2008-2009 NYS Math
Community School District 5 and Harlem Village Academy**



Evaluation

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. Every grade level outperformed the local school district. The Harlem Village Academy eighth grade class scored 100% proficient for the third consecutive year.

Additional Evidence

The table below shows the results of Harlem Village Academy and Community School District 5 on the New York State math exams from 2005-2006 to 2008-2009. Harlem Village Academy has outperformed the local community school district in each tested grade since the first administration of the math test.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5							81.8%	61.1%	76.9%	75.5%
6			78.9%	45.2%	86.1%	55.3%	95.3%	65.6%	100%	72.7%
7			95.5%	34.0%	97.0%	44.9%	100%	59.6%	100%	73.8%
8					100%	31.7%	100%	46.4%	100%	60.8%
All			86.0%	39.4%	92.1%	43.3%	96.9%	58.2%	97.4%	70.4%

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 state-wide. 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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2007-2008 school year.

2007-08 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		71	73.3	77.6	-4.3	-0.28
6		43	95.3	70.8	24.5	1.46
7		44	100.0	68.8	31.2	1.75
8		30	100.0	57.9	42.2	2.03
All	60.9	188	88.8	70.8	18.0	0.96

School's Overall Comparative Performance:*Higher than expected to a large degree***Evaluation**

Evaluation: The data is not yet available to determine whether the school met this measure. Harlem Village Academy students scored “Higher Than Expected to a Large Degree” on the 2008 New York State math test.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2005-2006 through 2007-2008 school years. Harlem Village Academy scored higher than expected in both years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5 th -7 th	55.3	153	81.7	51.8	1.30
2006-07	5 th -8 th	53.0	193	83.9	62.2	1.03
2007-08	5 th -8 th	60.9	188	88.8	70.8	0.96

Goal 2: Growth Measure

Each year, 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 on the current year’s state mathematics exam. 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 proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. 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 table below shows the results of the Harlem Village Academy grade-level cohorts on the 2007-2008 and 2008-2009 New York State math exam.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5	13	38.5%	56.7%	76.9%	Yes
6	33	84.8%	84.9%	100%	Yes
7	28	100%	100%	100%	Yes
8	39	100%	100%	100%	Yes
All	113	88.5%	88.6%	97.3%	Yes

Evaluation

Harlem Village Academy exceeded this measure by a wide margin at all grade levels. Where possible, each grade-level cohort showed improvement from the 2007-08 school year. Fully 100% of the sixth, seventh, and eighth grade cohorts scored proficient on the 2009 NYS math exam.

Additional Evidence

The table below shows the results of grade-level cohorts in the 2006-2007 through 2008-09 school years. Every grade-level cohort met the target score in all three years.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6 th -8 th	3	3
2007-08	5 th -8 th	4	4
2008-09	5 th -8 th	4	4

Summary of the Mathematics Goal

Harlem Village Academy students have consistently shown strong achievement in mathematics. 100% of Harlem Village Academy sixth, seventh, and eighth grade students scored proficient on the New York State mathematics exam. This marked the third consecutive year that eighth grade students have scored 100% proficient.. Harlem Village Academy met every mathematics measure in their accountability plan.

Middle School

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.	Exceeded by a wide margin
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.	Exceeded by a wide margin
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.	Exceeded by a wide margin
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Not Available
Growth	Each year, 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 exam and 75 percent at or above Level 3 on the current year's State exam.	Exceeded by a wide margin

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 8th grade in June of 2009. 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 results of the 2008-09 New York State science exam are not yet available. The table below shows the results of the 2008 State science exam. Every student scored proficient and more than half scored at the advanced level.

**Charter School Performance on 2007-08 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%	48.3%	51.7%	100%	29
	Students in At Least 2 nd Year	0%	0%	48.3%	51.7%	100%	29

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. Every eighth grader scored proficient on the 2008 science exam. More than half, 51.3%, scored at the advanced level.

Additional Evidence

The table below shows the results of the 2007 and 2008 New York State science exams. The percent of students scoring proficient increased by 24% from 2007 to 2008.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8							75.6%	37	100%	29

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

Local community school district data is not available at this time.

Summary

Village Academy students have consistently shown strong achievement in science. 100% of Harlem Village Academy eighth grade students scored proficient on the New York State science exam. The school met every measure for which data is available.

Middle School

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.	Data not available Exceeded by a wide margin in 2007-08

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 not available
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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 all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 8th grade in June 2009. 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 below shows the results of the 2009 State social studies exam. 86.8% students proficient or higher.

**Charter School Performance on 2008-09 State Social Studies 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 $\frac{3}{4}$	
8	All Students	0%	13.2%	78.9%	7.9%	86.8%	38
	Students in At Least 2 nd Year	0%	13.2%	78.9%	7.9%	86.8%	38

Evaluation

Harlem Village Academy exceeded this measure by a wide margin. 86.8% of eighth graders scored proficient on the 2009 social studies exam.

Additional Evidence

The table below shows the results of the 2007 through 2009 New York State social studies exams. The percent of students scoring proficient increased by 24.7% from 2007 to 2009.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2004-05		2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8					62.1%	37	96.6%	29	86.8%	38

Goal 4: 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 social studies 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

Local community school district data is not available at this time.

Summary

Harlem Village Academy met every measure for which data was available. 86.8% of students scored proficient on the New York State social studies exam or higher,

Middle School

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.	Exceeded by a wide margin
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 not available

NCLB

Goal 5: NCLB

Students at Village Academy 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

The school exceeded the Annual Measurable Objective in both ELA and mathematics. The school's Accountability Status will be "Good Standing" for the 2008-09 school year.

Evaluation

Harlem Village Academy met this measure.

Additional Evidence

The school has been in good standing every year.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

**Harlem Village Academy
CHARTER SCHOOL**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2009

By: Harlem Village Academy Charter School

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

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

Mailing Address:
15 Penn Plaza #15
New York, NY 10001
[REDACTED]

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Goal 1: Absolute Measure

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

Method

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

Results

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

Goal 1: Absolute Measure

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

Method

The school will administer the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure examines the percent of the Accountability Cohort that scored at Level 1 or 2 on their New York State 8th grade English language arts exam and at scored at least 65 in the New York State Regents English exam by the completion of their fourth year in the cohort.

Results

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

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 171. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

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

Goal 1: Comparative Measure

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

Method

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

Results

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

Goal 1: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after 4 years will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared to that of the respective cohort of students in non-selective schools ¹in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented.

Results

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

Goal 1: Growth Measure

Each year, the group of students in their second year of the high school Accountability Cohort who have taken the PSAT literacy test for two years will reduce by one-half the difference between their previous year's average NCE². Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

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

Results

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

Summary

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

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

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents English exam by the completion of their fourth year in the cohort.	Data Not Available
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 in the New York State Regents English exam by the completion of their fourth year in the cohort.	Data Not Available
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Data Not Available
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from schools in the local school district.	Data Not Available
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after 4 years will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.	Data Not Available
Growth	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after 4 years will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.	Data Not Available

MATHEMATICS

Goal 2: Mathematics

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Regents Integrated Algebra exams. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a mathematics exam.

Results

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

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

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

Additional Evidence

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

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

Mathematics Regents Passing Rate by Accountability Cohort and Year

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

Goal 2: Absolute Measure

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

Method

The school administered the New York State Regents Integrated Algebra exams. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. This measure examines the percent of the Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam and scored at least 65 on a New York State Regents mathematics exam. Students have until the summer of their fourth year to do so.

Results

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

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

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

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO, which for 2008-09 is 165. The PI is calculated by adding the sum of the percent of students at Levels 2 through 4 with the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

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

Goal 2: Comparative Measure

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

Method

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

Results

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

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

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

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

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.

Method

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

Results

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

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

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

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

Goal 2: Growth Measure

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

Method

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

Results

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

Summary of the Mathematics Goal

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

High School

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

Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year of the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Not yet applicable
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from schools in the local school district.	Exceeded by a wide margin
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from non-selective schools in the local school district.	Exceeded by a wide margin
Growth	Each year, the group of students in their second year of the high school Accountability Cohort who have taken the PSAT for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not yet applicable

SCIENCE

Goal 3: Science

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

Goal 3: Absolute Measure

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

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment and Chemistry. Regents are scored on a scale from 0 to 100, and students must score at

least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a science exam.

Results

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

Summary

This measure is not yet applicable.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	Not yet applicable

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students have passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade

Results

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

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

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

Goal 4: Absolute Measure

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

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the U.S. History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2004 Cohort finished its fourth year.

Results

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

Summary

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.	Met
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	Data Not Available

Goal 6: High School Graduation

Students will graduate from High School.

Goal 6: Absolute Measure

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

Method

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

Results

Percent of Students Promoted by Cohort in 2007-08

Cohort Designation	Number in Cohort	Percent promoted
2007	36	94.4%

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

Goal 6: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school Cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2008-09, the 2007 cohort will have completed its second year.

Results

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

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

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

Goal 6: Absolute Measure

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

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. At a minimum, these students must pass five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have until the summer of their fourth year to complete their graduation requirements.

Results

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

Goal 6: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. At a minimum, these students must pass five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

Results

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

Goal 6: Comparative Measure

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

Method

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, district results for the current year are generally not available at this time.

Results

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

Summary

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Exceeded by a wide margin
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort	Met
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Data Not Available

Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Data Not Available
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from non-selective schools in the local school district.	Data not available

College Prep

Goal 7: College Prep

Students will gain admission to a college.

Goal 7: Absolute Measure

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

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2008-09	34	34	40	40	44	42

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

Goal 7: Absolute Measure

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

Method

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

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

Goal 7: Absolute Measure

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

Method

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

Results

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

Goal 7: Absolute Measure

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

Method

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

Results

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

Summary

Type	Measure	Outcome
Absolute	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Met in math Did not meet in reading
Absolute	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT in reading and mathematics.	Data Not Available
Absolute	Each year, 50% of students in the high school Graduation Cohort will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort.	Data Not Available
Absolute	Each year, 75% of graduates will enroll in a two or four year college or university.	Data Not Available

**Harlem Village Academy Student Attrition Rates
2007-08**

	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	1	1	1
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	8	2	7
Number of students leaving for more restrictive special education setting	0	1	0
Number of students leaving due to parental choice (e.g., school transfer to residence, local elementary school, parental convenience)	14	4	0
Number leaving for other reason (undetermined)	11	8	6
Total # of students leaving	34	16	14
Highest Number Enrolled (<i>July 1 - June 30</i>)	224	235	206
Total Percent Attrition	15.2%	6.8%	6.8%

Harlem Village Academy Middle School Teacher Attrition Rates
2008-09

	2008-09	2007-08	2006-07
Number of Classroom Teachers	27	19	16
Number of Special Area teachers	1	1	1
Total Number of Teachers	28	20	17
Total Number of Teachers Leaving	7	11	9
Total Percent Attrition	25%	55%	53%

Harlem Village Academy High School Teacher Attrition
2008-09

	2008-09		
Number of Classroom Teachers	11		
Number of Special Area teachers	1		
Total Number of Teachers	12		
Total Number of Teachers Leaving	2		
Total Percent Attrition	17%		

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

**CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/09**

Charter School Code:
Charter School Code -

Charter School Name:	Harlem Village Academy Charter School		
Contact Person: Dave Smith	Glenn Turtel	Phone:	

REVENUES

A. STATE SOURCES	\$ 397,766
B. FEDERAL SOURCES	134,382
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	3,315,003
2. STATE AID-PUPILS WITH DISABILITIES	231,679
3. FED. AID-PUPILS WITH DISABILITIES	31,807
4. OTHER REV FROM PUB SCH DISTRICTS	-
D. ALL OTHER REVENUES	26,749
E. TOTAL REVENUES FROM ALL SOURCES	\$ 4,137,386
S. ENROLLMENT	267
T. EXPENDITURES PER PUPIL	3,986

(R/S)

EXPENDITURES

<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
\$ 179,825	\$ 37,268	\$ 217,093
591,868	-	591,868
1,441,578	254,220	1,695,798
127,571	70,761	198,332
117,273	39,419	156,691
-	-	-
-	-	-
-	207,634	207,634
N. EMPLOYEE BENEFITS		565,060
O. DEBT SERVICE		-
P. SCHOOL LUNCH		-
Q. CAPITAL EXPENSE		417,408
R. GRAND TOTAL EXPENDITURES		\$ 4,049,886

**COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 1, 2008 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS
 State Education Department
 Room 462 - Education Building Annex
 Albany, New York 12234**

* Please also send the Charter School Institute a copy

Signature: _____
 Chief School Officer

Date: _____

September 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	A31 Day 1 New Students only	1 Day 2 New Students only	2 Day 3 New Students only	3	4	5
6	7 No School Labor Day	8 Day 4 5th Grade only	9 Day 5 All Students Present 1st GP Begins	10 Day 6	11 Day 7	12
13	14 Day 8	15 Day 9	16 Day 10	17 Day 11	18 Day 12	19
20	21 Day 13	22 Day 14	23 Day 15	24 Day 16	25 Day 17	26
27	28 No School Yom Kippur	29 Day 18	30 Day 19			

October 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	A31 Day 1 New Students only	1 Day 2 New Students only	2 Day 3 New Students only	3	4	5
6	7 No School Labor Day	8 Day 4 5th Grade only	9 Day 5 All Students Present 1st GP Begins	10 Day 6	11 Day 7	12
13	14 Day 8	15 Day 9	16 Day 10	17 Day 11	18 Day 12	19
20	21 Day 13	22 Day 14	23 Day 15	24 Day 16	25 Day 17	26
27	28 No School Yom Kippur	29 Day 18	30 Day 19			

November 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Daylight Savings	2 Day 41 2nd GP Begins	3 Day 42	4 Day 43 Half-Day Team-travel day	5 No School Team PD Day	6 No School Team PD Day	7
8	9 Day 44	10 Day 45	11 No School Veterans Day	12 Day 46	13 Day 47	14 Sat # 3
15	16 Day 48	17 Day 49	18 Day 50	19 Day 51	20 Day 52	21 Sat # 4
22	23 Day 53	24 Day 54	25 Day 55 Half-Day	26 No School Thanksgiving	27 No School Thanksgiving	28
29	30 Day 56					

December 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Day 57	2 Day 58	3 No School (kids) Lesson-Study Day	4 Day 59	5 Sat # 5
6	7 Day 60	8 Day 61	9 Day 62	10 Day 63	11 Day 64	12 Sat # 6
13	14 Day 65	15 Day 66	16 Day 67	17 Day 68	18 Day 69 End of 2nd GP	19 Sat # 7
20	21 Day 70 3rd GP Begins	22 Day 71	23 Day 72	24 Christmas Eve No School Winter Recess	25 Christmas Day No School Winter Recess	26
27	28 No School Winter Recess	29 No School Winter Recess	30 No School Winter Recess	31 New Year's Eve No School Winter Recess		

January 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year's Day No School Winter Recess	2 No School Winter Recess
3 No School Winter Recess	4 Day 73	5 Day 74	6 Day 75	7 Day 76	8 Day 77	9 Sat # 8
10	11 Day 78	12 Day 79	13 Day 80	14 Day 81	15 Day 82	16
17	18 No School ML King Day	19 Day 83	20 Day 84	21 Day 85	22 Day 86	23 Sat # 9
24	25 Day 87	26 Day 88	27 Day 89	28 Day 90	29 Day 91	30 Sat # 10
31						

February 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Day 92	2 Day 93	3 Day 94	4 Day 95	5 Day 96	6 Sat # 11
7	8 Day 97	9 Day 98	10 Day 99	11 Day 100	12 Day 101 End of 3rd GP	13
14 Valentines Day	15 Presidents Day No School Midwinter Recess	16 No School Midwinter Recess	17 No School Midwinter Recess	18 No School Midwinter Recess	19 No School Midwinter Recess	20
21	22 Day 102 4th GP Begins	23 Day 103	24 Day 104	25 Day 105	26 Day 106	27 Sat # 12
28						

March 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Day 107	2 Day 108	3 Day 109	4 Day 110	5 Day 111	6 Sat # 13
7	8 Day 112	9 Day 113	10 Day 114	11 Day 115	12 Day 116	13 Sat # 14
14 Daylight Savings	15 Day 117	16 Day 118	17 Day 119	18 Day 120	19 Day 121	20 Sat # 15 Mandatory ELA Test-Prep Saturday
21	22 Day 122	23 Day 123	24 Day 124	25 Day 125	26 Day 126	27
28	29 No School Spring Recess	30 No School Spring Recess	31 No School Spring Recess			

April 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 April Fool's Day No School Spring Recess	2 Good Friday No School Spring Recess	3
4 Easter	5 No School Spring Recess	6 No School Spring Recess	7 Day 127	8 Day 128	9 Day 129	10 Sat # 16 Mandatory ELA/Math Test-Prep Saturday
11	12 Day 130	13 Day 131	14 Day 132	15 Day 133	16 Day 134	17 Sat # 17 Mandatory ELA/Math Test-Prep Saturday
18	19 Day 135	20 Day 136	21 Day 137	22 Day 138	23 Day 139 End of 4th GP	24 Sat # 18 Mandatory ELA/Math Test-Prep Saturday
25	26 Day 140 5th GP Begins	27 Day 141	28 Day 142	29 Day 143	30 Day 144	

May 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Sat # 19 Mandatory Math Test-Prep Saturday
2	3 Day 145	4 Day 146	5 Day 147	6 Day 148	7 Day 149	8
9 Mother's Day	10 Day 150	11 Day 151	12 Day 152	13 Day 153	14 Day 154	15
16	17 Day 155	18 Day 156	19 Day 157	20 Day 158	21 Day 159	22
23	24 Day 160	25 Day 161	26 Day 162	27 Day 163	28 Day 164	29
30	31 Memorial Day					

June 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Day 165	2 Day 166	3 Day 167	4 Day 168	5
6	7 Day 169	8 Day 170	9 Day 171	10 Day 172	11 Day 173	12
13	14 Day 174	15 Day 175	16 Day 176 End of 5th GP	17 Day 177	18 Day 178	19
20 Father's Day	21 Day 179	22 Day 180	23 Day 181	24 Day 182	25 Day 183	26
27	28 No School (kids) Team-member Work Day	29 No School Summer Vacation	30 No School Summer Vacation			

August 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																				
					1	2																																																																																				
					All - Staff Retreat																																																																																					
3	4 Summer Institute	5 Summer Institute	6 Summer Institute	7 Summer Institute	8 Summer Institute	9																																																																																				
10	11 Summer Institute	12 Summer Institute	13 Summer Institute	14 Summer Institute	15 Summer Institute	16																																																																																				
17	18 Summer Institute	19 Summer Institute	20 Summer Institute	21 Summer Institute	22 Summer Institute	23																																																																																				
24	25 Day 1 Student Orientation All new students present 7:30 - 1:30	26 Day 2 Student Orientation All new students present 7:30 - 1:30	27 5th Grade parent meeting 5:30 - 7:00 Student Orientation All new students present 7:30 - 1:30	28 All-Faculty Off	29 All-Faculty Off	30																																																																																				
31		July 2008 <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>Sa</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>		S	M	T	W	Th	F	Sa			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			September 2008 <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>Sa</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table>		S	M	T	W	Th	F	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
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September 2008

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October 2008

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12	13 Columbus Day NO SCHOOL	14 Day 29	15 Day 30	16 Day 31	17 Day 32	18																																																																																											
19	20 Day 33	21 Day 34	22 Day 35	23 Day 36	24 Day 37	25																																																																																											
26	27 Day 38	28 Day 39	29 Day 40	30 Day 41	31 Day 42 Halloween End of Unit 1 Grades due @ 8:00 pm																																																																																												
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November 2008

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2 Daylight Savings	3 Day 43 Begin Unit 2 Food drive begins	4 Election Day No School for kids Parent conference day	5 Day 44	6 Day 45	7 Day 46	8																																																																																				
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16	17 Day 51	18 Day 52	19 Day 53	20 Day 54	21 Day 55 Grades due 8:00 pm for Progress Reports	22																																																																																				
23	24 Day 56	25 Day 57 Progress reports sent home	26 Day 58 1 pm Dismissal	27 Thanksgiving NO SCHOOL	28 NO SCHOOL	29																																																																																				
30		October 2008 <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>		S	M	T	W	Th	F	Sa			1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		December 2008 <table> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>Sa</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>		S	M	T	W	Th	F	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
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January 2009

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4	5 Day 76	6 Day 77	7 Day 78 6th - 8th Grade ELA Dress Rehearsal	8 Day 79	9 Day 80	10 6th - 8th Grade Mandatory Saturday School																																																																																											
11	12 Day 81	13 Day 82	14 Day 83	15 Day 84	16 Day 85	17 6th - 8th Grade Mandatory Saturday School family field-trip																																																																																											
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February 2009

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8	9 Day 100	10 Day 101 5th Grade Math Dress Rehearsal	11 Day 102	12 Day 103 6th - 8th Grade Math Dress Rehearsal	13 Day 104 End Unit 3 Grades due @ 8:00 pm	14 Valentines Day																																																																																																			
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	NO SCHOOL - Mid-Winter Break																																																																																																								
22	23 Day 105 Begin Unit 4	24 Day 106	25 Day 107 1 pm Dismissal Parent Conferences	26 Day 108	27 Day 109	28 All-School Mandatory Saturday School Math Prep																																																																																																			
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March 2009

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29	30 Day 129	31 Day 130 Progress Reports sent home																																																																																																						
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April 2009

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May 2009

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<div>3</div>	<div>Day 147</div> <div>4</div> <div>Begin Unit 5</div>	<div>Day 148</div> <div>5</div> <div>Report Cards go home</div>	<div>Day 149</div> <div>6</div> <div>1 pm Dismissal Parent Conferences</div>	<div>Day 150</div> <div>7</div>	<div>Day 151</div> <div>8</div>	<div>9</div>																																																																																																		
<div>10</div> Mother's Day	<div>Day 152</div> <div>11</div>	<div>Day 153</div> <div>12</div>	<div>Day 154</div> <div>13</div>	<div>Day 155</div> <div>14</div>	<div>Day 156</div> <div>15</div>	<div>16</div>																																																																																																		
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<div>24</div>	<div>25</div> Memorial Day NO SCHOOL	<div>Day 162</div> <div>26</div>	<div>Day 163</div> <div>27</div> <div>Grades due @ 8:00 pm for progress reports</div>	<div>Day 164</div> <div>28</div>	<div>Day 165</div> <div>29</div> <div>Progress Reports sent home</div>	<div>30</div>																																																																																																		
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June 2009

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Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Deborah Kenny

Name of Charter School Harlem Village Academy Charter School

Charter Entity SUNY

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): treasurer

2. Is the trustee an employee of the School? ☒ Yes ☐ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Executive Director - no salary - August 03 present

4. Is the trustee an employee or agent of the management company? ☐ Yes ☒ No

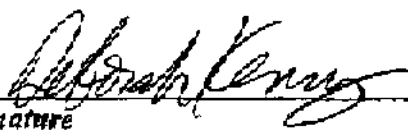
5. Is the trustee an employee or agent of any institutional partner of the School? ☒ Yes ☐ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

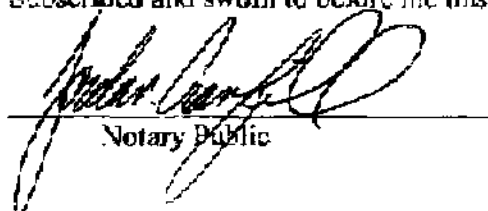
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		


Signature

Date

Subscribed and sworn to before me this 30th day of July, 2009.


Notary Public

JORDAN CRANFILL
Notary Public, State of New York
No. 31CR6193219
Qualified in Kings County
Commission Expires Sept. 8, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Andrew August

Name of Charter School Harlem Village Academy Charter School

Charter Entity SUNY

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): board member

2. Is the trustee an employee of the School? ___ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes ☒ No


5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write *none*. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>None</i>			

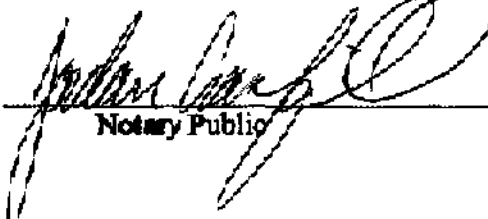
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			


Signature

7/30/09
Date

Subscribed and sworn to before me this 30th day of July, 2009


Notary Public

JORDAN CRANELL
Notary Public, State of New York
No. 01CR6123019
Qualified in Kings County
Commission Expires Sept. 8, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Catherine Viscardi Johnston

Name of Charter School Harlem Village Academy Charter School

Charter Entity SUNY

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative): chair, vice-chair

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

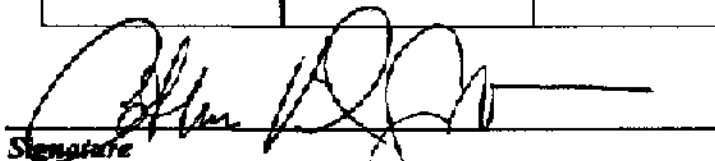
5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

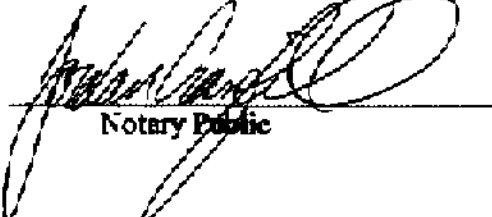
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			


Signature

7/30/09
Date

Subscribed and sworn to before me this 30th day of July, 2009.


Notary Public

JORDAN GRANFILL
Notary Public, State of New York
No. 01CR6190019
Qualified in Kings County
Commission Expires Sept. 5, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) James Thompson

Name of Charter School Hacken Village Academy

Charter Entity SUNY

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify **each** interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		


on behalf of school
 Signature Date

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Donna Wilson

Name of Charter School Harken Village Academy

Charter Entity SUNY

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? Yes / No

3. If you checked Yes, please provide a description of the position you held and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes / No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes / No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		

P. M. S. on behalf of school
Signature Date

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) DAVID ZWIEBER

Name of Charter School HARLEM VILLAGE ACADEMY

Charter Entity SUNY

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative):
CHAIR - LEADERSHIP VILLAGE ACADEMY
MEMBER - HARLEM VILLAGE ACADEMY

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you held and your responsibilities, your salary and your start date.

N/A

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
DAVID ZWISLOCK BUSINESS DEVELOPMENT	CONSULTANT SERVICES REPRESENTING HUA'S INTERESTS IN NEW HIGH SCHOOL CONSTRUCTION PROJECT	NOT TO EXCEED \$60,000 -	DAVID ZWISLOCK
*conducting business with which has	no formal relationship with	Harlem Village Academics network	the school

Signature

Date

Subscribed and sworn to before me this 30th day of July, 2007

Notary Public

CAROLYN RICCI
Notary Public, State of New York
No. 0184850368
Qualified in Westchester
Commission Expires April 24, 2011