

# HARLEM VILLAGE ACADEMIES

## **Harlem Village Academy Charter School 2012-13 Accountability Plan Progress Report**

Submitted to the SUNY Charter Schools Institute on:

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By Harlem Village Academy Charter School

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Matt Scott, Chief of Staff, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

**BOARD OF TRUSTEES**

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**Deborah Kenny has served as the school leader since 2003.**

## 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 with its first class of fifth graders. The school currently serves approximately 555 students in grades Kindergarten, and fifth through twelfth.

**School Enrollment by Grade Level and School Year**

School Year	K	5	6	7	8	9	10	11	12	Total
2009-10		97	79	50	19	27	24	33	-	329
2010-11		91	76	67	44	16	27	24	31	376
2011-12		83	81	67	62	39	15	25	25	397
2012-13	133	74	78	77	62	51	39	17	24	555

## High School Cohorts

### Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2009 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for their accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2010-11	2007-08	2007	34	3	31
2011-12	2008-09	2008	28	4	24
2012-13	2009-10	2009	26	2	24

### Total Cohort for Graduation

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

**Fourth Year Total Cohort for Graduation**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2010-11	2007-08	2007	31	0	31
2011-12	2008-09	2008	24	0	24
2012-13	2009-10	2009	24	0	24

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

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	1	0	1
2012-13	2008-09	2008	1	0	1

## English Language Arts

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

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>3</sup>

### Method

The school administered the New York State Testing Program English language arts assessment to students in fifth through eighth grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

### 2012-13 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
5	72	0	0	1	73
6	76	0	0	0	76
7	75	0	0	0	75
8	62	0	0	0	62
All	285	0	0	1	286

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

<sup>3</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state's published results for scoring at proficiency.

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

## Results

The table below shows the results of the 2012 – 2013 State English Language Arts exam. Overall, 13.4% of students in at least their second year at the school scored at proficiency on the English language arts exam.

### Performance on 2012-13 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	9.7%	72	- <sup>5</sup>	4
6	9.2%	76	9.2%	76
7	12.0%	75	12.0%	75
8	21.0%	62	21.0%	62
All	12.6%	285	13.4%	217

## Evaluation

Harlem Village Academy did not meet this measure.

### English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	-	-	33.3%	9	-	4
6	64.9%	72	69.6%	79	9.2%	76
7	93.9%	66	87.9%	66	12.0%	75
8	84.1%	44	75.8%	62	21.0%	62
All	77.4%	182	75.5%	216	13.4%	217

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<sup>5</sup> A dash will appear when less than ten students are tested in accordance with student's FERPA rights.

**Goal 1: Absolute Measure**

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>6</sup>

**Results**

The table below shows the results of students' 2012 – 2013 performance levels. Overall, students had a combined PLI of 71.2 on the English language arts exam.

**English Language Arts 2012-13 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
285	41.4%	46.0%	11.2%	1.4%
PI = 46.0 + 11.2 + 1.4 = 58.6				
11.2 + 1.4 = <u>12.6</u>				
PLI = 71.2				

**Evaluation**

The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program.

**Goal 1: Comparative Measure**

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

<sup>6</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>7</sup>

## Results

The table below shows the results of the 2012-13 ELA exam for Harlem Village Academy and Community School District Five.

**2012-13 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	4	10.7%	830
6	9.2%	76	12.3%	948
7	12.0%	75	12.9%	963
8	21.0%	62	11.7%	1041
All	<b>13.4%</b>	217	<b>11.9%</b>	3782

## Evaluation

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	32.8%	11.1%	30.9%	-	10.7%
6	44.4%	30.1%	32.9%	31.6%	9.2%	12.3%
7	59.1%	23.9%	48.5%	26.6%	12.0%	12.9%
8	65.9%	27.3%	56.5%	26.8%	21.0%	11.7%
All	52.6%	28.3%	53.7%	28.8%	13.4%	11.9%

<sup>7</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).



### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>8</sup>

### Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

### Results

The table below shows the Comparative Performance Analysis for the 2011-12 school year.

#### 2011-12 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		83	27.7%	47.7%	-20	-1.34
6		80	33.8%	42.2%	-8.4	-0.55
7		66	48.5%	38.4%	10.1	0.6
8		62	56.5%	36.4%	20.1	1.27
All	66.3%	291	40.2%	41.7%	-1.5	-0.13

#### School's Overall Comparative Performance:

Lower than Expected

<sup>8</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

## Evaluation

The school performed “Lower than Expected” in the 2011-12 school year. As students progress through the grades, the school’s academic interventions begin to create a strong positive effect. The fifth graders’ low performance is to be expected; Harlem Village Academy actively recruits students from New York City’s most underperforming school districts. Harlem Village Academy 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 each year that students remain in the school. By eighth grade the “effect size” is 1.6, or greater than expected to a large degree.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5th - 8th	54.9%	237	40.9	44.6	-0.28
2010-11	5th - 8th	55.0%	272	42.6	44.6	-0.2
2011-12	5th - 8th	66.3%	291	40.2	41.7	-0.13

#### Goal 1: Growth Measure<sup>9</sup>

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

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

## Evaluation

The State Education Department has not yet reported schools’ mean growth percentiles for the 2012-13 school year.<sup>10</sup>

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>10</sup> See the Guidelines.

### **Summary of the English Language Arts Goal**

Harlem Village Academy partially achieved one measure for the 2012-13 school year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Partially Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

### **Action Plan**

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

## **English Language Arts – High School**

### **Goal 1: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

### **Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.<sup>11</sup> This measure

<sup>11</sup> The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to

examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

## Results

The Table below shows the percent of students in the each cohort that have passed the English language arts Regents with a score of 75 or higher.

**English Regents Passing Rate with a Score of 75  
by Fourth Year Accountability Cohort<sup>12</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2007	31	<b>83.9%</b>
2008	24	<b>95.8%</b>
2009	24	<b>66.7%</b>

## Evaluation

Harlem Village Academy has achieved this measure.

**English Regents Passing Rate with a score of 75 by Cohort and Year**

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	24	-	24	-	24	66.7%
2010	15	-	15	-	15	80.0%
2011			38	-	38	-
2012					51	-

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their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>12</sup> Based on the highest score for each student on the English Regents exam

**Goal 1: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

**Method**

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

**Results**

The Table below shows the percent of students in each cohort that did not score proficiently on the 8<sup>th</sup> grade State English language arts test but then scored a 75 or higher on the English language arts Regents exam.

**English Regents Passing Rate with a Score of 75 among Students  
Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort<sup>13</sup>**

Cohort Designation	Number in Cohort	Number not Proficient in 8 <sup>th</sup> Grade	Percent Passing with a score of (75)
2007	31	13	69.2%
2008	24	8	88.9%
2009	24	1	-

**Evaluation**

With only one student not scoring proficient in eighth grade, we are unable to effectively evaluate this measure.

**Goal 1: Absolute Measure**

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

**Method**

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

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

<sup>13</sup> Based on the highest score for each student on the English Regents exam

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of 163.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

## Results

The Table below shows the APL of the 2009 cohort on the English language arts Regents exam.

**English Language Arts Accountability Performance Level (APL)  
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level					
	Level 1	Level 2	Level 3	Level 4		
24	4.2%	29.2%	62.5%	4.2%		
		PI	=	29.2	+	62.5
					+	4.2
					=	95.9
				62.5	+	4.2
					=	<u>66.7</u>
				APL	=	163

## Evaluation

Harlem Village Academy achieved this measure.

### Goal 1: Comparative Measure

**(§)** Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents English exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

## Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

## Results

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

## Evaluation

### Goal 1: Comparative Measure

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

### Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>14</sup>

### Results

The table below show the APL of each cohort compared to students from the local school district 5.

**English Regents Accountability Performance Level (APL)<sup>15</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>16</sup>**

Cohort	Charter School		School District <sup>17</sup>	
	APL	Cohort Size	APL	Cohort Size
2007	195.8	31	151	992
2008	162.6	24	146	1028
2009	-	-	-	-

### Evaluation

Harlem Village Academy achieved this measure.

### Goal 1: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

### Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other

<sup>14</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>15</sup> For an explanation of the procedure to calculate the school's APL, see page 32.

<sup>16</sup> See page 30 above for an explanation of the APL.

<sup>17</sup> District results for the 2009 cohort are not yet available.

students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

### Evaluation

The State Education Department has not yet developed the high school Growth Model.

### Results

#### Summary of the High School English Language Arts Goal

Harlem Village Academy partially achieved one measure for the 2012-13 school year.

Type	Measure	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	Achieved
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A



## Action Plan

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

## Mathematics

### Goal 1: Mathematics

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

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>18</sup>

### Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through eighth grade in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>19</sup>			Total Enrolled
		IEP	ELL	Absent	
5	72	0	0	1	73
6	76	0	0	0	76
7	75	0	0	0	75
8	62	0	0	0	62
All	285	0	0	1	286

<sup>18</sup> Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

<sup>19</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

## Results

The chart below shows Harlem Village Academy's performance on the 2012-13 State mathematics exam.

### Performance on 2012-13 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	13.9%	72	-	4
6	56.6%	76	56.6%	76
7	21.3%	75	21.3%	75
8	27.4%	62	27.4%	62
All	30.2%	285	35.5%	217

## Evaluation

Harlem Village Academy did not achieve this measure.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	-	7	-	9	-	4
6	100.0%	71	98.7%	79	56.6%	76
7	100.0%	66	100.0%	66	21.3%	75
8	100.0%	44	98.4%	62	27.4%	62
All	98.4%	189	99.1%	216	35.5%	217

#### Goal 1: Absolute Measure

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

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>20</sup>

## Results

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

**Mathematics 2012-13 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
285	21.8%	48.1%	24.9%	5.3%

  

PI	=	48.1	+	24.9	+	5.3	=	78.2
				24.9	+	5.3	=	<u>30.2</u>
						PLI	=	108.4

## Evaluation

The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>21</sup>

## Results

The chart below shows Harlem Village Academy's progress on the 2012-13 State mathematics exam compared to District 5.

<sup>20</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>21</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2012-13 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	4	8.7%	842
6	56.6%	76	14.4%	957
7	21.3%	75	9.4%	976
8	27.4%	62	8.9%	1044
All	35.5%	217	10.4%	3819

**Evaluation**

Harlem Village Academy achieved this measure in all grades as well as for all students combined.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	42.1%	44.4%	41.3%	-	8.7%
6	97.2%	39.7%	86.1%	39.5%	56.6%	14.4%
7	97.0%	38.3%	100.0%	37.9%	21.3%	9.4%
8	100.0%	42.5%	91.9%	39.1%	27.4%	8.9%
All	94.2%	41.3%	90.3%	39.4%	35.5%	10.4%

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>22</sup>

<sup>22</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

## Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

The table below shows the Comparative Performance Analysis for the 2011-12 school year.

### 2011-12 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		83	74.7%	59.0%	15.7	0.86
6		79	86.1%	53.8%	32.3	1.57
6		66	100.0%	51.9%	48.1	2.28
8		62	91.9%	49.0%	42.9	1.97
All	66.3%	290	87.2%	53.8%	33.4	1.61

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

## Evaluation

The school performed "higher than expected to a large degree" in the 2011-12 school year. As students progress through the grades, the school's academic interventions begin to create a strong positive effect. The fifth graders' low performance is to be expected; Harlem Village Academy actively recruits students from New York City's most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic math skills. Harlem Village Academy teaches those basic skills so that, over time, students are able to score proficient. The school's "effect size" increases each year that students remain in the school. By eighth grade, the "effect size" is 1.97.

### Mathematics Comparative Performance by School Year.

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	5th - 8th	54.9%	237	70.4%	55.3%	0.70
2010-11	5th - 8th	55.0%	272	80.9%	57.3%	1.10
2011-12	5th - 8th	66.3%	290	87.2%	53.8%	1.61

#### Goal 1: Growth Measure<sup>23</sup>

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

#### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

#### Evaluation

The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.

#### Results

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<sup>23</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

### **Summary of the Mathematics Goal**

Harlem Village Academy fully or partially achieved seven measures for the 2012-13 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

### **Action Plan**

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

## **Mathematics – High School**

### **Goal 2: Absolute Measure**

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

### **Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.<sup>24</sup> This measure

<sup>24</sup> The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

## Results

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

**Mathematics Regents Passing Rate with a Score of 80  
by Fourth Year Accountability Cohort<sup>25</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2007	31	51.6%
2008	24	54.2%
2009	24	58.3%

## Evaluation

Harlem Village Academy did not achieve this measure; however, Harlem Village Academy does not require students who score at last 65, but fail to score an 80 on a Regents exam, to retake the exam before moving to the next level.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	26	57.7%	25	60.0%	24	62.5%
2010	15	86.7%	15	86.7%	15	86.7%
2011			39	64.1%	38	65.8%
2012					51	41.2%

## Goal 2: Absolute Measure

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

## Method

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

<sup>25</sup> Based on the highest score for each student on the Mathematics Regents exam



## Results

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

**Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort**<sup>26</sup>

Cohort Designation	Number in Cohort	Number not Proficient in 8 <sup>th</sup> Grade	Percent Passing with a score of 80
2007	31	0	-
2008	24	0	-
2009	24	0	-

## Evaluation

All Harlem Village Academy students scored proficiently on the 8<sup>th</sup> grade State mathematics exam. This measure is not applicable.

### Goal 2: Absolute Measure

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

## Method

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

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of **142**.

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

<sup>26</sup> Based on the highest score for each student on the Mathematics Regents exam

## Results

The table below shows the APL of the 2009 cohort on the mathematics Regents exam.

**Mathematics Accountability Performance Level (APL)  
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	0	9.7%	77.4%	12.9%
	PI	= 9.7	+ 77.4	+ 12.9 = 100.0
			77.4	+ 12.9 = <u>90.3</u>
				APL = 190.3

## Evaluation

Harlem Village Academy achieved this measure.

### Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

## Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

## Evaluation

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

## Results

### Goal 2: Comparative Measure

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>27</sup>

## Results

The table below show the APL of each cohort compared to students from the local school district 5.

**Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>28</sup>**

Cohort	Charter School		School District <sup>29</sup>	
	APL	Cohort Size	APL	Cohort Size
2008	183.3	24	147	1028
2009	191.7	24	-	-

## Evaluation

Harlem Village Academy achieved this measure.

### Goal 2: Growth Measure

**(§)** Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

## Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

## Evaluation

The State Education Department has not yet developed the high school Growth Model.

## Results

<sup>27</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>28</sup> See page 38 above for an explanation of the APL.

<sup>29</sup> District results for the 2009 cohort are not yet available.

## **Summary of the High School Mathematics Goal**<sup>30</sup>

Harlem Village Academy fully or partially achieved two measures for the 2012-13 school year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.)	Achieved
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

### **Action Plan**

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

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<sup>30</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## Science

### Goal 3: Science

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

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

### Method

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### Results

96.8 percent of eighth grade students passed the New York State science exam. 2011-12 scores are show below for the district comparison.

#### Charter School Performance on 2012-13 State Science Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
8	96.8%	62	96.8%	62
All	96.8%	62	96.8%	62

### Evaluation

Harlem Village Academy achieved this measure.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	97.4%	39	100.0%	44	96.8%	62
All	97.4%	39	100.0%	44	96.8%	62

#### Goal 3: Comparative Measure

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

#### Method

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

#### Results

Results for the 2012-13 science test have not been released at the time the accountability plan progress report was submitted for the local school district. 2011-2012 scores are shown below for the district comparison.

### 2012-13 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	62	96.8%	28.7%	921

#### Evaluation

Harlem Village Academy achieved this measure.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	100.0%	100.0%	100.0%	28.7%	96.8%	-
All	37.0%	37.0%	100.0%	28.7%	96.8%	-

#### **Summary of the Science Goal**

Harlem Village Academy fully or partially achieved one measure for the 2012-13 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

#### **Action Plan**

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

## **Science – High School**

#### **Goal 3: Absolute Measure**

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

#### **Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## Results

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

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>31</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	31	100.0%
2008	24	100.0%
2009	24	100.0%

## Evaluation

Harlem Village Academy achieved this measure.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	26	100.0%	25	100.0%	24	100.0%
2010	15	100.0%	15	100.0%	15	100.0%
2011			39	97.4%	38	100.0%
2012					51	98.0%

### Goal 3: Comparative Measure

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

## Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

## Results

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher compared to local school district 5.

<sup>31</sup> Based on the highest score for each student on a science Regents exam



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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100.0%	31	69.0%	992
2008	100.0%	24	67.0%	1028
2009	100.0%	24	-	-

**Evaluation**

Harlem Village Academy achieved this measure.

## Social Studies – High School

**Goal 4: Social Studies**

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

**Goal 4: Absolute Measure**

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

**Method**

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

**Results**

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher on the New York State Regents U.S. History exam

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>32</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	31	100.0%
2008	24	100.0%
2009	24	95.8%

<sup>32</sup> Based on the highest score for each student on a science Regents exam

## Evaluation

Harlem Village Academy has achieved this measure.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	24	-	23	95.8%	23	95.8%
2010	15	100.0%	15	100.0%	15	100.0%
2011			38	-	38	-
2012					51	-

### Goal 4: Comparative Measure

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

### Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

### Results

The table below shows the U.S. History Regents passing rate for the 2009 cohort. 2012-13 data is not yet available for the community school district.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	100.0%	31	67.0%	992
2008	100.0%	24	63.0%	1028
2009	95.8%	24	-	-

### Evaluation

Data for the 2009 cohort for the local district was not yet available so this measure could not be evaluated.

**Goal 4: Absolute Measure**

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

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

100 percent of the 2009 cohort has passed a New York State Global History Regents Exam.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>33</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	31	100.0%
2008	24	100.0%
2009	24	100.0%

**Evaluation**

Harlem Village Academy achieved this measure.

**Additional Evidence**

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

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	31	<b>100.0%</b>	31	<b>100.0%</b>	31	<b>100.0%</b>
2010	24	100.0%	24	100.0%	24	100.0%
2011						
2012						

<sup>33</sup> Based on the highest score for each student on a science Regents exam

**Goal 4: Comparative Measure**

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

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

**Results**

The table below shows the Global History Regents passing rate for the 2009 cohort. 2012-13 data is not yet available for the community school district.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2007	<b>100.0%</b>	31	65.0%	992
2008	100.0%	24	67.0%	1028
2009	100.0%	24	-	-

**Evaluation**

2012-13 data is not yet available for the community school district so this measure could not be evaluated.

**NCLB****Goal 5: NCLB**

**Students at Harlem 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 is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

**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 state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state

issues School Report Cards which indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### **Results**

Harlem Village Academy is in "Good Standing" for the 2012-13 school year..

**NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

# High School Graduation

## GOAL 6: HIGH SCHOOL GRADUATION

Students will graduate from High School.

### Goal 6: Absolute Measure

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

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

### Results

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

**Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2012-13**

Cohort Designation	Number in Cohort	Percent Earning 5+ Credits
2011	38	89.5%
2012	51	98.0%

### Evaluation

Harlem Village Academy achieved this measure. Each cohort remains on track to graduate from high school in four years.

### Goal 6: Absolute Measure

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

### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75

percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

### Results

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

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	24	100.0%
2010	15	100.0%
2011	38	92.3%

### Evaluation

Harlem Village Academy achieved this measure.

#### **Goal 6: Absolute Measure**

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

### Method

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

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

## Results

The table below displays the percent of students in the 2008 cohort who graduated within four years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	31	96.8%
2008	24	87.5%
2009	24	87.5%

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

Cohort Designation	Number in Cohort	Percent Graduating
2007	31	96.8%
2008	22	95.5%

## Evaluation

Harlem Village Academy achieved this measure.

### Goal 6: Comparative Measure

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

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>34</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## Results

Harlem Village Academy's 2009 student cohort outperformed the local school district's 2008 cohort. 2009 cohort data for the local school district is currently unavailable.

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

Cohort Designation	Charter School		School District <sup>35</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007	31	96.8%	921	67.0%
2008	24	87.5%	1028	60.1%
2009	24	87.5%	-	-

<sup>34</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>35</sup> District results for the 2009 cohort are not yet available.



**Evaluation**

Harlem Village Academy achieved this measure.

**Summary of the High School Graduation Goal**

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

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

**Action Plan**

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

## College Preparation

### GOAL 7: COLLEGE PREPARATION

Students will gain admission to college.

#### Goal 7: Comparative Measure

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

#### Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

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

**10<sup>th</sup> Grade PSAT Performance by School Year**

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	27	27	37.8	40.5	39.5	42.4
2011-12	15	14	44.5	41.2	45.6	43.1
2012-13	39	38	39.8	45.4	43.7	46.5

#### Evaluation

Harlem Village Academy did not achieve this measure.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

#### Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade (senior) test takers in the given year.

## Results

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

### 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2010-11	31	30	471.0	488.0	500.0	504.0
2011-12	25	23	486.7	485.0	493.8	499.0
2012-13	24	22	435.9	496.0	463.6	514.0

## Evaluation

Harlem Village Academy did not achieve this measure.

### Goal 7: School Created College Preparation Measure

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

## Method

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

## Results

The table below shows the number of Advanced Regents diplomas the 2009 graduation cohort received.

Graduation Cohort	Advanced Regents
24	4.2%

## Evaluation

Harlem Village Academy did not achieve this measure.

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

## Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The

Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

### Results

The table below shows the percent of the school’s graduates meeting the Aspirational Performance Measure as compared to statewide average. The statewide average for the 2009 cohort was not yet available.

**Percent of Graduates Meeting the Aspirational Performance Measure<sup>36</sup>**

Cohort	Charter School	Statewide <sup>37</sup>
2007	48.4	34.7
2008	54.2	35.3
2009	47.6	-

### Evaluation

The statewide average for the 2009 cohort was not yet available so this measure could not be evaluated.

**(5)** The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

### Method

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

### Results

The table below shows the number of Advanced Regent diplomas the 2009 graduation cohort received. 2009 cohort data for the local school district is currently unavailable.

**Percent of Graduates with a Regents Diploma with Advanced Designation<sup>38</sup>**

Cohort	Charter School	School District <sup>39</sup>
2007	45.2%	17.1%
2008	50.0%	15.6%
2009	4.8%	-

<sup>36</sup> Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>37</sup> District results for the 2009 cohort are not yet available.

<sup>38</sup> Schools can retrieve information about diplomas conferred from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>39</sup> District results for the 2009 cohort are not yet available.

### Evaluation

The district data for the 2009 cohort was not yet available so this measure could not be evaluated.

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

### Method

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

### Results

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

**Graduates Passing a Course Demonstrating College Preparation**

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>40</sup>
2007	30	0.0%
2008	21	14.3%
2009	21	0.0%

### Evaluation

Harlem Village Academy did not meet this measure.

### Goal 7: School Created College Attendance or Achievement Measure

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

**(§)** Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

### Method

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

<sup>40</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

## Results

The table below shows that 100 percent of all graduates were enrolled into either a two or a four-year college or university.

Cohort	Number of Graduates	Percent Enrolling in a college or university
2007	30	100.0%
2008	21	100.0%
2009	21	100.0%

## Evaluation

Harlem Village Academy achieved this measure.

## Summary of the College Preparation Goal

Harlem Village Academy fully achieved two measures for the 2012-2013 school year.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design.	Did Not Achieve
	(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved
College Attainment	Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	

## Action Plan

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