

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

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

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

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

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

Harlem Village Academy

Accountability Progress Report 2006

Mission

The mission of Village Academy is to prepare students of fine character to graduate from college and make a meaningful 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.

Goals & Measures

In its *Accountability Plan*, Village Academy outlined its key goals and how the attainment of those goals would be measured. This *Annual Accountability Progress Report* assesses our progress toward achieving those goals each year. In addition, this annual report helps ensure that all goals, measures and results are transparent to all members of the school community – teachers, parents, students, community members, colleges and prospective students. Any member of the school community may request a copy of this report from our school office.

Accountability Progress Report

This annual report is divided into two sections: *Academics* and *Additional Data*. The *Academics* section provides data on the academic progress of Village Academy students. This includes data for all students in mathematics and reading on the Stanford Achievement Test and the New York State assessments.

The *Additional Data* section presents important additional information such as student demographics, and special education population.

Section I

Academics

Goal 1

English Language Arts. Students at Harlem Village Academy Charter School¹ (Village Academy) 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.

Findings

1.1 Absolute Measures: By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State English language arts (ELA) assessment.²

Additionally, each year, Village Academy's aggregate Performance Index will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

Method: Each year the school's students are administered the New York State ELA assessment. A score of three or four is considered proficient. The results of the exam are used to calculate the school's Performance Index under the state's NCLB accountability system. The school's Performance Index is the sum of the percentage of students scoring at levels two, three and four and the percentage of students scoring at levels three and four³.

Results: The results on the 2005-2006 New York State ELA assessment are included in tables 1.1-1 through 1.1-3 below. 49% of the fifth grade students, 58% of the sixth grade students, and 61% of the seventh grade students scored proficient.

¹ Prior to July 2005, Harlem Village Academy Charter School was known as East Harlem Village Academy Charter School.

² This level of performance will ensure that Village Academy students meet or exceed the state's standard for schools as determined by the School Performance Index.

³ $PI = (\text{percent of students scoring at levels 2+3+4}) + (\text{percent of students scoring at levels 3+4})$

**New York State ELA Test Scores
2005-2006 5th Grade Students**

Score	1	2	3	4	3+4
Number (n)	2	27	26	2	28
Percentage	4%	47%	46%	4%	49%

Table (1.1-1)

**New York State ELA Test Scores
2005-2006 6th Grade Students**

Score	1	2	3	4	3+4
Number (n)	0	20	28	0	28
Percentage	0%	42%	58%	0%	58%

Table (1.1-2)

**New York State ELA Test Scores
2005-2006 7th Grade Students**

Score	1	2	3	4	3+4
Number (n)	0	18	27	1	28
Percentage	0%	39%	59%	2%	61%

Table (1.1-3)

Table 1.1-4 presents summary statistics for all three grade levels and is used to calculate the school's Performance Index. Harlem Village Academy's Performance Index was 155 in the 2005-2006 school year.

**New York State ELA Test Scores
All Students**

Score	1	2	3	4	3+4
Number (n)	2	65	81	3	84
Percentage	1%	43%	54%	2%	56%

Table (1.1-4)

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. This measure has two components. The first component, the requirement that 75% of seventh and eighth grade students will score proficient, is not applicable until the fifth year of the charter. The second component of this measure is applicable to all schools, regardless of years in operation. The Annual

Measurable Objective (AMO) for ELA in the 2005-2006 school year was 122. Harlem Village Academy's Performance Index was 155.

1.2 Comparative Measures: Each year, the percent of students who have been enrolled at Village Academy for at least two years performing at or above Level 3 on the State ELA exam in each tested grade will be greater than that of the local community school district.

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.

Method: Each year the school administers the New York State ELA assessment.

Results: Results for all students who were enrolled at Harlem Village Academy for at least two years on the day of the test and results for Community School District 5, the school's local community district, are provided below in tables 1.2-1 and 1.2-2.

**New York State ELA Test Scores
Harlem Village Academy and District 5
7th Grade**

	(n)	1	2	3	4	3+4
Harlem Village Academy	43	0%	40%	58%	2%	61%
Community School District 5	1343	18%	56%	25%	1%	26%

Table (1.2-1)

**New York State ELA Test Scores
Harlem Village Academy and District 5
6th Grade**

	(n)	1	2	3	4	3+4
Harlem Village Academy	5	0%	40%	60%	0%	60%
Community School District 5	1209	13%	52%	33%	2%	35%

Table (1.2-2)

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. 61% of the school's seventh graders scored proficient, more than double the local school district's performance of 26%.

The school's sixth graders were also significantly more likely to score proficient than the local school district. 60% scored proficient compared to District 5's score of 35%.

At this time, the Charter Schools Institute has not yet performed its regression analysis of student performance.

1.3 Added Value Measures: For the 2005-2006 through 2007-2008 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 reading assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.

Each year, grade-level cohorts 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.

Method: Each year, Village Academy students take the Stanford Achievement Test, Ninth Edition. By administering a national, norm-referenced assessment, we are able to measure students' academic progress over the school year. Students are also administered the New York State ELA assessment each year.

Results: The goal for the fifth grade cohort was to reduce by half the distance between their average baseline NCE and an NCE of 50. As shown in table (1.3-1), the fifth grade cohort exceeded this goal by scoring an average NCE of 52.65 in the spring of 2006, thereby closing the entire gap in one year.

2005-2006 5th Grade Cohort Stanford 9 ELA Scores

Testing Date	(n)	NCE
September 2005	50	36.79
June 2006	50	52.65
One year gain (9/05 - 6/06)		15.86

Table (1.3-1)

Table (1.3-2) shows the Stanford 9 results for the sixth grade cohort. Because this cohort already exceeded an average NCE of 50 in June 2005, the goal for this cohort was to improve on last spring's average NCE. The sixth grade cohort met their goal, showing an average improvement of 3.22 NCE.

2005-2006 6th Grade Cohort Stanford 9 ELA Scores

Testing Date	(n)	NCE
June 2005	37	54.31
June 2006	37	57.54
One year gain (6/05 - 6/06)		3.22

Table (1.3-2)

The seventh grade cohort also met their goal on the Added Value Measure. As shown in table (1.3-3), this cohort showed an improvement and moved into the top third of seventh grade students nationally.

2005-2006 7th Grade Cohort Stanford 9 ELA Scores

Testing Date	(n)	NCE
June 2005	43	66.35
June 2006	43	66.76
One year gain (6/05 - 6/06)		0.41

Table (1.3-3)

The Added Value Measure on the State ELA exam is not applicable to the 2005-2006 school year, because 2006 was the first administration of the state exam.

Evaluation: Village Academy students at all grade levels exceeded the Added Value Measure. The fifth grade cohort met their goal and closed the entire gap between their baseline score and an NCE of 50 in one year. The sixth grade cohort met their goal of showing an NCE increase this year, and was already scoring above an NCE of 50. The seventh grade cohort also met their goal of showing an increase of NCE and was already scoring above an NCE of 50.

The Added Value Measure pertaining to the New York State ELA exam is not applicable to the 2005-2006 school year, because this year marked the exam's first administration.

Further Evidence: Village Academy students have made consistent gains each year. Seventh grade students enrolled at Village Academy for three years have made an average improvement of nearly 30 NCE (Table 1.3-4), and sixth graders enrolled for two years have improved an average of 20 NCE (Table 1.3-5).

2003-2006 7th Grade Cohort Stanford 9 ELA Scores

Testing Date	(n)	NCE
September 2003	42	36.20
June 2004	42	59.25
June 2005	42	66.12
June 2006	42	66.12 ⁴
Three year gain (9/03 - 6/06)		29.92

Table (1.3-4)

2004-2006 6th Grade Cohort Stanford 9 ELA Scores

Testing Date	(n)	NCE
September 2004	37	36.21
June 2005	37	54.31
June 2006	37	57.54
Two year gain (9/04 - 6/06)		21.32

Table (1.3-5)

Summary: Village Academy has consistently met all the English Language Arts measures. In its three years of operation, the school has exceeded every measure in ELA. This year, each grade level increased their average NCE on the Stanford 9 test, continuing Village Academy's pattern of significant academic gains. Students entered Village Academy scoring among the *lowest* 36th NCE compared to the national average; by the end of one year, they are scoring above the national average, and by the end of three years, they are scoring among the *highest* 34th NCE compared to the national average. On the New York State ELA exam, the school performance exceeded that of the local community school district by a wide margin and met each of its accountability goals by a wide margin

Goal 2

Mathematics. Students at Village Academy 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.

⁴ In June 2005, the average 7th grade cohorts average NCE was 66.121. In June 2006, the same cohort scored 66.124.

Findings

2.1 Absolute Measure: By the 5th year of the charter, 75% of seventh and eighth grade students who have been enrolled in the school for two or more years will score proficient (i.e. at level three) on the New York State Mathematics assessment.⁵

Additionally, each year, Village Academy's aggregate Performance Index will meet its Annual Measurable Objective set forth in the State's NCLB accountability system.

Method: Each year the school's students are administered the New York State mathematics assessment. A score of three or above is considered proficient. The results of this exam are used to calculate the school's performance index under the state's NCLB accountability system. The performance index is the sum of the percentage of students scoring at levels two, three and four and the percentage of students scoring at levels three and four.

Results: The results on the 2005-2006 New York State mathematics assessment are included in tables 2.1-1 through 2.1-3 below. 69% of fifth grade students, 84% of sixth grade students, and fully 96% of seventh grade students scored proficient.

**New York State Math Test Scores
2005-2006 5th Grade Students**

Score	1	2	3	4	3+4
Number (n)	4	14	37	3	40
Percentage	7%	24%	64%	5%	69%

Table (2.1-1)

**New York State Math Test Scores
2005-2006 6th Grade Students**

Score	1	2	3	4	3+4
Number (n)	1	7	37	4	41
Percentage	2%	14%	76%	8%	84%

Table (2.1-2)

⁵ This level of performance will ensure that Village Academy students meet or exceed the state's standard for schools as determined by the School Performance Index.

**New York State Math Test Scores
2005-2006 7th Grade Students**

Score	1	2	3	4	3+4
Number (n)	0	2	35	9	44
Percentage	0%	4%	76%	20%	96%

Table (2.1-3)

Table 2.1-4 presents summary statistics for all three grade levels and is used to calculate the school's Performance Index. Harlem Village Academy's Performance Index was 177 in the 2005-2006 school year.

**New York State Math Test Scores
All Students**

Score	1	2	3	4	3+4
Number (n)	5	23	109	16	125
Percentage	3%	15%	71%	10%	82%

Table (2.1-4)

Evaluation: Village Academy exceeded this measure by a wide margin. Although the first component of the Absolute measure, the requirement that 75% of seventh and eighth graders score proficient on the New York State assessment, is not technically applicable until the fifth year of the charter, 96% of seventh graders scored proficient on the state assessment and met this measure one year early.

Harlem Village Academy exceeded the second component of this measure by a wide margin. The Annual Measurable Objective for the 2005-2006 school year in mathematics was 86. Harlem Village Academy's Performance Index was 177 – more than double the goal.

2.2 Comparative Measures: Each year, the percent of students who have been enrolled at Village Academy for at least two years performing at or above Level 3 on the State math exam in each tested grade will be greater than that of the local community school district.

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.

Method: Each year the school administers the New York State mathematics assessment.

Results: Results for all students who were enrolled at Harlem Village Academy for at least two years on the day of the test and results for Community School District 5, the school's local community district, are provided below in tables 2.2-1 and 2.2-2.

**New York State Math Test Scores
Harlem Village Academy and District 5
7th Grade**

	(n)	1	2	3	4	3+4
Harlem Village Academy	43	0%	5%	77%	19%	95%
Community School District 5	1394	23%	43%	31%	3%	34%

Table (2.2-1)

**New York State Math Test Scores
Harlem Village Academy and District 5
6th Grade**

	(n)	1	2	3	4	3+4
Harlem Village Academy	5	0%	20%	80%	0%	80%
Community School District 5	1291	19%	35%	40%	5%	45%

Table (2.2-1)

Evaluation: Harlem Village Academy exceeded this measure by a wide margin. 95% of Harlem Village Academy seventh graders scored proficient, 61% higher than the local community school district. The sixth graders who have been enrolled at the school for two years also outperformed the local school district. 80% of those students scored proficient compared to 45% for the local community school district.

At this time, the Charter Schools Institute has not yet performed its regression analysis of student performance.

2.3 Added Value Measures: For the 2005-2006 through 2007-2008 school years, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Stanford 9 math assessment and an NCE of 50 in the current spring. If a grade-level cohort exceeds an NCE of 50 in the previous spring, the cohort is expected to show at least an increase in the current year.

Each year, grade-level cohorts 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.

Method: Each year, Harlem Village Academy students take the Stanford 9. By administering a national, norm-referenced assessment, we are able to measure students' academic progress over the school year.

Results: The fifth grade cohort's goal was to reduce by half the gap between their average baseline NCE of 43.04 (see table 2.3-1) and an average NCE of 50. They exceeded this target by a wide margin, gaining an average of 33.08 NCE and scoring in the top three-quarters of students nationally.

2005-2006 5th Grade Cohort Stanford 9 Math Scores

Testing Date	(n)	NCE
September 2005	50	43.04
June 2006	50	76.12
One year gain (9/05 - 6/06)		33.08

Table (2.3-1)

Table 2.3-2 shows that the sixth grade cohort continued to show strong achievement in mathematics, scoring among the highest 27% of students nationally. However, the sixth grade cohort did not reach their goal of showing an increase from last year.

2005-2006 6th Grade Cohort Stanford 9 Math Scores

Testing Date	(n)	NCE
June 2005	37	81.07
June 2006	37	73.28
One year change (6/05 - 6/06)		-7.79

Table (2.3-2)

The seventh grade cohort continued to excel in mathematics as well. As shown in table 2.3-3, the seventh grade cohort again scored among the highest 16% of students nationally.

2005-2006 7th Grade Cohort Stanford 9 Math Scores

Testing Date	(n)	NCE
June 2005	43	84.68
June 2006	43	83.69
One year change (6/05 - 6/06)		-0.99

Table (2.3-3)

Evaluation: Harlem Village Academy met part of this goal. All grade level cohorts exceeded an average NCE of 50. The sixth and seventh grade cohorts showed a slight decrease in average NCE from the previous spring, but still scored among the highest 27% and 16% of students nationally.

The Added Value Measure on the State mathematics exam is not applicable for the 2005-2006 school year because 2006 was the first administration of the state exam.

Further Evidence: At Village Academy students enter the school significantly below grade level, and show dramatic gains since entering the school. Table 2.3-4 shows the performance of the seventh graders who entered Village Academy as fifth graders in the fall of 2003. In three years, the seventh graders increased their scores dramatically. Upon entering Village Academy, they were scoring among the *lowest* 42% of students nationally, and by the end of three years they are scoring in the *highest* 17% of students nationally.

2003-2006 7th Grade Cohort Stanford 9 Math Scores

Testing Date	(n)	NCE
September 2003	42	41.90
June 2004	42	80.65
June 2005	42	84.68
June 2006	42	83.46
Three year gain (9/03 - 6/06)		41.56

Table (2.3-4)

Table 2.3-5 shows the same data for sixth graders who have been enrolled at Village Academy for two years. In two years, Village Academy sixth graders increased their scores dramatically. Upon entering Village Academy, they were scoring among the *lowest* 37% of students nationally, and by the end of three years they are scoring in the *highest* 27% of students nationally.

2004-2006 6th Grade Cohort Stanford 9 Math Scores

Testing Date	(n)	NCE
September 2004	37	37.33
June 2005	37	81.07
June 2006	37	73.28
Two year gain (9/04 - 6/06)		35.95

Table (2.3-5)

Both cohorts have shown an average increase in NCE of more than 35 points since entering the school. Village Academy students have made consistent and meaningful progress towards achieving its goal of preparing students for college-level mathematics.

Summary: Village Academy students have consistently shown strong achievement in mathematics. 96% of Harlem Village Academy seventh grade students scored proficient on the New York State mathematics exam. This mark made Harlem Village Academy students the highest achieving of any open-enrollment seventh grade class in the city with more than ten students, despite entering the school in the bottom half of all students nationally. This pattern of achievement is reflected in the lower grade levels as well. Upon entering the school scoring among the *lowest* 40% compared to the national average, Village Academy students ended the year scoring among the *highest* 22% compared to the national average.

Goal 3

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

Findings

3.1 Absolute Measure: In each year, 75 percent of seventh and eighth graders who have been enrolled in the school for two or more years will perform at or above Level 3 on the New York State social studies examination.

Results: This goal is not applicable to the 2005-2006 school year. Harlem Village Academy does not yet have an eighth grade class.

3.2 Comparative Measure: Each year, the percent of students who have been enrolled in the school for two or more years and performing at or above Level 3 on the State social studies exam will be greater than that of the local community school district.

Results: This goal is not applicable to the 2005-2006 school year. Harlem Village Academy does not yet have an eighth grade class.

Goal 4

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

Findings

4.1 Absolute Measure: In each year, 75 percent of seventh and eighth graders who have been enrolled in the school for two or more years will perform at or above Level 3 on the New York State science examination.

Results: This goal is not applicable to the 2005-2006 school year. Harlem Village Academy does not yet have an eighth grade class.

4.2 Comparative Measure: Each year, the percent of students who have been enrolled in the school for two or more years and performing at or above Level 3 on the State science exam will be greater than that of the local community school district.

Results: This goal is not applicable to the 2005-2006 school year. Harlem Village Academy does not yet have an eighth grade class.

Goal 5

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

Findings

5.1 Additional Academic Measure: Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Results: The school exceeded the Annual Measurable Objective in both ELA and mathematics. The school's Accountability Status will be "Good Standing" for the 2005-2006 school year.

Section II

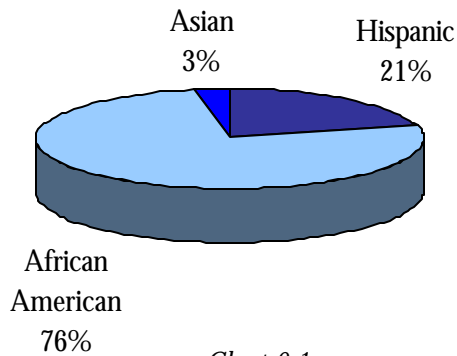
Additional Data

Demographics

Ethnicity

The majority of Village Academy's student population identifies as African-American or Hispanic (Chart 6-1).

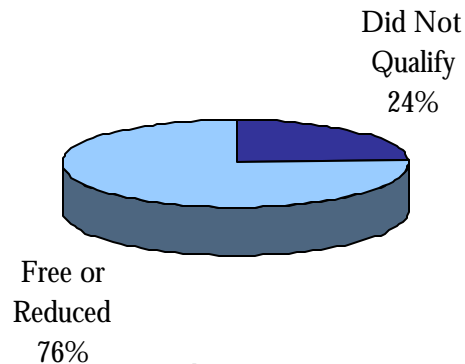
Student Ethnicity



Free and Reduced Lunch

More than three-quarters of Village Academy students qualified for free or reduced price lunch (Chart 6-2).

Students Qualifying for Free or Reduced Lunch



Students with Disabilities

Village Academy serves a higher percentage of students with disabilities than the New York City average (Chart 6-3).

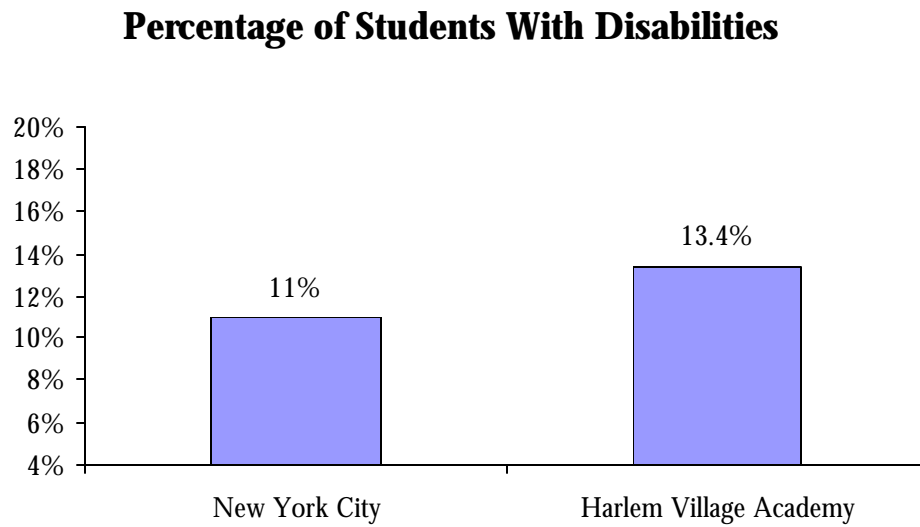


Chart 6-3