



HARLEM VILLAGE ACADEMIES

**Harlem Village Academy West
Charter School**

**2017-18 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2017-18 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David Zwiebel	Chair
Daniel Pianko	Treasurer
Deborah Kenny	Secretary
Andrew August	Member
Judith Turner Hamerschlag	Member

Deborah Kenny has served as the Executive Director since 2003.

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The mission of Harlem Village Academy West 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 West opened in the fall of 2003 with its first class of fifth graders. The school is divided into three academies that collectively currently serve approximately 864 students in grades Kindergarten through twelfth.

School Enrollment by Grade Level and School Year

School Year	Elementary						Middle			High				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2013-14	135	118	-	-	-	78	63	72	69	58	50	35	16	694
2014-15	127	117	96	-	-	71	71	59	65	62	58	49	33	808
2015-16	126	117	91	77	-	70	63	69	52	44	62	55	47	873
2016-17	115	104	110	75	67	70	56	58	61	37	42	55	49	899
2017-18	104	107	92	97	63	61	66	47	54	43	37	39	54	864

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2014 state Accountability Cohort consists of students who entered the 9th grade anywhere in the 2014-15 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2017-18 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 SIRS Manual for more details about cohort eligibility: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2015-16	2012-13	2012	50	2	48
2016-17	2013-14	2013	51	2	49
2017-18	2014-15	2014	55	1	54

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TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2012-13	2012	48	0	48
2016-17	2013-14	2013	49	0	49
2017-18	2014-15	2014	54	0	54

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2015-16	2011-12	2011	0	0	0
2016-17	2012-13	2012	0	3	3
2017-18	2013-14	2013	0	1	1

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate from high school.

Goal 1: Leading Indicator

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).

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

In order to graduate, students must successfully complete at least 22 credits as listed below:

4 English credits	3 Math credits	1 Art credit
4 Social Studies credits	1 World Language credit	0.5 Health Education credits
3 Science credits	2 Physical Education credits	3.5 Elective credits

Harlem Village Academy West strongly encourages students to enroll in English, History, Math, and Science courses for all four years of high school, and in World Language courses for three years. Students are considered to be promoted to the next grade level as long as they remain on track to graduate from high school in four years.

10th: In order to be considered a sophomore, students must successfully complete at least 5 credits.

11th: In order to be considered a junior, students must successfully complete at least 10 credits.

12th: In order to be considered a senior, students must successfully complete at least 15 credits.

RESULTS AND EVALUATION

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 2017-18

Cohort Designation	Number in Cohort	Percent promoted
2016	36	97%
2017	43	98%

Harlem Village Academy West exceeded the measure.

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Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort. In August of 2018, the 2016 cohort will have completed its second year.

RESULTS AND EVALUATION

The table below shows the percent of each cohort that passed three Regents exams by their second year in the cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2014	54	94%
2015	40	93%
2016	36	69%

Harlem Village Academy West exceeded the measure for the 2014 cohort. The school also exceeded the measure for the 2015 cohort. The school did not meet the measure for the 2016 cohort.

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2014 cohort and graduated four years later and those who entered as members of the 2013 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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The school's graduation requirements appear in this document below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

The tables below show the four-year and five-year graduation rates for each cohort.

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

Cohort Designation	Number in Cohort	Percent Graduating
2012	48	95.8%
2013	49	97.9%
2014	54	100%

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

Cohort Designation	Number in Cohort	Percent Graduating
2011	32	100%
2012	48	97.9%
2013	49	97.9%

Harlem Village Academy West exceeded the measure.

Goal 1: 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 school district of comparison.

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 school district of comparison.² 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 AND EVALUATION

The tables below show the four-year graduation rates for each cohort for Harlem Village Academy West and Community School District 5.

² 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](#).

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

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2012	48	95.8%	988	66.6%
2013	49	97.9%	1000	69.5%
2014	54	100%	N/A	N/A

Harlem Village Academy West met the measure for the 2012 and 2013 cohorts. School district information for the 2014 cohort is not available at this time.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates below.

RESULTS AND EVALUATION

The table below shows the percent of students demonstrating success on alternative graduation pathway assessments.

Percentage of the 2014 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
Geometry CC Regents	2	2	100%
Overall	2	2	100%

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Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent Passing a Pathway Exam
2012	N/A	N/A
2013	1	100%
2014	2	100%

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Harlem Village Academy West achieved five of the high school graduation goals.

Type	Measure	Outcome
Leading Indicator	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.	Exceeded
Leading Indicator	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.	Exceeded for the 2014 and 2015 cohorts. Did not meet for the 2016 cohort
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Exceeded
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Exceeded
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 school district of comparison.	Exceeded
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will gain admission to college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT; or,
- Earning a Regents diploma with advanced designation;

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

The table below shows the percent of graduating students demonstrating preparation for college.

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Percentage of the 2014 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam	29	18	62.1%
Achieving the college and career readiness benchmark on the SAT – Evidence-Based Reading and Writing	50	24	48.0%
Achieving the college and career readiness benchmark on the SAT – Math	50	6	12.0%
Overall	54 ³	26	48.1%

Harlem Village Academy West did not meet the measure.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s recently finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining a Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state’s NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).⁴

³ This number should match the number of graduates reported under the high school graduation goal.

⁴ For more detail about the weighting of college readiness methods for calculation of the CCCRI, see page 64 of the state’s finalized ESSA plan here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

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To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2017-18 CCCRI MIP for all students. The state will calculate and disseminate the MIP in the summer of 2018. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college and career readiness by the weighting for the method by which the student demonstrated college and career readiness, divided by the number of students in the cohort. The highest possible CCCRI is 200.

RESULTS AND EVALUATION

The table below shows the College, Career, and Civic Readiness Index for the school's Total Cohort.

CCCRI Performance by Cohort Year				
Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2015-16	2012	48	N/A	N/A
2016-17	2013	49	N/A	N/A
2017-18	2014	54	101.1	154.6

Harlem Village Academy West exceeded the measure.

Goal 2: Comparative Measure

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

The table below shows the comparison of the CCCRI for students from the fourth year in the charter school's Total Cohort and Community School District 5.

CCCRI of Fourth-Year Total Cohort by Charter School and School District		
Cohort	Charter School	School District
2012	N/A	N/A
2013	N/A	N/A
2014	154.6	Not available

Harlem Village Academy West achieved a College, Career, and Civic Readiness Index of 154.6. The CCCRI for Community School District 5 was not available for comparison at the time this report was completed.

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Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the fall following graduation.

RESULTS AND EVALUATION

The table below shows the percent of graduates enrolling in a college or university for each cohort as determined by data from the National Student Clearinghouse and student communication.

Matriculation Rate of Graduates by Year

Cohort	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Fall (b)	Matriculation Rate =[(b)/(a)]*100
2012	46	40	87.0%
2013	49	47	95.9%
2014	54	49	90.7%

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Harlem Village Academy West achieved two of the three measurable college preparation goals.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	Exceeded
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	The school's CCCRI was 154.6. The district's CCCRI was not available at the time this report was completed.
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: 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 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grade in April 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2017-18 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Refused	
3	94	0	0	0	3	97
4	59	0	0	0	5	64
5	60	0	0	0	1	61
6	66	0	0	0	0	66
7	47	0	0	0	0	47
8	53	0	0	0	1	54
All	379	0	0	0	10	389

RESULTS AND EVALUATION

The table below shows the results of the 2017-18 State English Language Arts exam.

⁵ 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.

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Performance on 2017-18 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	59.6%	94	59.6%	94
4	71.2%	59	71.2%	59
5	60.0%	60	60.0%	60
6	33.3%	66	33.3%	66
7	38.3%	47	38.3%	47
8	50.9%	53	50.9%	53
All	53.0%	379	53.0%	379

Harlem Village Academy West did not meet the measure.

ADDITIONAL EVIDENCE

The table below shows the results of the 2015-16, 2016-17, and 2017-18 State English Language Arts exam. There is a year-to-year increase in the percent of students enrolled in at least their second year achieving proficiency.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63.4%	71	78.9%	71	59.6%	94
4	-	-	61.9%	63	71.2%	59
5	-	-	-	-	60.0%	60
6	9.8%	61	14.3%	56	33.3%	66
7	4.3%	69	13.8%	58	38.3%	47
8	19.2%	52	27.4%	62	50.9%	53
All	25.2%	254	41.2%	311	53.0%	379

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

Goal 3: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially

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proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state’s ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The state’s English language arts MIP for all students is 100.7.

The table below shows the calculation of the school’s 2017-18 English language arts Performance Index.

English Language Arts 2017-18 Performance Index				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
379	14.5%	32.5%	39.1%	14.0%

PI	=	32.5	+	39.1	+	14.0	=	85.5
				39.1	+	14.0	=	53.0
					+	(.5)*14.0	=	7.0
						PI	=	145.5

Harlem Village Academy West exceeded the measure.

Goal 3: 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 school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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.⁶

⁶ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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RESULTS AND EVALUATION

The table below shows the results of the 2017-18 State English Language Arts exam for Harlem Village Academy West and Community School District 5.

2017-18 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	59.6%	94	32.0%	783
4	71.2%	59	29.0%	820
5	60.0%	60	22.0%	779
6	33.3%	66	32.0%	771
7	38.3%	47	25.0%	834
8	50.9%	53	34.0%	838
All	53.0%	379	28.9%	4825

Harlem Village Academy West met the measure for grades 3, 4, 5, 6, 7, 8, and overall average.

ADDITIONAL EVIDENCE

The table below shows the results of the 2015-16, 2016-17, and 2017-18 State English Language Arts exam for Harlem Village Academy West and Community School District 5. There is a year-to-year increase in the percent of all tested students enrolled in at least their second year achieving proficiency.

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

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	63.4%	21.0%	78.9%	23.0%	59.6%	32.0%
4	-	-	61.9%	24.0%	71.2%	29.0%
5	-	16.0%	-	21.0%	60.0%	22.0%
6	9.8%	23.0%	14.3%	18.0%	33.3%	32.0%
7	4.3%	22.0%	13.8%	26.0%	38.3%	25.0%
8	19.2%	26.0%	27.4%	32.0%	50.9%	34.0%
All	25.3%	21.5%	41.2%	24.1%	53.0%	28.9%

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

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Goal 3: Comparative Measure

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

METHOD

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows the Comparative Performance Analysis for the 2016-17 state English language arts exam.

2016-17 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	78.0	71	79	34.3	44.7	2.55
4	81.9	64	63	30.3	32.7	1.79
5	93.3	69	19	19.7	-0.7	-0.06
6	86.7	56	14	19.4	-5.4	-0.42
7	93.4	58	14	24.9	-10.9	-0.65
8	86.6	62	27	33.0	-6.0	-0.33
All	86.5	380	37.4	27.1	10.3	0.55

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the Comparative Performance Analysis for the 2014-15, 2015-16, and 2016-17 state English language arts exam.

English Language Arts Comparative Performance by School Year						
School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5th-8th	85.8	251	14.8	17.3	-0.21
2015-16	3rd, 5th-8th	88.3	320	22.3	23.5	-0.13
2016-17	3rd-8th	86.5	380	37.4	27.1	0.55

Goal 3: Growth Measure⁷

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 target of 50.

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 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.⁸

RESULTS AND EVALUATION

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academy West for 2016-17.

⁷ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁸ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	45.5	50.0
5	37.0	50.0
6	53.0	50.0
7	55.5	50.0
8	58.5	50.0
All	49.5	50.0

Harlem Village Academy West did not meet the measure.

ADDITIONAL EVIDENCE

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academy West for 2014-15, 2015-16, and 2016-17.

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

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	-	-	45.5	50.0
5	38.0	35.5	37.0	50.0
6	52.0	43.0	53.0	50.0
7	46.0	46.5	55.5	50.0
8	48.5	52.5	58.5	50.0
All	46.5	44.0	49.5	50.0

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academy West for 2017-18. The 2017-18 analysis is based on the initial release of the state's Growth Model data.

2017-18 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	42.0	50.0
5	52.0	50.0
6	60.0	50.0
7	70.0	50.0
8	73.5	50.0
All	59.0	50.0

Based on initial release of the state's Growth Model data for 2017-18, Harlem Village Academy West is on track to exceed the measure next year.

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Harlem Village Academy West achieved three of the English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Exceeded
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 school district of comparison.	Exceeded
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 2016-17 results.)	Exceeded
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 target of 50. (Using 2016-17 results.)	Did not meet for 2016-17 Exceeded for 2017-18

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core).⁹ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) for each accountability cohort.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹⁰

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4 on Common Core exam (or Percent Scoring at Least 75 if student took the Regents Comprehensive English Exam)
2012	48	83.3%
2013	49	63.3%
2014	54	63.0%

Harlem Village Academy West did not meet the measure.

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent scoring Performance Level 4 on the Regents Exam in English Language Arts (Common Core).

⁹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the Regents Comprehensive English exam. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 75 (the previous target for college and career readiness) on that exam as having met the target for this measure.

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	58	70.7%	54	61.1%	54	63.0%
2015	43	-	43	25.6%	41	46.3%
2016			36	-	36	13.9%
2017					43	-

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered a Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) for each accountability cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2012	48	100.0%
2013	49	97.9%
2014	54	98.1%

Harlem Village Academy West exceeded the measure.

¹¹ Based on the highest score for each student on the English Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent scoring Performance Level 3 on the Regents Exam in English Language Arts (Common Core).

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	58	70.7%	54	87.0%	54	98.1%
2015	43	-	43	41.9%	41	82.9%
2016			36	-	36	41.7%
2017					43	-

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.¹² To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 English language arts MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The state’s English language arts MIP for all students is 189.4.

The table below shows the calculation of the school’s 2017-18 Regents English Performance Index.

¹² For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
54	1.9%	33.3%	25.9%	38.9%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 33.3 & + & 25.9 & + & 38.9 & = & 98.1 \\
 & & & & 25.9 & + & 38.9 & = & 64.8 \\
 & & & & & + & (.5)*38.9 & = & \underline{19.4} \\
 & & & & & & \text{PI} & = & 182.4
 \end{array}$$

Harlem Village Academy West did not meet the measure.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The table below shows the percent of students in each cohort achieving Performance Level 4 or higher on the English Regents for Harlem Village Academy West compared to Community School District 5.

Percent Achieving Performance Level 4 or Higher on English Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	83.3%	48	34.0%	988
2013	63.3%	49	54.0%	1000
2014	63.0%	54	N/A	N/A

District results for the 2014 cohort were not available at the time this report was completed. When compared to the 2013 average, Harlem Village Academy West met the measure.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The table below shows the percent of students in each cohort achieving Performance Level 3 or higher on the English Regents for Harlem Village Academy West compared to Community School District 5.

Percent Achieving Performance Level 3 or Higher on English Regents
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100.0%	48	76.9%	988
2013	97.9%	49	79.1%	1000
2014	98.1%	54	N/A	N/A

District results for the 2014 cohort were not available at the time this report was completed. When compared to the 2013 average, Harlem Village Academy West met the measure.

Goal 3: Comparative Measure

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The table below shows the Regents English Performance Index for Harlem Village Academy West and Community School District 5 for each cohort.

English Regents Performance Index (PI)¹³
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	183.3	48	158.0	988
2013	167.3	49	164.0	1000
2014	182.4	54	N/A	N/A

District results for the 2014 cohort were not available at the time this report was completed. When compared to the 2013 average, Harlem Village Academy West met the measure.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

The table below shows the passing rate with a Level 4 on the Regents exam in English Language Arts (Common Core) for students who were not proficient on their New York State 8th grade English Language Arts exam.

¹³ For an explanation of the procedure to calculate the school's PI, see page 28.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁴

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core exam (or Scoring at Least 75 on the Regents Comprehensive English Exam)
2012	19	63.2%
2013	38	52.6%
2014	42	52.4%

Harlem Village Academy West exceeded the measure.

Goal 3: Growth Measure

Each year, 75 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 at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

The table below shows the passing rate with a Level 3 on the Regents exam in English Language Arts (Common Core) for students who were not proficient on their New York State 8th grade English Language Arts exam.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵

Cohort Designation	Number in Cohort	Percent Achieving Level 3 on Regents English Exam
2012	19	100.0%
2013	38	97.4%
2014	42	97.6%

Harlem Village Academy West exceeded the measure.

¹⁴ Based on the highest score for each student on the English Regents exam

¹⁵ Based on the highest score for each student on the English Regents exam

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL ¹⁶

Harlem Village Academy West achieved six of the High School English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	Did not meet
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Exceeded
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Exceeded
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Exceeded
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Exceeded
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

¹⁶ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 4: MATHEMATICS

Goal 4: 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 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2018. 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.

2017-18 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹⁷				Total Enrolled
		IEP	ELL	Absent	Refused	
3	95	0	0	0	2	97
4	59	0	0	0	5	64
5	60	0	0	0	1	61
6	66	0	0	0	0	66
7	47	0	0	0	0	47
8	53	0	0	0	1	54
All	380	0	0	0	9	389

RESULTS AND EVALUATION

The table below shows the results of the 2017-18 State Mathematics exam.

¹⁷ 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.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2017-18 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	86.3%	95	86.3%	95
4	96.6%	59	96.6%	59
5	91.7%	60	91.7%	60
6	39.4%	66	39.4%	66
7	27.7%	47	27.7%	47
8	35.8%	53	35.8%	53
All	66.3%	380	66.3%	380

Harlem Village Academy West did not meet the measure.

ADDITIONAL EVIDENCE

The table below shows the results of the 2015-16, 2016-17, and 2017-18 State Mathematics exam. There is an increase of 14.7 from 2016-17 to 2017-18 in the percent of students enrolled in at least their second year achieving proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2015-16		2016-17		2017-18	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	97.2%	72	98.6%	70	86.3%	95
4	-	-	90.6%	64	96.6%	59
5	-	-	-	-	91.7%	60
6	21.3%	61	12.5%	56	39.4%	66
7	36.2%	69	19.3%	57	27.7%	47
8	48.1%	52	22.4%	58	35.8%	53
All	52.4%	254	51.6%	306	66.3%	380

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

Goal 4: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

The state's mathematics MIP for all students is 103.3.

The table below shows the calculation of the school's 2017-18 mathematics Performance Index.

Mathematics 2017-18 Performance Level Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	14.5%	19.2%	28.7%	37.6%

PI	=	19.2	+	28.7	+	37.6	=	85.5
				28.7	+	37.6	=	66.3
					+	(.5)*37.6	=	18.8
						PI	=	170.7

Harlem Village Academy West exceeded the measure.

Goal 4: 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 school district of comparison.

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. 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.¹⁸

¹⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The table below shows the results of the 2017-18 State mathematics exam for Harlem Village Academy West and Community School District 5.

2017-18 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	86.3%	95	33.0%	812
4	96.6%	59	22.0%	838
5	91.7%	60	23.0%	796
6	39.4%	66	21.0%	778
7	27.7%	47	19.0%	844
8	35.8%	53	11.0%	693
All	66.3%	380	21.9%	4761

Harlem Village Academy West met the measure for grades 3, 4, 5, 6, 7, 8, and overall average.

ADDITIONAL EVIDENCE

The table below shows the results of the 2015-16, 2016-17, and 2017-18 State mathematics exam for Harlem Village Academy West and Community School District 5. There is an increase of 14.7 from 2016-17 to 2017-18 in the percent of students enrolled in at least their second year achieving proficiency.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
3	97.2%	22.0%	98.6%	25.0%	86.3%	33.0%
4	-	-	90.6%	18.0%	96.6%	22.0%
5	-	17.0%	-	21.0%	91.7%	23.0%
6	21.3%	18.0%	12.5%	17.0%	39.4%	21.0%
7	36.2%	17.0%	19.3%	15.0%	27.7%	19.0%
8	48.1%	7.0%	22.4%	4.0%	35.8%	11.0%
All	52.4%	16.3%	51.6%	17.3%	66.3%	21.9%

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

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

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

METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

The table below shows the Comparative Performance Analysis for the 2016-17 state mathematics exam.

2016-17 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	78.0	70	99	39.6	59.4	3.03
4	81.9	65	91	30.6	60.4	3.06
5	93.3	69	26	23.9	2.1	0.12
6	86.7	56	13	22.9	-9.9	-0.50
7	93.4	57	19	16.4	2.6	0.15
8	86.6	58	22	13.2	8.8	0.51
All	86.5	375	47.3	25.0	22.2	1.15

School's Overall Comparative Performance:

Higher than expected to a large degree

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the Comparative Performance Analysis for the 2014-15, 2015-16, and 2016-17 state mathematics exam.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2014-15	5th-8th	85.9	255	34.6	19.7	0.87
2015-16	3rd, 5th-8th	88.3	321	45.2	22.2	1.21
2016-17	3rd-8th	86.5	375	47.3	25.0	1.15

Goal 4: Growth Measure¹⁹

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 target of 50.

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 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

Given the timing of the state’s release of Growth Model data, the 2017-18 analysis is not yet available. This report contains 2016-17 results, the most recent Growth Model data available.²⁰

RESULTS AND EVALUATION

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academy West for 2016-17.

¹⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

²⁰ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	34.0	50.0
5	62.5	50.0
6	41.0	50.0
7	71.0	50.0
8	50.0	50.0
All	51.5	50.0

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academy West for 2014-15, 2015-16, and 2016-17.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2014-15	2015-16	2016-17	Target
4	-	-	34.0	50.0
5	35.0	43.5	62.5	50.0
6	77.0	60.5	41.0	50.0
7	69.5	57.0	71.0	50.0
8	48.0	57.5	50.0	50.0
All	57.0	54.5	51.5	50.0

The table below shows the unadjusted mean growth percentiles by grade level for Harlem Village Academy West for 2017-18. The 2017-18 analysis is based on the initial release of the state's Growth Model data.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	48.0	50.0
5	48.5	50.0
6	72.5	50.0
7	68.5	50.0
8	65.5	50.0
All	60.0	50.0

Based on initial release of the state's Growth Model data for 2017-18, Harlem Village Academy West is on track to exceed the measure next year.

SUMMARY OF THE MATHEMATICS GOAL

Harlem Village Academy West achieved four of the mathematics goals.

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 meet
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Exceeded
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 school district of comparison.	Exceeded
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 2016-17 results.)	Exceeded
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 target of 50. (Using the 2016-17 results.)	Exceeded for 2016-17 Exceeded for 2017-18

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams.²¹ This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 4 on a Regents mathematics exam for each accountability cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 4
2012	48	43.8%
2013	49	40.8%
2014	54	3.7%

Harlem Village Academy West did not meet the measure.

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent of students scoring at or above Performance Level 4 on a Regents mathematics exam.

²¹ Students in the 2014 and 2015 high school Accountability Cohorts may have taken the non-Common Core mathematics exams. As such, for 2017-18 and 2018-19, the Institute will continue to count any student who achieved at least a scale score of 80 (the previous target for college and career readiness) on that exam as having met the target for this measure.

²² Based on the highest score for each student on a mathematics Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2014	58	3.4%	54	3.7%	54	3.7%
2015	43	51.2%	43	51.2%	41	53.7%
2016			36	50.0%	36	47.2%
2017					43	25.6%

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 3 on a Regents mathematics exam for each accountability cohort.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort²³

Cohort Designation	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2012	48	100.0%
2013	49	100.0%
2014	54	100.0%

Harlem Village Academy West exceeded the measure.

²³ Based on the highest score for each student on a mathematics Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent of students scoring at or above Performance Level 3 on a Regents mathematics exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	58	100.0%	54	100.0%	54	100.0%
2015	43	86.0%	43	97.7%	41	97.6%
2016			36	88.9%	36	88.9%
2017					43	88.4%

Goal 4: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

METHOD

The state’s finalized and approved ESSA plan in 2018 includes a revised calculation of the high school Performance Index. In it, schools now receive additional credit for students scoring at Accountability Level 4.²⁴ To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state’s 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school’s fourth year Total Cohort for Graduation. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

The state’s mathematics MIP for all students is 149.1.

The table below shows the calculation of the school’s 2017-18 Regents mathematics Performance Index.

²⁴ For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see

www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics Performance Index (PI) For the 2014 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
54	0.0	85.2%	14.8%	0.0%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 85.2 & + & 14.8 & + & 0 & = & 100.0 \\
 & & & & 14.8 & + & 0 & = & 14.8 \\
 & & & & & + & (.5)*0 & = & \underline{0.0} \\
 & & & & & & \text{PI} & = & 114.8
 \end{array}$$

Harlem Village Academy West did not meet the measure.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The table below shows the percent of students in each cohort achieving Performance Level 4 or higher on a Regents mathematics exam for Harlem Village Academy West compared to Community School District 5.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2012	43.8%	48	21.0%	988
2013	40.8%	49	23.0%	1000
2014	3.7%	54	N/A	N/A

District results for the 2014 cohort were not available at the time this report was completed. When compared to the 2013 average, Harlem Village Academy West exceeded the measure.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The table below shows the percent of students in each cohort achieving Performance Level 3 or higher on a Regents mathematics exam for Harlem Village Academy West compared to Community School District 5.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2012	100.0%	48	79.4%	988
2013	100.0%	49	78.7%	1000
2014	100.0%	54	N/A	N/A

District results for the 2014 cohort were not available at the time this report was completed. When compared to the 2013 average, Harlem Village Academy West exceeded the measure.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

The table below shows the Regents mathematics Performance Index for Harlem Village Academy West and Community School District 5 for each cohort.

Mathematics Regents Performance Index (PI)²⁵
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	PI	Cohort Size	PI	Cohort Size
2012	177.1	48	166.0	988
2013	140.8	49	169.0	1000
2014	114.8	54	N/A	N/A

District results for the 2014 cohort were not available at the time this report was completed. When compared to the 2013 average, Harlem Village Academy West did not meet the measure.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics 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 grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The table below shows the passing rate with a Level 4 on a Regents mathematics exam for students who were not proficient on their New York State 8th grade mathematics exam.

²⁵ For an explanation of the procedure to calculate the school's PI, see page 46.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁶

Cohort Designation	Number in Cohort	Percent Achieving Level 4 on Common Core Exam
2012	4	0.0%
2013	35	31.4%
2014	40	0.0%

Harlem Village Academy West did not meet the measure.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics 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 move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The table below shows the passing rate with a Level 3 on a Regents mathematics exam for students who were not proficient on their New York State 8th grade mathematics exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ²⁷

Cohort Designation	Number in Cohort	Percent Achieving Level 3
2012	4	100.0%
2013	35	100.0%
2014	40	97.5%

Harlem Village Academy West exceeded the measure.

²⁶ Based on the highest score for each student on the English Regents exam

²⁷ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL ²⁸

Harlem Village Academy West achieved three of the high school mathematics goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	Did not meet
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	Did not meet
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	Exceeded
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Did not meet
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

²⁸ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

GOAL 5: SCIENCE

Goal 3: Science

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

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2018. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The table below shows the results of the 2017-18 State science exam.

Charter School Performance on 2017-18 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89.7%	58	71.4%	800
8	64.8%	54	19.2%	594
All	77.7%	112	49.1%	1394

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the results on the New York State science exam for 2015-16, 2016-17, and 2017-18.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2015-16		2016-17		2017-18	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	-	-	93.8%	64	89.7%	58
8	72.5%	51	70.0%	60	64.8%	54
All	72.5%	51	82.3%	124	77.7%	112

Goal 5: 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 school district of comparison.

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. 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 school district of comparison. Given the timing of the state's release of district science data, the 2017-18 comparative data is not yet available. Schools should report comparison to the district's **2016-17** data.

RESULTS AND EVALUATION

The table below shows the results of the 2017-18 state Science exam for Harlem Village Academy West and the results of the 2016-17 state Science exam for Community School District 5.

2017-18 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students ²⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	89.7%	58	76.2%	842
8	64.8%	54	25.8%	761
All	77.7%	112	52.3%	1603

Harlem Village Academy West exceeded the measure.

²⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The table below shows the results of the state Science exam for Harlem Village Academy West and Community School District 5 for 2015-16, 2016-17, and 2017-18.

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					
	2015-16		2016-17		2017-18	
	Charter School	District	Charter School	District	Charter School	District
4	-	-	93.8%	76.2%	89.7%	71.4%
8	72.5%	28.8%	70.0%	25.8%	64.8%	19.2%
All	72.5%	28.8%	82.3%	52.3%	77.7%	49.1%

SUMMARY OF THE SCIENCE GOAL

Harlem Village Academy West achieved both science goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	Exceeded
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 school district of comparison.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

The table below shows the percent of students in each cohort that have passed a science Regents exam with a score of 65 or higher by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	48	100.0%
2013	49	89.8%
2014	54	94.4%

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

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

³⁰ Based on the highest score for each student on any science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	58	-	54	88.9%	54	94.4%
2015	43	-	43	14.0%	41	80.5%
2016			36	77.8%	36	83.3%
2017					43	67.4%

Goal 5: Comparative Measure

Each year, the percent of 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 school district of comparison.

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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

The table below shows the percent of students in each cohort that have passed a science Regents exam with a score of 65 or higher for Harlem Village Academy West and Community School District 5. Cohort size and percent passing for Community School District 5 for 2017-18 had not been released at the time this report was completed. The district's 2016-17 percent passing is shown below for 2014 cohort comparison.

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
2012	100.0%	48	72.0%	988
2013	89.8%	49	73.4%	1000
2014	94.4%	54	N/A	N/A

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Harlem Village Academy West achieved both high school science goals.

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

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: 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 each cohort that have passed the U.S. History Regents exam with a score of 65 or higher by their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	48	100.0%
2013	49	89.8%
2014	54	87.0%

EVALUATION

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the percent of students in each cohort that have passed the U.S. History Regents exam with a score of 65 or higher.

³¹ Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	58	-	54	64.8%	54	87.0%
2015	43	-	43	-	41	73.2%
2016			36	-	36	-
2017					43	-

Goal 6: Comparative Measure

Each year, the percent of 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 school district of comparison.

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 school district of comparison. 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 percent of students in each cohort that have passed the U.S. History Regents exam with a score of 65 or higher for Harlem Village Academy West and Community School District 5. Cohort size and percent passing for Community School District 4 for 2017-18 had not been released at the time this report was completed. The district's 2016-17 percent passing is shown below for 2014 cohort comparison.

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
2012	100.0%	48	69.3%	988
2013	89.8%	49	71.4%	1000
2014	87.0%	54	N/A	N/A

EVALUATION

Harlem Village Academy West exceeded the measure.

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: Absolute Measure

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

METHOD

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

RESULTS

The table below shows the percent of students in each cohort that have passed the Global History Regents exam with a score of 65 or higher by their fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort³²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2012	48	100.0%
2013	49	95.9%
2014	54	83.3%

EVALUATION

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the percent of students in each cohort that have passed the Global History Regents exam with a score of 65 or higher.

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

Cohort Designation	2015-16		2016-17		2017-18	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2014	58	58.6%	54	70.4%	54	83.3%
2015	43	-	43	62.8%	41	87.8%
2016			36	-	36	72.2%
2017					43	2.3%

³² Based on the highest score for each student on a science Regents exam

2017-18 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 6: 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 school district of comparison.

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 school district of comparison. 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 each cohort that have passed the Global History Regents exam with a score of 65 or higher for Harlem Village Academy West and Community School District 5. Cohort size and percent passing for Community School District 4 for 2017-18 had not been released at the time this report was completed. The district's 2016-17 percent passing is shown below for 2014 cohort comparison.

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
2012	100.0%	48	65.9%	988
2013	95.9%	49	65.2%	1000
2014	83.3%	54	N/A	N/A

EVALUATION

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE SOCIAL STUDIES GOAL

Harlem Village Academy West achieved all four of the Social Studies goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.	Exceeded
Comparative	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 school district of comparison.	Exceeded
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.	Exceeded
Comparative	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 school district of comparison.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. We have implemented a comprehensive academic program that addresses the unique needs of the students who enter HVA West in Kindergarten or have previously entered HVA West in 5th grade. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

GOAL 7: ESSA

Goal 7: ESSA

Students at Harlem Village Academy West will meet and exceed state standards in all areas required by the ESSA accountability guidelines.

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Harlem Village Academy West is in “Good Standing” for the 2017-18 school year.

Harlem Village Academy West met the measure.

ADDITIONAL EVIDENCE

The table below shows the school’s accountability status for 2015-16, 2016-17, and 2017-18.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing
