



HARLEM VILLAGE ACADEMIES

**Harlem Village Academy West
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 14, 2020

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BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2019-20 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
David Zwiebel	Chair
Daniel Pianko	Treasurer
Dr. Deborah Kenny	Secretary
Dr. Andrew August	Member
Aria Gee	Member
Erica Newman	Member
Ronald Sernau, Esq.	Member

Deborah Kenny has served as the Executive Director since 2003.

SCHOOL OVERVIEW

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 serve approximately 836 students in grades Kindergarten through twelfth. The programmatic adjustments the school made as a response to the transition to remote learning in March 2020 include comprehensive deployment of Google Classroom and Zoom web conferencing to deliver instruction and support within adjusted class schedules and normed expectations.

ENROLLMENT SUMMARY

The school’s BEDS Day enrollment is shown in the table below.

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	
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
2018-19	110	97	95	77	83	60	55	61	37	48	40	35	38	838
2019-20	50	75	110	84	81	75	68	65	59	57	42	36	34	836

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 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2019-20 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 and acceptable exit reasons: <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 and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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 30th
2017-18	2014-15	2014	55	1	54
2018-19	2015-16	2015	38	0	38
2019-20	2016-17	2016	34	0	34

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 Graduated or 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)
2017-18	2014-15	2014	54	0	54
2018-19	2015-16	2015	38	0	38
2019-20	2016-17	2016	34	1	35

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or 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)
2017-18	2013-14	2013	0	1	1
2018-19	2014-15	2014	0	1	1
2019-20	2015-16	2015	0	0	0

PROMOTION POLICY

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.

Adjustments made due to the Covid-19 school closure include opportunities for students to improve their course outcomes, with failing grades temporarily evaluated as incomplete.

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

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) each year.

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.

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 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	41	100%
2019	49	96%

Harlem Village Academy West exceeded this measure.

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.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 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	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	36	69%
2017	2018-19	40	80%
2018	2019-20	41	95%

Harlem Village Academy West exceeded the measure for the 2017 and 2018 cohorts, but did not meet the measure for the 2016 cohort.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from 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

The school's graduation requirements appear in this document above the graduation goal.

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	School Year	Number in Cohort	Percent Graduating
2014	2017-18	54	100%
2015	2018-19	38	100%
2016	2019-20	34	100%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	49	97.9%
2014	2018-19	54	100%
2015	2019-20	38	100%

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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 bellow.

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

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

Percentage of the 2016 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 = $[(b)/(a)]*100$
Regents Geometry Common Core Exam	1	1	100%
Regents Earth Science Exam	2	2	100%
Regents Spanish Exam	3	3	100%
Overall	6	6	100%

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	2	100%
2015	2018-19	2	100%
2016	2019-20	6	100%

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Harlem Village Academy West achieved four of the five applicable 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 2017 and 2018 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.	N/A
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 the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

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;
- 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 indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2016 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	22	14	63.6%
Achieving the college and career readiness benchmark on the SAT – Evidence-Based Reading and Writing	34	19	55.9%
Achieving the college and career readiness benchmark on the SAT – Math	34	12	35.3%
Overall	34	19	55.9%

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.

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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 school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = $[(b)/(a)]*100$
2014	2017-18	54	49	90.7%
2015	2018-19	38	37	97.4%
2016	2019-20	34	29	85.2%

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Harlem Village Academy West achieved one of the two applicable college preparation goals.

Type	Measure	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.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
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 the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West. 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

ELEMENTARY/MIDDLE ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary/Middle ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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.

BACKGROUND

The purpose of the HVA literacy curriculum is to develop sophisticated student thinking and a passion for reading. Students who are immersed in a book at school are more likely to continue reading during their free time, thereby reading an hour or more each day. When students are avid readers they acquire a breadth and depth of knowledge and vocabulary as well as improving their fluency, grammar, and syntax—all of which organically strengthens their comprehension. This is accomplished through the core components of balanced literacy instruction: independent reading, guided reading, shared reading/ close reading, read aloud, writing workshop, phonics and vocabulary. All these components were continued once we transitioned to remote learning in March 2020.

METHOD

We administer interim assessments in ELA three to four times per year to measure student progress, inform instructional practices, group students for instruction and intervention, evaluate curriculum and staff, and monitor progress towards our mission and goals. In grades 3-8 these interim assessments evaluate decoding, fluency, and reading comprehension skills. These norm-reference standardized tests provide comparative results that illuminate grade level proficiency.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Performance on 2019-20 English Language Arts Final Interim Assessment Exam By All Students Enrolled

Grades	All Students	
	Percent Proficient	Number Tested
3	83.5%	84
4	100.0%	80
5	67.2%	74
6	80.3%	66
7	73.7%	61
8	61.7%	59
All	80.3%	424

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59.6%	94	69.9%	73	83.5%	84
4	71.2%	59	60.5%	81	100.0%	80
5	60.0%	60	53.8%	52	67.2%	74
6	33.3%	66	77.8%	54	80.3%	66
7	38.3%	47	35.1%	57	73.7%	61
8	50.9%	53	43.2%	37	61.7%	59
All	53.0%	379	58.2%	354	80.3%	424

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

SUMMARY OF THE ELEMENTARY/MIDDLE ENGLISH LANGUAGE ARTS GOAL

Above you will see final percent proficient for students in each grade based on their final ELA interim assessment last year. We took each student's score and scaled it based on the average percentage of growth between our dress rehearsal and the New York State Test from the previous two school years to determine a score that reflects our understanding of how our students would have performed on the state test had it occurred last year.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West. 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

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 the Regents English exam that students must pass to graduate. 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). 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

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 Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	34	63.0%
2015	2018-19	38	0	19	50.0%
2016	2019-20	34	0	19	55.9%

Harlem Village Academy West did not meet the measure.

² Based on the highest score for each student on the English Regents exam

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).

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	36	13.9%	34	50.0%	34	57.5%
2017	43	-	40	17.5%	34	26.5%
2018			46	-	41	12.8%
2019					49	-

*Excludes students who had not previously sat for the Regents Exam in English Language Arts (Common Core) and were exempted.

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 the 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	53	98.1%
2015	2016-19	38	0	37	97.4%
2016	2019-20	34	0	33	97.0%

Harlem Village Academy West exceeded the measure.

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	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	36	41.7%	34	91.2%	34	97.0%
2017	43	-	40	60.0%	34	72.7%
2018			46	-	41	53.8%
2019					49	-

*Excludes students who had not previously sat for the Regents Exam in English Language Arts (Common Core) and were exempted.

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.

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

2019-20 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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	42	0	22	52.4%
2015	2018-19	31	0	13	41.9%
2016	2019-20	28	0	13	46.4%

Harlem Village Academy West met the measure for 2014, but did not meet the measure for 2015 and 2016.

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	42	0	41	97.6%
2015	2018-19	31	0	30	96.8%
2016	2019-20	28	0	27	96.4%

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Harlem Village Academy West achieved three of the four applicable 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.	N/A
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.	N/A
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.	N/A
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.	N/A
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.	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 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 the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

GOAL 4: MATHEMATICS

ELEMENTARY/MIDDLE MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

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.

BACKGROUND

HVA has strategically designed a sophisticated scope and sequence and curricular materials. For workshop, our curriculum is sequenced uniquely for HVA, but pulls resources from Eureka, Children’s Mathematics, Contexts for Learning Mathematics, and Fosnot’s work from the series Young Mathematicians at Work. Our workshop curriculum is also adapted year to year based on teacher feedback and student mastery. Our problem solving and fluency resources are teacher created, pulling inspiration from many resources. Students are deeply engaged in problem solving, reasoning, proving, and discussing mathematics. Student work is aligned with grade level tasks that connect to a clear trajectory of long- and short-term learning targets. The questions and tasks posed to students elicit the use of higher order thinking skills for all students. Our mathematics program includes the following components: Fluency, Problem Solving, Jars, Routines and Games and math workshop. All these components were continued once we transitioned to remote learning in March 2020.

METHOD

We administer interim assessments in Math four times per year to measure student progress, inform instructional practices, group students for instruction and intervention, evaluate curriculum and staff, and monitor progress towards our mission and goals.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Performance on 2019-20 Mathematics Final Interim Assessment Exam By All Students Enrolled

Grades	All Students	
	Percent Proficient	Number Tested
3	100.0%	83
4	95.5%	80
5	75.3%	74
6	100.0%	66
7	79.4%	61
8	56.8%	59
All	93.8%	423

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	86.3%	95	76.7%	73	100.0%	83
4	96.6%	59	79.0%	81	95.5%	80
5	91.7%	60	96.2%	52	75.3%	74
6	39.4%	66	96.4%	55	100.0%	66
7	27.7%	47	37.5%	56	79.4%	61
8	35.8%	53	55.3%	38	56.8%	59
All	66.3%	380	74.6%	355	93.8%	423

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

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Above you will see final percent proficient for students in each grade based on their final math interim assessment last year. We took each student's score and scaled it based on the average percentage of growth between our dress rehearsal and the New York State Test from the previous two school years to determine a score that reflects our understanding of how our students would have performed on the state test had it occurred last year.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

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 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. 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

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 Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	2	3.7%
2015	2018-19	38	0	21	55.3%
2016	2019-20	34	0	21	61.8%

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.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	36	47.2%	34	47.1%	34	61.8%
2017	43	25.6%	40	27.5%	34	32.4%
2018			46	10.9%	41	19.5%
2019					49	45.5%

*Excludes students who had not previously sat for a Common Core Regents Mathematics Exam and were exempted.

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 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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

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.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	54	100.0%
2015	2016-19	38	0	37	97.4%
2016	2019-20	34	0	34	100.0%

Harlem Village Academy West exceeded the measure.

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	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	36	88.9%	34	91.2%	34	100.0%
2017	43	88.4%	40	95.0%	34	100.0%
2018			46	69.6%	41	90.2%
2019					49	63.6%

*Excludes students who had not previously sat for a Common Core Regents Mathematics Exam and were exempted.

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.

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

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 exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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 exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

2019-20 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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	40	0	0	0.0%
2015	2018-19	23	0	7	30.4%
2016	2019-20	20	0	7	35.0%

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 ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	40	0	39	97.5%
2015	2018-19	23	0	22	95.7%
2016	2019-20	20	0	20	100.0%

Harlem Village Academy West exceeded the measure.

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Village Academy West achieved two of four the applicable 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.	N/A
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.	N/A
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.	N/A
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.	N/A
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 the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

GOAL 5: SCIENCE

ELEMENTARY/MIDDLE SCIENCE

Summary of changes to the Elementary/Middle Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 5: Science

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

BACKGROUND

Our approach to science instruction is based on a core tenet of progressive pedagogy: that students learn science by doing scientific work. Thus, our science curriculum is inquiry-based and centered on scientific habits of mind such as questioning, designing, testing and analyzing. Students learn about and use the scientific method to design experiments gather data and develop reliable methods to answer questions. They are required to explain their thinking based on evidence and justify their conclusions.

METHOD

Students were scheduled for science once per week. During remote learning, student learning continued through zoom and Google Classroom. In early childhood the key to developing scientific thinking is to integrate higher order questions and student capacity to use questions in order to test hypotheses. This process continued during remote learning as lessons included science experiments on zoom while facilitating student thinking routines to ensure depth of understanding.

RESULTS AND EVALUATION

For K-8, evaluation of student achievement and participation was holistic, with teachers supporting their consistent engagement. Due to the nature of the subject and way we were able to teach it in a remote environment we determined no course grade would be given for the year. Additionally, we chose to switch our science curriculum to amplify for the following year to ensure we could provide the best science education in both a remote and in person environment.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

We used formative assessments on a weekly basis that helped us to adjust our instruction in order for students to be successful. Due to COVID, we were unable to complete the rest of our assessments when we went into remote learning. Just like the science state test itself the nature of our assessments is incredibly hands on and experienced based. We were able to transform this experience to meet the needs our students by having them perform virtual science experiments over zoom where they received verbal and written feedback in google classroom from their science teacher.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the 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 Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	51	94.4%
2015	2016-19	38	0	34	89.5%
2016	2019-20	34	0	34	100.0%

Harlem Village Academy West exceeded the measure.

⁴ Based on the highest score for each student on any science Regents exam

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.

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

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	36	83.3%	34	94.1%	34	100.0%
2017	43	67.4%	40	82.5%	34	88.2%
2018			46	67.4%	41	85.4%
2019					49	-

*Excludes students who had not previously sat for a science Regents Exam and were exempted.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

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 Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	47	87.0%
2015	2016-19	38	0	32	84.2%
2016	2019-20	34	0	28	82.4%

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.

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

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	36	-	34	73.5%	34	82.4%
2017	43	-	40	-	34	-
2018			46	-	41	-
2019					49	-

*Excludes students who had not previously sat for the U.S. History Regents Exam and were exempted.

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

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.

Due to the state’s cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

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 Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	54	0	45	83.3%
2015	2016-19	38	0	38	100.0%
2016	2019-20	34	0	29	85.3%

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	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	36	72.2%	34	85.3%	34	85.3%
2017	43	2.3%	40	87.5%	34	91.2%
2018			46	-	41	-
2019					49	-

*Excludes students who had not previously sat for the Global History Regents Exam and were exempted.

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.

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

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

Based on 2018-19 results, Harlem Village Academy West is in “Good Standing” for the 2019-20 school year.

Harlem Village Academy West met the measure.

ADDITIONAL EVIDENCE

The table below shows the school’s accountability status for 2017-18, 2018-19, and 2019-20.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing
