



**Harbor Science and Arts  
Charter School**

**2022-23 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Pierre Hunt

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## 2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Pierre Hunt prepared this 2022-23 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position
	Office (e.g. chair, treasurer, secretary)
Phil Salmon	Board Chair, Finance Committee
Alvin Patrick	Vice Chair, Fundraising Committee Chair
Lisa Stenson Desamours	Finance Committee Chair
Richard Asche	Finance Committee, Education Committee
Susan Etess	Education Committee Chair
Joanne Hunt	Finance Committee, Education Committee, Personnel Committee
Arielle Patrick	Fundraising Committee
Olivia Nelson	Education Committee, Personnel Committee
Robert North	Personnel Committee

**Pierre Hunt has served Harbor Science & Arts Charter School since August 2003 as both an instructor and administrator. Pierre Hunt has served as the school leader since August 15<sup>th</sup>, 2022.**

## SCHOOL OVERVIEW

*It is the mission of Harbor Science and Arts Charter School to provide students with a high-quality education through a rigorous academic program that infuses character building, physical wellness, and the arts. Students will graduate with the skills and knowledge necessary to succeed in higher learning institutions and have the capability to make a positive contribution to society.*

Harbor Science and Arts Charter School (HSACS), serving grades K-8 was founded in September 2000 and is located in East Harlem, NYC. HSACS received its latest five-year renewal with conditions in March 2022. Since its inception, HSACS has progressively worked towards establishing a stable and positive school community and continues to be deeply committed to providing a high-quality academic alternative to the students of New York City.

The school is committed to providing a challenging, rigorous, standards-based curriculum and by drawing upon the most successful practices in education, students at Harbor Science and Arts Charter School are prepared for success while at the school, as well as to succeed in higher level institutions or vocational studies. It is our on-going commitment to support our school so that students meet and exceed standards.

As set forth in our mission statement, the school will provide students with a high-quality education through a rigorous academic program. However, the school understands that many students are entering behind grade level, have learning differences, and due to the COVID-19 pandemic, there is still a lingering loss of learning by many. HSACS is committed to providing the resources necessary to bring students to grade level by incorporating a variety of elements into the program:

- In 2022-2023, under the first year of new leadership continued an integrated co-teaching model from K-8 grades. The integrated co-teaching model applied for every grade to support the over 30% Special Education population at HSACS and to assist in continuing to mitigate the learning loss from the COVID-19 pandemic and the subsequent years afterwards with the return of students in-house.

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- Smaller class sizes in grades 6-8 to ensure needs are truly met through small group and individual learning strategies.
- A comprehensive Response to Intervention (RTI) program to support students that had learning loss due to the COVID-19 pandemic and to prioritize evaluation to the Committee on Special Education for those students who require more intervention and support.
- A comprehensive professional development program for instructors in order to expand faculty knowledge in the areas of RTI, data analysis, portfolio development, and using data to inform instruction.
- Comprehensive social emotional learning (SEL) program which includes improving self-awareness and management of self.
- A variety of technology resources including but not limited to Chromebooks for each student, as well as increased digital platform options for each subject that developed and maintained more student output.

HSACS has incorporated the Next Generation Learning Standards into all curricula for students this year, continuing to utilize Great Minds for both English Language Arts (Wit & Wisdom) and Mathematics (Eureka) for K-8. During the 2022-23 school year, the school utilized the virtual assessment and differentiation tools to support both programs further while each year providing veteran and new staff with comprehensive professional development on each component. The continued use of iReady despite NYS Testing requirements for K-8 will continue to allow leadership and instructors to monitor individual growth of students “where they are” throughout the school year with assigned individual lessons and scheduled diagnostic/growth monitoring assessments. This system along with quarterly interim assessments will allow HSACS to monitor student growth in preparation for the NYS assessments each year.

HSACS is committed to continued development of the arts program for the school community. Making art and music more accessible for all students and providing students with increased opportunities for exposure including but not limited to instruments and virtual field trips. A highly-qualified art teacher was hired mid-year to take over the art/music program, and focusing solely on art, spearheaded many events seen at Harbor years ago, including a silent auction and art show.

HSACS believes in a strong culture of respect for self and others. Routines are in place to ensure the safety of the entire school community in order to maximize learning and effective functioning through the course of the school day. Furthermore, clearly defined policies, supported by understood systems that encourage and acknowledge positive behaviors and efforts, as well as discourage negative actions that may permeate the school environment. Additionally, conversations between the students and staff

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about behavior expectations that encourage students to explain the inherent rewards, both intrinsic and extrinsic, of a positive outlook and attitude daily.

The best predictors of student success are parent engagement and parent trust and confidence in the school. HSACS is committed to engaging families as a central component of its educational approach so that families from all cultural groups and socioeconomic statuses are included as partners in advancing the achievement of and celebrating the students within the school community.

HSACS takes pride in the focus on Special Education, with an approximate 30% population.

- Academic Support Administrator on Leadership Team
- Compliance Coordinator
- SETSS Instructors for all grades – pull out/push in to meeting IEP goals
- Response to Intervention (RTI) Instructors
- Integrated Co-Teaching (ICT) Model
- School Social Worker
- Speech therapy, occupational therapy, physical therapy
- Targeted professional development (weekly)

The HSACS Leadership Team is comprised of four educators and one operations administrator, three of who are veteran teachers at the school, all of whom are highly qualified and present specific focused instructional/operational expertise needed for the next charter term.

The Board of Trustees has enthusiastically committed to this team to ensure academic support, organizational effectiveness, and financial stability to help move HSACS towards a five-year renewal. A strategic plan developed collaboratively with the Board of Trustees will afford HSACS with a forward-thinking mindset to develop positive change in the five years to come and hold all stakeholders accountable for what needs to be done for both the students and families.

The HSACS Leadership Team has contracted Schoolworks, a national education consulting provider, as a condition of renewal. Schoolworks works with schools to support sustainable school improvement through the five key areas of accountability, quality reviews, instructional support, leadership support, and school developer support. The team visited the school for three days, meeting

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with students, parents, staff, observing instruction, and meeting with focus groups to assure that everyone is aligned to the key elements of the school.

### ENROLLMENT SUMMARY

In the table below, provide the school's BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	25	31	30	29	27	31	31	27	19	n/a	n/a	n/a	n/a	250
2018-19	24	23	26	31	30	25	30	34	28	n/a	n/a	n/a	n/a	251
2019-20	24	23	26	31	30	25	30	34	28	n/a	n/a	n/a	n/a	234
2020-21	15	14	23	23	29	30	28	23	33	n/a	n/a	n/a	n/a	218
2021-22	15	10	12	16	25	25	37	28	30	n/a	n/a	n/a	n/a	198
2022-23	12	11	12	13	26	21	30	25	28	n/a	n/a	n/a	n/a	178

### GOAL 1: ENGLISH LANGUAGE ARTS

Students will become proficient in English Language Arts skills of reading, writing, speaking, and listening.

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## BACKGROUND

In 2022-23, HSACS utilized the Wit & Wisdom English Language Arts (ELA) Curriculum by Great Minds in Grades K-8, as well as the FUNdations phonics program in grades K-3. HSACS provided a curriculum pacing guide to teachers in all grades to ensure all required skills and concepts of the Next Generation Learning Standards would be addressed throughout the course of the school year. Instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

In the 2022-23 school year, HSACS continued the fully Integrated Co-Teaching model focusing on all nine grade levels, to meet the needs of Special Education students, various learning styles, and to continue to mitigate the learning loss due to the pandemic.

## ELEMENTARY AND MIDDLE ELA

### ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	12	0	0	7	0	0	0	12
4	24	0	1	8	0	0	0	25
5	19	0	3	7	0	0	0	22
6	29	0	0	9	0	0	0	29
7	25	0	0	8	0	0	0	25
8	23	0	2	6	0	0	0	25
All	134	0	4	45	0	0	0	138

Performance on 2022-23 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year<sup>1</sup>

Grade	All Students	Enrolled in at least their Second Year
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<sup>1</sup> Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

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	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	12	1	8%	12	1	8%
4	24	7	29%	15	5	33%
5	20	7	37%	16	5	31%
6	29	11	39%	24	10	42%
7	25	17	68%	22	15	68%
8	23	16	64%	22	15	68%
All	133	59	40.8%	111	51	42%

### ELA Measure 2 - Absolute

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.

### ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

### 2022-23 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	8%	12	45.1%	550
4	33%	15	48%	589
5	31%	16	44.4%	595
6	42%	24	44%	689
7	68%	22	43.7%	734
8	68%	22	60.9%	753
All	42%	111	47.7%	3910

### ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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## 2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4 <sup>2</sup>		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				
8				
All				

### ELA Measure 5 - 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.

### ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

### SUMMARY OF THE ELA GOAL

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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.	No
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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No

<sup>2</sup> Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

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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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	N/A
	[Write in additional measure here]	

### EVALUATION OF ELA GOAL

### ADDITIONAL CONTEXT AND EVIDENCE

### ELA ACTION PLAN

## GOAL 2: MATHEMATICS

Students will become proficient in the mathematics skills of problem solving and computation and relate these skills to real world applications

### BACKGROUND

In 2022-23, Harbor Science and Arts Charter School continued to utilize the Eureka Mathematics curriculum in grades K-8. The instructional leadership team provided a curriculum pacing guide to teachers in all grades to ensure all required skills and concepts of the Next Generation Learning Standards would be addressed throughout the course of the school year. To align the Common Core Standards with the Next Generation Standards, a crosswalk document was shared and teachers were required to use these in their lesson plans. Instructors were provided with additional resources to supplement instruction to meet all students' needs and levels.

For the 2022-23 school year, mathematics instruction was fully taught in person, continuing from the last school year. HSACS continued the model of a fully Integrated Co-Teaching model focusing on all nine grade levels this time, to meet the needs of Special Education students, various learning styles, and to continue to mitigate learning loss.

## ELEMENTARY AND MIDDLE MATHEMATICS

### **Math Measure 1 - 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 Mathematics examination for grades 3-8.

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The tables below summarize the participation information for this year’s test administration as well as the performance of all students and students enrolled for at least two years.

2022-23 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	12	0	0	7	0	0	0	0	12
4	24	0	1	8	0	0	0	0	25
5	20	0	3	7	0	0	0	0	23
6	29	0	1	9	0	0	0	0	30
7	25	0	0	8	0	0	0	0	25
8	25	0	2	6	0	0	0	0	27
All	135	0	6	45	0	0	0	0	142

Performance on 2022-23 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	12	1	8%	12	1	8%
4	24	6	25%	15	5	3%
5	19	6	32%	13	4	31%
6	29	13	45%	24	11	52%
7	25	10	40%	22	10	45%
8	25	13	52%	22	12	55%
All	134	49	33.7%	108	43	32%

### Math Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

### Math Measure 3 - Comparative

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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.

### 2022-23 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	8%	12	43.4%	619
4	3%	15	36%	639
5	31%	13	37.2%	650
6	52%	24	38.7%	741
7	45%	22	38.3%	780
8	55%	22	30%	379
All	32%	108	37%	3808

### Math Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

### 2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3				
4				
5				
6				
7				
8				
All				

### Math Measure 5 - Growth

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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.

### MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3<sup>rd</sup> – 8<sup>th</sup> grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

### SUMMARY OF THE MATHEMATICS GOAL

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.	No
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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
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.	N/A

### EVALUATION OF THE MATHEMATICS GOAL

### ADDITIONAL CONTEXT AND EVIDENCE

### MATHEMATICS ACTION PLAN

## GOAL 3: SCIENCE

### BACKGROUND

Provide a brief narrative discussing science curriculum, instruction, assessment, and professional development at the school. Provide a summary of any important changes to the science program or staff during the 2022-23 school year.

### ELEMENTARY AND MIDDLE SCIENCE

#### Science Measure 1 - 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 science examination.

The school administered the New York State Testing Program science assessment to students in 8<sup>th</sup> grade in spring 2023. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022-23 State Science Exam  
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 <sup>nd</sup> Year		
	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A
8	*		
All			

**\*The 2022-2023 Science Data for 8<sup>th</sup> grade is not available in the SIRS Test Data System. Only ELA and Math data has been made available.**

#### Science Measure 2 - Comparative

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.

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.

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## Charter School and District Performance by Grade Level

	Charter School Students in at Least 2 <sup>nd</sup> Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	N/A	N/A	N/A			
8	*					
All						

**\*The 2022-2023 Science Data for 8<sup>th</sup> grade is not available in the SIRS Test Data System. Only ELA and Math data has been made available.**

## SUMMARY MIDDLE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
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.	N/A
	[Write in optional measure here]	

## EVALUATION OF THE SCIENCE GOAL

## ADDITIONAL CONTEXT AND EVIDENCE

## ACTION PLAN

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the

## GOAL 4: ESSA

### ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

## ADDITIONAL CONTEXT AND EVIDENCE

Provide a narrative reviewing the school’s ESSA status during each year of the current Accountability Period.

APPENDIX A: DATA REPORTING TABLES

I-READY

2022-23 i-Ready [ELA] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school’s median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	145	139.2%	Yes
Measure 2: Each year, the school’s median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	62	148%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>3</sup>	139.2 %	42	101.5%	No
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	115	22%	No

End of Year Performance on 2022-23 i-Ready [ELA] Assessment  
By All Students and Students Enrolled in At Least Their Second Year

<sup>3</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school’s mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

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Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	8%	13/13	9%	11
4	12%	26/29	14%	22
5	18%	22/26	20%	15
6	23%	31/33	24%	25
7	33%	27/30	37%	19
8	23%	30/31	26%	23
All	20%	149/162	22%	115

### End of Year Growth on 2022-23 i-Ready [ELA] Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	61%	13/13
4	125%	25/29
5	163%	22/26
6	157%	30/33
7	185%	26/30
8	144%	29/31
All	139.2%	145/162

### I-READY

#### 2022-23 i-Ready [Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
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Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students will be equal to or greater than 100%.	All students	100%	144/162	120.2%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 <sup>rd</sup> through 8 <sup>th</sup> grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	62	148%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 <sup>rd</sup> through 8 <sup>th</sup> grade general education students at the school.	Students with disabilities <sup>4</sup>	139.2%	44	157%	Yes
Measure 4: Each year, 75% of 3 <sup>rd</sup> through 8 <sup>th</sup> grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	123	26%	No

### End of Year Performance on 2022-23 i-Ready [Mathematics] Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	0%	13/13	0%	11
4	15%	26/29	20%	20
5	27%	22/26	33%	15
6	19%	31/33	23%	26
7	27%	26/30	21%	19

<sup>4</sup> Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

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8	7%	30/31	9%	23
All	16%	148/162	18%	113

### End of Year Growth on 2022-23 i-Ready [Mathematics] Assessment

#### By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	77%	13/13
4	87%	25/29
5	164%	22/26
6	152%	30/33
7	135%	26/30
8	106%	28/31
All	120.2%	144/162