

INSTRUCTIONS / NOTES FOR 2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT (“APPR”)

1. In order to fulfill the requirement in the Charter Schools Act that each charter school in New York report its progress toward meeting academic goals annually, schools must report on student achievement and progress towards the goal areas included in their Accountability Plans. The SUNY Charter Schools Institute (the “Institute”) has modified the APPR template to include guidance on reporting both the traditional required measures aligned to the New York State 3rd – 8th grade assessments as well as internal examination results. The calculation of some metrics remains paused for 2021-22 and is clearly indicated in the template below. Where applicable, the Institute has provided modified guidance on how and what schools should report under each section.
2. Charter schools with Accountability Plans that contain additional measures beyond the required measures and/or conditions on renewal should report on these under the “Additional Content and Evidence” sections for each goal area.
3. While the Institute anticipates that the 3rd - 8th grade state test results from 2021-22 will form a new baseline for evaluating attainment of Accountability Plan goals, it remains imperative that schools continue to supplement these data with results from national norm-referenced tests or internally developed assessments under each goal area. At minimum, schools should include growth results under the “Internal Assessment Results” sections of the ELA and mathematics goal areas. Schools that wish to report additional internal exam results may use the sample tables available in Appendix A.
4. The deadline for submission of the APPR is September 16, 2022. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will validate and post the finalized APPRs onto its website.
5. **Text Highlighted in Grey = explanation or guidance for an entry.** As guidance, schools should remove the existing text entirely and replace it with information to complete the report.
6. Schools serving students in 9th – 12th grades additionally submit a student-level data file as part of the required annual reporting to the Institute. These data should align to and corroborate the high school achievement outcomes reported in the APPR. For example, the number of students included in the 2018 Total Cohort for Graduation and the 2021-22 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
7. Please do not include these instructions or the reference guide below in a submitted report.

REFERENCE GUIDE TO TEMPLATE SECTIONS

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The Accountability Plan Progress Report Template Is Below. Delete all information above before submitting.



HARLEM VILLAGE ACADEMIES

**Harlem Village Academy West
Charter School**

**2021-22 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 16, 2022

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Joe Morales, Associate Director of Data and Katy Braun, Associate Director of Data prepared this 2021-22 Accountability Progress Report on behalf of the charter school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Dr. Andrew August	Board Member	
Dr. Deborah Kenny	Board Member	
Daniel Pianko	Treasurer	
Erica Newman	Secretary	
Ronald Sernau	Board Member	
David Zwiebel	Board Chair	
Aria Gee	Board Member	

Deborah Kenny has served as the Executive Director since 2005.

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 charter is divided into three schools: 466 students in HVA West Elementary, 200 students in HVA West Middle, and 175 students in HVA High, shared with HVA East.

ENROLLMENT SUMMARY

Enrollment by Grade Level and School Year															
School Year	Elementary							Middle			High				Total
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
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
2020-21	-	41	61	67	92	82	85	75	71	69	62	48	41	34	828
2021-22	53	71	47	57	66	92	80	72	67	61	51	44	43	37	841

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 2018 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2018-19 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2021-22 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.

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	Number Leaving	Number in Accountability

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			October of the Cohort's Fourth Year	During the School Year	Cohort as of June 30th
2019-20	2016-17	2016	34	0	34
2020-21	2017-18	2017	35	1	34
2021-22	2018-19	2018	39	0	39

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 but not limited to 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 Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2016-17	2016	34	1	35
2020-21	2017-18	2017	34	0	34
2021-22	2018-19	2018	38	0	38

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2019-20	2015-16	2015	0	0	0
2020-21	2016-17	2016	0	0	0
2021-22	2017-18	2017	1	0	1

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 East 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.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate from high school.

Goal 1: Leading Indicator

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

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Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2021-22

Cohort Designation	Number in Cohort during 2021-22	Percent promoted
2020	45	84.4%
2021	43	95.4%

ADDITIONAL EVIDENCE

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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 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 2022, the 2020 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)
2017	2018-19	40	80%
2018	2019-20	41	95%
2019	2020-21	46	96%
2020	2021-22	45	60%

Harlem Village Academy West exceeded the measure for the 2017, 2018, and 2019 cohorts and did not meet the measure for the 2020 cohort. This is due to the fact that we did not prioritize meeting this measure as we invested our time, energy and resources fully into IB for All. Specifically, this was our first year transitioning from an IB/Regents school to a fully IB for All school. As such, we no longer prioritize Regents preparation. HVA believes the International Baccalaureate offers a world

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class college readiness curriculum and will be using the IB as our main assessment for all students effective this year.

During the 2019-20 and 2020-21 school years, most students in the 2018 and 2019 cohorts were exempted from at least three Regents exams. During the 2018-19 and 2021-22 school years, most students in the 2017 and 2020 cohorts were either not exempted from any Regents exams or were exempted from one or two Regents exams.

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 2018 cohort and graduated four years later and those who entered as members of the 2017 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	Number who Graduated	Percent Graduating
2016	2019-20	34	34	100%
2017	2020-21	34	33	97.1%
2018	2021-22	38	36	94.7%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2015	2019-20	38	38	100%
2016	2020-21	34	34	100%
2017	2021-22	34	34	100%

Harlem Village Academy West exceeded the measure.

¹ The state's guidance for the multiple graduation pathways can be found here:

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

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Goal 1: Comparative Measure

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

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2020-21 results as a temporary placeholder for the district's 2021-22 results.

RESULTS AND EVALUATION

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

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

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2016	2019-20	34	34	100%	971	74.0%
2017	2020-21	34	33	97.0%	928	73.3%
2018	2021-22	38	36	94.7%	928*	73.3%*

*District's 2020-21 results.

Harlem Village Academy West met the measure for the 2016 and 2017 cohorts. Based on the 2020-21 New York State test scores, HVA met the measure for 2021-22.

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->

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[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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 students planning to take a pathway examination during those cancelled 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 2018 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 = $[(b)/(a)]*100$
Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2016	2019-20	6	100%
2017	2020-21	1	100%
2018	2021-22	N/A	N/A

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

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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 2017, 2018, and 2019 cohorts. Not met for 2020 cohort.
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Exceeded
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Exceeded
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Exceeded
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Exceeded

ACTION PLAN

Our plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA’s college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will gain admission to college.

Goal 2: Absolute Measure

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

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- 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; or,
- A different school-created indicator approved by the Institute.

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.

Percentage of the 2018 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	21	13	61.9%
Achieving the college and career readiness benchmark on the SAT – Evidence-Based Reading and Writing	26	10	38.5%
Achieving the college and career readiness	26	6	23.1%

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benchmark on the SAT – Math			
Overall	30	18	60.0%

Harlem Village Academy West did not meet the measure. This is due to the fact that we did not prioritize meeting this measure as we invested our time, energy and resources fully into IB for All. Specifically, this was our first year transitioning from an IB/Regents school to a fully IB for All school. In addition, in the last few years, selective and highly selective colleges have moved away from the SAT/ACT exams. As such, we no longer prioritize Regents or SAT preparation. HVA believes the International Baccalaureate offers a world class college readiness curriculum and will be using the IB as our main assessment for all students effective this year.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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 2021-22 and provide preliminary matriculation data for 2018 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

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Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2016	2019-20	34	29	85.2%
2017	2020-21	33	29	87.9%
2018	2021-22	36	33	91.7%

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 plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA's college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

GOAL 3: ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Students will meet or exceed state performance standards for mastery of skills and content knowledge in the area of English language arts. Students will also demonstrate proficiency in

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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 literacy instruction: independent reading, guided reading, close reading, read aloud, writing workshop, phonics and vocabulary. All these components were continued with remote learning during the 2021-22 school year.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

2021-22 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ²				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	51				4	55
4	79				7	86
5	77				1	78
6	62				7	69
7	54				9	63
8	53				3	56
All	376				31	407

² Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

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RESULTS AND EVALUATION

The table below shows the results of the 2021-22 State English Language Arts exam.

Performance on 2021-22 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	50.9%	51	58.3%	36
4	45.5%	79	49.2%	63
5	55.8%	77	58.4%	65
6	85.4%	62	85.4%	62
7	81.4%	54	81.4%	54
8	79.2%	53	79.2%	53
All	64.8%	376	68.7%	333

Harlem Village Academy West exceeded the measure for 6th – 8th grade, and did not meet the measure for 3rd – 5th grades.

ADDITIONAL EVIDENCE

The table below shows the results of the 2017-18, 2018-19, and 2021-22 State English Language Arts exam. There is a year-to-year increase in the percent of students enrolled in at least their second year achieving proficiency.

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2017-18		2018-19		2021-22	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59.6%	94	69.9%	73	58.3%	36
4	71.2%	59	60.5%	81	49.2%	63
5	60.0%	60	53.8%	52	58.4%	65
6	33.3%	66	77.8%	54	85.4%	62
7	38.3%	47	35.1%	57	81.4%	54
8	50.9%	53	43.2%	37	79.2%	53
All	53.0%	379	58.2%	354	68.7%	333

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Goal 3: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

RESULTS AND EVALUATION

The table below shows the results of the 2021-22 State English Language Arts exam for Harlem Village Academy West. Community School District 5 data are not available.

2021-22 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	58.3%	36		
4	49.2%	63		
5	58.4%	65		
6	85.4%	62		
7	81.4%	54		
8	79.2%	53		
All	68.7%	333		

*** 2021-22 district data not available**

District data are not available. As such, this measure is not applicable.

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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Goal 3: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 3: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

ELA Performance by Grade Level and School Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2019-20		2020-21		2021-22	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	83.5%	84	94.3%	92	74.2%	53
4	100.0%	80	100.0%	78	98.0%	85
5	67.2%	74	100.0%	84	70.9%	77
6	80.3%	66	71.9%	70	97.4%	67
7	73.7%	61	64.8%	70	100.0%	63
8	61.7%	59	58.5%	68	100.0%	56
All	80.3%	424	88.6%	462	99.4%	401

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Above you will see final percent proficient for students in each grade. All interim exam questions are aligned to common core standards.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Meet
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	N/A
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.	N/A
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Our plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA’s college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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

METHOD

The school administered 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Cohort⁴

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)
2016	2019-20	34	0	10	50.0%
2017	2020-21	35	1	19	29.4%
2018	2021-22	38	2	5	13.9%

Harlem Village Academy West did not meet the measure. This is due to the fact that we did not prioritize meeting this measure as we invested our time, energy and resources fully into IB for All. Specifically, this was our first year transitioning from an IB/Regents school to a fully IB for All school. As such, we no longer prioritize Regents preparation. HVA believes the International Baccalaureate offers a world class college readiness curriculum and will be using the IB as our main assessment for all students effective this year.

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	2019-20*		2020-21*		2021-22*	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	41	12.8%	41	12.8%	38	13.9%
2019	49	-	48	-	41	-
2020			61	-	45	27.5%
2021					43	46.1%

*Excludes students who did not previously take the ELA Regents Exam 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

⁴ Based on the highest score for each student on the English Regents exam

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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.

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 $(c)/(a-b)$
2016	2019-20	34	0	33	97.0%
2017	2020-21	35	1	25	73.5%
2018	2021-22	38	2	20	55.6%

Harlem Village Academy West did not meet the measure. This is due to the fact that we did not prioritize meeting this measure as we invested our time, energy and resources fully into IB for All. Specifically, this was our first year transitioning from an IB/Regents school to a fully IB for All school. As such, we no longer prioritize Regents preparation. HVA believes the International Baccalaureate offers a world class college readiness curriculum and will be using the IB as our main assessment for all students effective this year.

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	2019-20*		2020-21*		2021-22*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	41	53.8%	41	53.8%	38	55.6%
2019	49	-	48	-	41	33.3%
2020			61	-	45	60.0%
2021					43	89.7%

*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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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)
2016	2019-20	28	0	13	46.4%
2017	2020-21	26	1	5	20.0%
2018	2021-22	13	0	-	-

Harlem Village Academy West did not meet the measure. This is due to the fact that we did not prioritize meeting this measure as we invested our time, energy and resources fully into IB for All. Specifically, this was our first year transitioning from an IB/Regents school to a fully IB for All school. As such, we no longer prioritize Regents preparation. HVA believes the International Baccalaureate offers a world class college readiness curriculum and will be using the IB as our main assessment for all students effective this year.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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)
2016	2019-20	28	0	27	96.4%
2017	2020-21	26	1	16	64.0%
2018	2021-22	13	-	4	30.8%

Harlem Village Academy West did not meet the measure. This is due to the fact that we did not prioritize meeting this measure as we invested our time, energy and resources fully into IB for All. Specifically, this was our first year transitioning from an IB/Regents school to a fully IB for All school. As such, we no longer prioritize Regents preparation. HVA believes the International Baccalaureate offers a world class college readiness curriculum and will be using the IB as our main assessment for all students effective this year.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Harlem Village Academy West did not achieve the 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.	Did not meet
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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Did not meet

ACTION PLAN

Our plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA’s college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the New York State Testing Program Mathematics assessment to students in 3rd through 8th grades in spring 2022. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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

2021-22 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁵				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	50				5	55
4	72				14	86
5	77				-	77
6	62				7	69
7	50				13	63
8	48				8	56
All	359				47	406

RESULTS AND EVALUATION

The table below shows the results of the 2021-22 State Mathematics exam.

Performance on 2021-22 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	74.0%	50	82.8%	35
4	63.8%	72	75.0%	56
5	58.4%	77	61.5%	65
6	59.6%	62	59.6%	62
7	58.0%	50	58.0%	50
8	77.0%	48	77.0%	48
All	64.3%	359	67.7%	316

Harlem Village Academy West exceeded the measure in 3rd, 4th and 8th grade, and did not meet it in 5th, 6th and 7th grade.

ADDITIONAL EVIDENCE

The table below shows the results of the 2017-18, 2018-19, and 2021-22 State Mathematics exam. There is a year-to-year increase in the percent of students enrolled in at least their second year achieving proficiency.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2017-18		2018-19		2021-22	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	86.3%	95	76.7%	73	82.8%	35
4	96.6%	59	79.0%	81	75.0%	56
5	91.7%	60	96.2%	52	61.5%	65
6	39.4%	66	96.4%	55	59.6%	62
7	27.7%	47	37.5%	56	58.0%	50
8	35.8%	53	55.3%	38	77.0%	48
All	66.3%	380	74.6%	355	67.7%	316

Goal 4: Absolute Measure

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

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁶

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

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The table below shows the results of the 2021-22 State mathematics exam for Harlem Village Academy West. Community School District 5 data are not available.

2021-22 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	82.8%	35		
4	75.0%	56		
5	61.5%	65		
6	59.6%	62		
7	58.0%	50		
8	77.0%	48		
All	67.7%	316		

** 2021-22 district data not available*

District data are not available. As such, this measure is not applicable.

Goal 4: Comparative Measure

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

The Institute conducts a comparative performance analysis which compares the school's performance to that of demographically similar public schools statewide. Given the timing of the state's release of data necessary to produce this analysis, the 2021-22 results are not yet available.

As such, The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Growth Measure

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.

The Institute does not require charters to report on this measure for 2021-22.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2019-20		2020-21		2021-22	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100.0%	83	100.0%	91	100.0%	54

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4	95.5%	80	81.3%	81	85.2%	86
5	75.3%	74	60.5%	84	84.3%	77
6	100.0%	66	77.3%	72	60.6%	66
7	79.4%	61	58.3%	70	69.5%	61
8	56.8%	59	54.6%	69	98.7%	55
All	93.8%	423	76.5%	467	85.8%	399

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Above you will see final percent proficient for students in each grade. All interim exam questions are aligned to common core standards.

Harlem Village Academy West did not meet the one applicable elementary/middle 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.	Did Not Meet
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	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.	N/A
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.	N/A
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	N/A

ACTION PLAN

Our plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA's college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation 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 any 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)
2016	2019-20	34	0	21	61.8%
2017	2020-21	35	0	12	34.3%
2018	2021-22	38	0	11	29.0%

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2019-20		2020-21		2021-22	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2018	41	19.5%	41	19.5%	38	29.0%
2019	49	45.5%	48	45.5%	41	55.5%
2020*			61	-	45	-
2021					43	14.2%

*Excludes students who did not previously take the Math Regents 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation 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 any 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.

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)
2016	2019-20	34	0	34	100.0%
2017	2020-21	35	0	35	100.0%

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

2018	2021-22	38	0	35	92.1%
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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	2019-20*		2020-21*		2021-2022*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	41	90.2%	41	90.2%	38	92.1%
2019	49	63.6%	48	63.6%	41	66.7%
2020			61	-	45	-
2021					43	76.1%

*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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

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.

The Institute does not require charters to report on this measure for 2021-22.

Goal 4: Comparative Measure

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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.

The Institute does not require charters to report on this measure for 2021-22.

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.

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)
2016	2019-20	20	0	7	35.0%
2017	2020-21	26	0	5	19.2%
2018	2021-22	16	0	1	6.3%

Harlem Village Academy West did not meet the measure. This is due to the fact that we did not prioritize meeting this measure as we invested our time, energy and resources fully into IB for All. Specifically, this was our first year transitioning from an IB/Regents school to a fully IB for All school. As such, we no longer prioritize Regents preparation. HVA believes the International Baccalaureate offers a world class college readiness curriculum and will be using the IB as our main assessment for all students effective this year.

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

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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 mathematics 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

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)
2016	2019-20	20	0	20	100.0%
2017	2020-21	26	0	26	100.0%
2018	2021-22	16	0	13	81.3%

Harlem Village Academy West exceeded the measure.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Village Academy West achieved two of four 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

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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 plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA’s college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

GOAL 5: SCIENCE

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.

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ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Absolute Measure

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2022. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

The table below shows the results of the 2021-22 State science exam.

Charter School Performance on 2021-22 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested
4	70.0%	60
8	30.7%	13
All	63.0%	73

Harlem Village Academy West did not meet the measure.

ADDITIONAL EVIDENCE

The table below shows the results on the New York State science exam for 2017-18, 2018-19 and 2021-22.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2017-18		2018-19		2021-22	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	89.7%	58	83.1%	83	70.0%	60
8	64.8%	54	31.6%	38	30.7%	13
All	77.7%	112	66.9%	121	63.0%	73

Goal 5: Comparative Measure

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

The Institute does not require charters to report on this measure for 2021-22.

ACTION PLAN

Our plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA's college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the Living Environment exam. 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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁷

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)
2016	2019-20	34	0	34	100.0%
2017	2020-21	35	0	31	88.6%
2018	2021-22	38	0	33	86.8%

Harlem Village Academy West exceeded the measure.

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2019-20*		2020-21*		2021-22*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	41	85.4%	41	85.4%	38	86.8%
2019	49	-	48	2.1%	41	14.2%
2020			61	1.6%	45	80.0%
2021					43	86.0%

*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.

The calculation of this measure is not required for 2021-22.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Harlem Village Academy East achieved the applicable high school science goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York	Exceeded

⁷ Based on the highest score for each student on any science Regents exam

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	State Regents science exam by the completion of their fourth year in the cohort.	
Comparative	Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

ACTION PLAN

Our plan is to focus on effective execution of the International Baccalaureate at HVA High, while working on the ongoing continual improvement of the PK-8 program so that our students are exceptionally well prepared for selective colleges, work in the innovation economy, and meaningful contribution to society. We will work purposefully on quality implementation of our curriculum, instruction, assessment, and professional development that is aligned with HVA’s college readiness vision, through a focus on higher order thinking skills, college readiness work skills, and ethical leadership skills.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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.

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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)
2016	2019-20	34	0	32	84.2%
2017	2020-21	35	34	-	-
2018	2021-22	38	38	-	-

EVALUATION

This measure does not apply to Harlem Village Academy West since students in the 2017 and 2018 Cohort had not previously sat for the exam and were exempted from the graduation requirement.

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	2019-20*		2020-21*		2021-22*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	41	-	41	-	38	-
2019	49	-	48	66.7%	41	66.7%
2020			61	-	45	-
2021					43	-

*Excludes students who did not previously take the 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.

The Institute does not require charters to report on this measure for 2021-22.

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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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 multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some students in the 2018 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation 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)
2016	2019-20	34	0	29	85.3%
2017	2020-21	35	0	32	91.4%
2018	2021-22	38	36	-	-

EVALUATION

This measure does not apply to Harlem Village Academy West since students in the 2018 Cohort had not previously sat for the exam and were exempted from the graduation requirement.

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	2019-20*		2020-21*		2021-22*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2018	41	-	41	-	38	-
2019	49	-	48	-	41	33.3%
2020			61	-	45	55.0%
2021					43	-

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

Goal 6: Comparative Measure

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

The Institute does not require charters to report on this measure for 2021-22.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2021-22 school accountability statuses are the same as those assigned for the 2020-21 school year. Assigned accountability designations and further context can be found [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 2019-20 results and 2020-21 assigned accountability status, Harlem Village Academy West is in “Good Standing” for the 2021-22 school year.

ADDITIONAL EVIDENCE

The table below shows the school’s accountability status for 2019-20, 2020-21, and 2021-22.

Accountability Status by Year

Year	Status
2019-20	Good Standing
2020-21	Good Standing
2021-22	Good Standing

