



Roosevelt Children's Academy Charter School

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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By: The RCACS Board

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2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Together our team 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)
Rev. Reginald Tuggle	Chairman	Education, Budget and Finance, Personnel, Grievance
Denise Washington	Vice Chair	Budget and Finance, Personnel, Grievance
Toni Burden	Secretary	Grievance, Education
King-Cheek	Trustee	Education Committee
John SH Chien	Treasurer	Budget and Finance,
Wanda I. Arroyo Coronel	Trustee	Personnel
Darrell Garner	Trustee	Budget and Finance, Personnel

Reshma Persad has served as elementary school principal since 2021.

Simone Roberts has served as middle school principal since 2021.

SCHOOL OVERVIEW

Roosevelt Children's Academy Charter School (RCACS) began operating in September 2000, and was subsequently renewed in 2005, 2010, and 2015, and 2020. Currently, RCACS serves students in grades K-8, in our 22th year of operation. In 2021-22, we were thrilled to return to in-person instruction with our scholars back in the buildings. School was predominantly in-person as we only pivoted to remote learning if a classroom was placed on quarantine warning when COVID cases occurred.

Mission Statement: The mission of the Roosevelt Children's Academy is to prepare students to fulfill their potential and become productive members of society. RCA will provide a rigorous academic program that expands students' horizons and maximizes their abilities and learning community that sets high expectations for our students, builds their confidence and self-esteem, celebrates their differences, encourages critical thinking, and fosters a love of learning.

Slogan: Where Eagles Fly High

Vision Statement: Changing Expectations to Change Achievement.

We see quality education as the best path for our children to grow and mature into responsible adults with heart, soul, judgment, and wisdom. Each member of our educational family fosters respect, support, and encouragement. We promote increased parent involvement and participation. As a result, we anticipate that parents will join with staff and students to share in the responsibility of their child's education this will ensure that students meet or exceed New York State performance standards. As each member of our educational community sets high expectations for our students, we must also build each child's confidence and self-esteem, support individualized thinking, encourage critical thinking, and foster a love of learning. We believe that children learn best when they have this broad base of support and accountability. RCA will, with the parents and community involvement, mold successful leaders for our global society as we strive to empower students, parents, and staff to reach their potential and become active participants in the life-long process of learning.

Core Values: To meet the educational needs of our families, RCA has a very strong set of core values governing all areas of the school. Supported by instructional staff members and parents, our students will be competitive with other educational institutions and meet or exceed NYS educational standards. Our Core Values are:

Respect Collaboration Academic Excellence

Our Key Design Elements are:

A rigorous K-8 curriculum rooted in research-based programs

The use of student assessment data to inform teaching and intervention

An extended day model

A safe, nurturing environment where students and staff have a respect for learning and each other and the uniqueness of each student and family is celebrated

A focus on engaging parents and community members as partners in education

At Roosevelt Children's Academy we understand that this pandemic is wreaking havoc and causing a

collective trauma as well as shaken the American Education system to its core. Schools across our nation have been closed since as early as March and some districts are already making plans to remain closed well into the fall. This is a collective adverse childhood experience that has directly or indirectly impacted everyone. We believe that as a school community it is important to understand these experiences because they can affect a student's attention, decision-making ability, how they learn, and even how they respond to stress. Children who experience traumatic events may even have difficulty forming healthy and stable relationships. This means that we cannot afford to passively sit back and ignore the social emotional (SEL) needs of our students. We had a sense of urgency, to adequately respond and be proactive, in addressing the needs of our students, their families, as well as our teachers, administrators, and other school-based staff.

Therefore, Roosevelt Children's Academy supported the social and emotional needs of students and families as perhaps one of the most urgent concerns facing school systems right now and we understand that it was our responsibility to respond to address this important aspect.

Roosevelt Children's Academy began the implementation of a school wide SEL curriculum using the CASEL School Guidebook. Counselors led the SEL Team that consists of staff, students, school families, community members and a representative of the school board. The SEL team organized and created designated roles and responsibilities for all stakeholders, as well as collaborated on goals for the SEL Team. The SEL meets at least monthly to reflect on data, plan for improvements, and lead SEL initiatives.

Roosevelt Children's Academy work diligently to provide resources and referrals to address mental health, behavioral, and emotional support services and programs. It is imperative that all students have dedicated time during the school day to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction. SEL instruction is provided by teachers; is sequenced with connected and coordinated activities; uses active forms of learning; focuses on developing social and emotional skills; and explicitly targets specific SEL goals. SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day. Our school has created a tiered approach to referring students, families or staff that need mental health or emotional support which includes our faculty, counselors, administrative team and community partners.

Furthermore, RCA addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as provide supports for developing coping and resilience skills for students, faculty, and staff. We provided foundational SEL learning opportunities for all school staff in the first year of implementation and then at least annually for new school staff, families, community partners, and as part of the onboarding process. Almost all members of the school community can discuss SEL's importance and its impact on student outcomes and understand their own role in helping students develop social and emotional competencies. "Master Teacher" Online Workshops, as well as in-person workshops (under health and safety guidelines) were provided to staff to provide resources to address situations of trauma and SEL in our school.

ENROLLMENT SUMMARY

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	76	76	96	74	69	72	62	65	51					641
2018-19	88	88	68	93	71	63	69	58	64					662
2019-20	85	81	79	64	82	58	67	66	50					632
2020-21	90	98	82	68	74	81	74	72	64					704
2021-22	100	97	96	80	69	68	82	80	69					741

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at the Roosevelt Children’s Academy Charter School (RCACS) will become proficient in reading and writing of the English Language.

BACKGROUND

We use the EL Curriculum by OpenUp Resources for ELA. Guided reading has been implemented at the elementary school level. Through guided reading, students learn how to engage in every aspect of the reading process, in which they then apply to all instructional contexts. Students are evaluated through the Fountas & Pinnell Benchmark Assessment, which is administered 3 times during the academic school year. In addition, Interim Assessments (created by Instructional Coaches) are administered 3 times during the academic school year, as well as chapter tests.

At the middle school we conducted two written benchmark assessments in ELA. The questions used to create these benchmark assessments were taken from past NYS assessments. These assessments were in addition to the assessments provided by our ELA program. At the middle school we administered the i-Ready assessment three times throughout the school year--January and June.

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 1: 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 3 through 8 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 English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	74				1	75
4	60				8	68
5	58				6	64
6	60				23	83
7	62				15	77
8	64				4	68
All	378	0	0	0	57	435

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in English Language Arts. In the tested grades, 47% of all students and 50% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-28) within all students and (-25) by students in at least their second year. Of students enrolled in 2+ years, grades 3, 4 and 8 performed best at 57%, 54% and 59%, while grade 5 struggled with lower proficiency level at 30%.

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	54%	74	57%	65
4	50%	60	54%	50
5	31%	58	30%	50
6	42%	60	47%	49
7	42%	62	47%	49
8	59%	64	59%	54
All	47%	378	50%	317

¹ 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.

ADDITIONAL EVIDENCE

The majority of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test. The New York State ELA exam given in 2022 represents a new baseline for scores in proficiency and progress. Going forward, we will be able to measure growth and performance year to year.

Goal 1: 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 1: 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.²

RESULTS AND EVALUATION

The New York State Education Department released the NYS English Language Arts scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

² 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

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	57%	65		
4	54%	50		
5	30%	50		
6	47%	49		
7	47%	49		
8	59%	54		
All	50%	317		

ADDITIONAL EVIDENCE

RCACS consistently outperforms the local district. Pending District Scores for 2021-2

Goal 1: 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 1: 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.

I-READY READING

In grades 5-8, the i-Ready Reading assessment was administered three times throughout the year. Based on the End of Year testing, 32% of our students are performing at or above grade level in Reading. This is a 2% increase from the Benchmark administered in March.

Students scored at early grade level or above as follows:

Grade 5: 38%

Grade 6: 24%

Grade 7: 29%

Grade 8: 43%

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Roosevelt Children’s Academy Charter School did not achieve the absolute measure of 75% proficient in ELA, having 50% testing at Levels 3 and 4. We did see some growth in skills based on the i-Ready Reading assessments given throughout the year. We look forward to being able to evaluate the scores in context when the statewide scores are released.

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.	
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.	
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

RCACS made quite a few changes in programming during the pandemic as we switched modes of instruction. In 2021-22, we settled into the materials and curricular products and strategies that worked for our students. In 2022-23, we will continue using the EL Curriculum and resources outlined above.

In addition to the Fountas & Pinnell Benchmark Assessment, students will take the i-Ready Assessment 3 times during the course of the academic school year.

GOAL 2: MATHEMATICS

Goal 2: Mathematics

All students at the Roosevelt Children’s Academy Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

BACKGROUND

RCACS utilizes the following math programs:

RCACS Math Curricular Resources		
Subject	Elementary	Middle
Math	GoMath and IXL	GoMath, IXL, and EngageNY Modules, LLI (intervention)

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 2: 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 3 through 8 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 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Other reason	
3	73				2	75
4	59				9	68
5	60				4	64
6	54				29	83
7	53				24	77
8	56				12	68
All	355	0	0	0	80	435

RESULTS AND EVALUATION

Overall, the school did not meet this absolute measure in mathematics. In the tested grades, 30% of all students and 31% of students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessment. The results fell short of the goal of 75 percent proficient by both groups; (-45) within all students and (-44) by students in at least their second year. Grades 3 and 4 performed best at 61% and 47% (2+ Year), while grades 5 and 6 struggled with lower proficiency levels.

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	60%	73	61%	64
4	47%	59	47%	49
5	10%	60	10%	52
6	11%	54	9%	46
7	17%	53	16%	43
8	25%	56	30%	47
All	30%	355	31%	301

ADDITIONAL EVIDENCE

Most of the current accountability period has been interrupted by the pandemic in terms of modes of instruction and reliable performance results. While our school community has become skilled at pivoting, it has proven challenging to truly align instruction across the school and collect meaningful assessment data while allowing for unexpected absences, staffing changes and student motivation to test.

³ 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.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: 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 2: 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.⁴

RESULTS AND EVALUATION

The New York State Education Department released the NYS Mathematics scores for grades 3-8 to districts and charter schools in August; however, they remain embargoed at the time of this report. Statewide district scores are currently unavailable to the public.

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	61%	64		
4	47%	49		
5	10%	52		
6	9%	46		
7	16%	43		
8	30%	47		
All	31%	301		

⁴ 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](#).

ADDITIONAL EVIDENCE

Pending District Assessment Results

Goal 2: 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 2: 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.

I-READY MATH

In grades 5-8, the i-Ready mathematics assessment was administered three times throughout the year. During the third benchmark 39% of our students performed at or above grade level in mathematics. This is a 4% increase from the Benchmark administered in March.

Students scored at early grade level or above as follows:

Grade 5: 41%

Grade 6: 22%

Grade 7: 40%

Grade 8: 59%

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

While evaluating progress toward the absolute math target of 75% proficiency, the school did not meet the measure. The scores on the NYS assessment in mathematics demonstrated that the scholars at the school have learning loss and gaps. Many students did not have ideal settings in which to focus on schoolwork during remote learning. Although 2021-22 included the return to the classroom full-time, we are working to address and reteach concepts needed as the students move on in math levels. We look forward to the release of statewide results so we can reflect on these scores in the context of the district and state.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not Met
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.	Pending
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

In 2022-23, RCA is continuing with the math programming implemented in 2021-22 as we returned to in-person instruction.

In addition to chapter tests from GoMath, students will take the i-Ready Assessment 3 times during the course of the academic school year.

GOAL 3: SCIENCE

Goal 3: Science

All students at Roosevelt Children’s Academy Charter School will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Roosevelt Children's Academy uses commercial curriculum materials for daily instruction in science. We continue to utilize the Science Fusion program from Houghton Mifflin Harcourt. Each program was paced out by skill, with time for teaching, student labs and reteaching for each discipline area.

The framework for instruction is the student-centered approach of inquiry through experimentation. Hands-on experimentation and computer simulated modeling and labs were used during instruction.

Students were assessed using the weekly program lesson and unit tests. The assessment cycle consists of assessment, experimentation, analysis, teaching and reteaching when necessary.

ELEMENTARY AND MIDDLE SCIENCE

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 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

Overall, the school did not meet this absolute measure in science. In the tested grades, 60% of all students and students in at least their second year at the school scored at proficiency levels of 3 and 4 on the state assessments. The results fell short of the goal of 75 percent proficient by both groups; (-15 within all students and 2+ year students. Grade 4 performed better with 72 percent at proficiency, while grade 8 students struggled with lower proficiency levels at 49%.

2021-22 ACCOUNTABILITY PLAN PROGRESS REPORT

By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Percent of Students at Proficiency of Students in At Least 2 nd Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	73%	52	72%	43
8	48%	58	49%	49
All	60%	110	60%	92

Goal 3: 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.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Science instruction followed the Science Fusion curriculum materials that includes lessons, hands-on experimentation, and end of unit assessments. Many students performed as having mastered concepts and units throughout the year. Students in grades 4 and 8 took the NYS Science exams. The score results were varied.

ACTION PLAN

The current science programming will continue in 2022-23.

GOAL 4: 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 4: 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

The school achieved this measure and has an accountability status of good standing.

ADDITIONAL EVIDENCE

The school continues to remain in good standing from year to year.

Accountability Status by Year

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