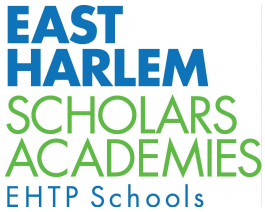

'Instructions / Notes

for 2023-24 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. 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 Context and Evidence" sections for each goal area.
3. The Institute strongly recommends that schools supplement data for required measures 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, 2024. Schools with extenuating circumstances may request an extension as necessary. As it does every year, the Institute will post the finalized APPRs onto its website.
5. Schools serving students in 9th – 12th grades must 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 2020 Total Cohort for Graduation and the 2023-24 four-year graduation rate reported in this document should be able to be calculated from this high school data submission.
6. 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.

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

[East Harlem Scholars Academy]
2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT
Submitted to the SUNY Charter Schools Institute on:
10/15/ 2024
By Ana Morron
2050 2nd Avenue New York, NY 10029
212-897-2897

Enter Name(s) and Title(s) prepared this 2023-24 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)
Iris Chen	Member	Education
Carlos Morales	Secretary	Finance
Carolyne Quintana	Member	Education
Joan Solotar	Member	Governance
David Wildermuth	Member	Finance
Brian Gavin	Treasurer	Finance
Hope Knight	Co-Chair	Governance,
Billy Rahm	Chair	All
Saskia Levy Thompson	Member	Education
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees
Name	Office	Committees

Enter first and last name(s) has served as the school leader(s) since [XXX].

Tiffany Thomas has served as the elementary school leader since 2022. Falyn Wiggan has served as the middle school leader since 2023, and Brandon Swaby has served as high school leader since 2023.

SCHOOL OVERVIEW

East Harlem Scholars Academies are public charter schools that prepare students with the skills, strength of character, and emotional well-being to excel academically, lead in their communities and realize their best possible selves. East Harlem Scholars Academies are operated by East Harlem Tutorial Program, a community-based organization founded in 1958.

EHSA serves a K-12 student population reflective of the community (CSD4) within which it is located. Over 90% of the students in the charter qualify for free or reduced price lunch, roughly 20% are multilingual learners, and just over 20% of the students have IEPs. EHSA prides itself in its anti-racist approach to instruction, family engagement, and student culture and invests heavily in creating an inclusive environment for all learners.

Key design elements include a deep commitment to strong instructional leadership and professional development, culturally responsive teaching, integration of social emotional learning, and the integration of performance-based assessment. Particularly unique to this charter school is the long history with partner organization, EHTP, and our deep history in East Harlem and partnership with East Harlem families.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22	57	56	55	57	55	59	61	62	62	93	109	112		838
2022-23	46	55	53	51	50	52	54	53	60	68	83	93	90	808
2023-24	57	44	61	59	49	58	61	61	59	96	80	68	84	837

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 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 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)

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2021-22	2018-19	2018	[#]	[#]	[#]
2022-23	2019-20	2019	90	12	78
2023-24	2020-21	2020	84	1	83

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 school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year, regardless of their current grade level. 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 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th 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)
2021-22	2018-19	2018	[#]	[#]	[#]
2022-23	2019-20	2019	78	0	78
2023-24	2020-21	2020	83	0	83

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th of the Cohort's Fifth Year	Number of Students Who Left the School but Were **Not** Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)

			(a)		
2021-22	2017-18	2017	[#]	[#]	[#]
2022-23	2018-19	2018	[#]	[#]	[#]
2023-24	2019-20	2019	1	0	1

Promotion Policy

East Harlem Scholars Academy High School promotes scholars who earn a minimum of 5.5 credits to the next grade level.

9th Grade: 5.5 credits

10th Grade: 11 credits

11th Grade: 16.5 credits

12th Grade: 22 credits

Of these credits, a scholar must earn credits of the following academic subjects in order to graduate:

4 English credits

4 History credits

- 2 credits of World History
- 1 credit of US History
- 1 credit of Government & Economics

3 Math credits

- At least 2 credits in advanced math

3 Science credits

- 1 credit of life science
- 1 credit of physical science
- 1 credit life or physical sciences

1 credit in World Languages

2 credits in Physical Education, every year in specific ways

.5 credit in Health education

1 credits in Arts education

3.5 credits in electives

In addition to credits earned, scholars must pass a minimum of **five** Regents examinations. All scholars must pass or receive an appeal or waiver for the following exams:

1 English Regents

1 History Regents

- Global History or US History & Government

1 Mathematics Regents

- Algebra I, Geometry, or Algebra II

1 Science Regents

- Living Environment, Earth Science, Chemistry, or Physics

1 additional Regents in any subject area

Scholars who do not earn 5.5 credits during the school year and scored a minimum of 60 in a core subject class are invited to participate in Summer School to recover a maximum of three credits. Scholars who do not pass Regents examinations are also expected to attend Summer School to prepare to retake Regents exams in August.

GOAL 1: HIGH SCHOOL GRADUATION

Students will make steady progress towards achieving ultimate graduation requirements.

Graduation Goal Measure 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.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	78	92%

2023	101	88%

Graduation Goal Measure 2 - 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.

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, some second year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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)
2020	2021-22	N/A	N/A
2021	2022-23	70	
2022	2023-24	78	74%

Graduation Goal Measures 3 & 4 - Absolute

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.

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

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years[1]

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	N/A	N/A	N/A
2019	2022-23	78	74	95
2020	2023-24	83	73	87

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
2017	2021-22	N/A	N/A	N/A

[1] These data reflect August graduation rates.

2018	2022-23	N/A	N/A	N/A
2019	2023-24	1	1	100

Graduation Goal Measure 5 - 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.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District[2]

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22					
2019	2022-23	78	74	95%	955	88%
2020	2023-24	83	73	87%		

Graduation Goal Measure 6 - 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.

Percentage of the 2020 Graduation Cohort Pathway Students Demonstrating Success by Exam Type[3]

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a)]*100
[Write name of exam here]			
[Write name of exam here]			
[Write name of exam here]			
Overall	[Total number tested]	[Number passing]	[Percentage passing]

[2] 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 2022-23 results as a temporary placeholder for the district's 2023-24 results.

[3] 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.

Pathway Exam Passing Rate by Fourth Year Accountability Cohort			
Cohort Designation	School Year	Number in Cohort Tested	Percent Passing a Pathway Exam
2018	2021-22		
2019	2022-23		
2020	2023-24		

Summary of the High School Graduation Goal

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

Type	Measure	Outcome
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.	YES
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.	NO
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	YES
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	YES
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.	District Data Unavailable
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.	N/A

Evaluation of the Graduation Goal

The high graduation rate of our year four cohort of students is attributable to a significant investment in all possible pathways to graduation for our students. The school invested in credit recovery options for those students who were credit-deficient after the 2023 school year. These investments included summer school and an investment in the Bright Thinkers curriculum. These efforts allowed us to redirect

students who were previously not on track to graduate without lowering the bar for graduation or credit acquisition.

Additional Context and Evidence

Provide narrative discussing results from previous years and analysis of trends over time, performance disaggregated by student characteristics, how credit accumulation was impacted by any transitions to remote learning, etc. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. In addition, the school may present additional internally developed leading indicators that do not align to the required measures above. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School Graduation goal should report those results here.**

Action Plan

Our goal is to continue the success of our first graduating class with many of the same measures. We will continue our efforts to course correct in the senior year, but these efforts need to be supplemented by more intensive work in 9th and 10th grade to identify off-track scholars, plan early interventions, and bring them on track before their senior year. We believe that implementing some of our credit recovery opportunities earlier in students' careers, along with stronger post-secondary counseling and coursework in 9th and 10th grade will allow students to have a richer overall high school experience, take courses at a pace that better supports retention and application of learning (rather than simply acquiring necessary credit).

GOAL 2: COLLEGE PREPARATION

Students will graduate as highly qualified candidates for two and four year colleges.

All students at East Harlem Scholars Academy Charter School in grades 9-12 are required to be enrolled in a post-secondary access or success class in each year of their tenure. In these courses, students are taught specific skills to prepare themselves for a variety of post-secondary pathways, including college. Students have the opportunity to explore interests and careers with the guidance of a teacher, determine the educational pathways to their desired career and interests, and practice the skills necessary to demonstrate their aptitude for colleges and universities. Post-secondary classes do both virtual and in-person college tours which help increase familiarity and preparedness for the many first-generation college attendees we serve.

In addition, we currently have Advanced Placement (AP) courses and register students for corresponding College Board exams to earn college credit prior to graduation, which increases both their preparedness for college and the likelihood of timely graduation from college.

All students are also eligible, beginning in their senior year, to be in a 1:1 college mentoring program through which they work with a trained volunteer mentor who guides them through the college application process and their first year of college.

For schools that offer a college level course offered at a college or university or through a school partnership with a college or university, provide details about the course offerings and partnership.

College Preparation Goal Measure 1 - Absolute

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

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

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator[4]

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			
[Write indicator here]			

[4] Schools use any method listed above, 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.

Overall	[Total number of 2020 Cohort graduates. ***Not a sum of entire column***][5]	[Number of 2020 Cohort graduates achieving ***at least one*** indicator]	[Percentage of 2020 Cohort graduates achieving ***at least one*** indicator]

College Preparation Goal Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

Matriculation Rate of Graduates by Year[6]

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22			
2019	2022-23	74	61	81%
2020	2023-24	73	56	75

[5] This number should match the number of graduates reported under the high school graduation goal.

[6] Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 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.

Summary of the College Preparation Goal

The school was successful in enrolling students in college after their senior year. This was the school's second year having a graduating class, so we look forward to collecting more robust and year-over-year data throughout the next few years.

The school did not achieve the measure of having students demonstrating college readiness prior to graduation through AP, IB, and other indicators.

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.	NO
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.	YES
	[Write in additional measure here]	

Evaluation of the College Preparation Goal

The high percentage of students who matriculated to colleges and universities in the year after graduation is an indicator of the success of our post-secondary programming, which requires students to explore college options, fully understand the college application process, and supports them with getting application fee waivers and removing all potential barriers to college application and acceptance. The school's long history with EHTP and long-standing relationships with NY colleges and universities ensures that students have access to many knowledgeable adult mentors and resources.

The corresponding data that shows students are not demonstrating college readiness through other measures (IB, AP, etc.) is indicative of the fact that the remainder of our curriculum is newer and not as robust as our post-secondary curriculum. Additionally, pandemic years that dominated most of these students' academic career limited our ability to expand and fully implement our AP and college partnerships to get students college credits in high school.

Additional Context and Evidence

Provide a narrative discussing additional analysis of data such as trends over time, performance disaggregated by student characteristics, etc. Also discuss any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic

assessments or evidence capturing the results of co-academic interventions. This is an opportunity to show the school is making progress towards or maintaining a high level of performance. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the College Preparation goal should report those results here.**

Action Plan

In the coming year, we will reduce AP offerings to ensure that more students are meeting the indicators of college readiness prior to graduation. In addition, we have continued our investment in Bright Thinkers as a credit recovery platform, particularly for those students who have transferred into our school in upper grades with missing credits. We are also continuing to enhance our post-secondary coursework to ensure that students are exposed to a greater variety of college options earlier in their high school careers.

GOAL 3: ENGLISH LANGUAGE ARTS

Students will be proficient readers, writers and speakers of the English language.

Background

East Harlem Scholars Academy continued using the Wit & Wisdom curriculum, which was introduced in the 2020-2021 school year. Wit & Wisdom remains the cornerstone of our K-12 ELA program, offering a comprehensive approach that integrates reading, writing, speaking, listening, grammar, and vocabulary. Each grade level engages with four modules of study designed to build students' knowledge in science and the liberal arts, while aligning with New York State Common Core standards. Throughout the year, students have been exposed to high-quality texts and rigorous instruction that fosters critical thinking and meaningful connections.

During the 2023-2024 school year, we recognized the need for deeper instructional consistency and stronger foundational literacy instruction in the lower grades. While Fundations was introduced for K-3 students, its implementation was not done with full fidelity across classrooms. This highlighted the need for additional support to ensure that all teachers are effectively delivering phonics, spelling, and handwriting instruction in a structured and systematic way. As we look toward the 2024-2025 school year, we are taking steps to address these gaps and strengthen foundational literacy.

To further support teacher development and ensure curriculum alignment, we began laying the groundwork for a new collaboration with *Teaching Lab* toward the tail end of 2023-2024. This partnership will officially take effect in the 2024-2025 school year, with the goal of providing coaching and professional development for teachers and instructional leaders. Teaching Lab's research-based approach is designed to improve teacher practice by focusing on high-quality instructional materials like Wit & Wisdom. Their coaching model will allow us to shift more teacher time toward differentiation and innovation, ensuring that all students meet rigorous standards.

In grades 6-8, the cross-curricular Humanities block continued to integrate ELA and History, allowing students to engage with content more deeply through project-based learning. Our instructional leaders worked to align instructional practices and curricular resources with the Next Gen standards, but we identified areas for improvement to better support both teachers and students moving forward.

Elementary and Middle ELA

ELA Measure 1 - Absolute

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

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

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/ IEP	Admin error	Medically excused	Other reason	
3	56		3					59
4	48					1		49
5	55		4					59
6	55	1	2			1	1	60
7	57	1	3					61
8	58							58
All	329	2	12			2	1	346

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[7]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	56	11	19.6	41	9	22
4	48	15	31.2	43	12	28
5	55	24	43.6	44	18	41
6	55	24	43.6	38	16	42
7	57	21	36.8	45	17	38

[7] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

8	58	34	58.6	49	30	61
All	329	129	39	260	102	39.2

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of **113**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.[8]

English Language Arts 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
329	31%	30%	31%	9%

PI	=	30	+	31	+	9	=	70
				31	+	9	=	40
					+	(.5)*(9)	=	4.5
						PI	=	**114.5**

ELA Measure 3 - Comparative

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

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.[9]

[8] You can find the statewide MIP goals for 2022-23 to 2026-27 here

[9] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	22	41	42.6	236
4	28	43	32.8	248
5	41	44	43.3	249
6	42	38	40.8	245
7	38	45	49.4	319
8	61	49	46.5	301
All	39.2	260	44.5	1598

ELA Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.[10]

2023-24 English Language Arts Comparative Performance by Grade Level

[10] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	78.9	438.0	440.9	-0.29
4	83.6	446.0	442.9	0.30
5	80.3	453.0	442.1	1.13
6	80.0	441.0	441.4	-0.05
7	82.3	445.0	444.2	0.09
8	80.6	451.0	448.1	0.31
All	80.9	445.8	443.3	0.26

ELA Measure 5 - Growth

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

Method

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[11]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.6	50.0
5	70.8	50.0
6	27.6	50.0
7	48.4	50.0
8	54.0	50.0
All	50.1	50.0

[11] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

ELA Internal Exam Results

In 2023-2024, East Harlem Scholars Academies used one primary platform to assess student achievement in ELA: interim assessments created by Educational Vistas. These interim assessments are used largely as a predictor of state test readiness and standards mastery.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: Ed Vista

Grade Level	# of Students Tested	Edvista ELA Assessment 1 - Average Score Performance	Edvista ELA Assessment 2 - Average Score Performance
3	58	35%	48%
4	47	49%	57%
5	51	57%	56%
6	52	53%	57%
7	53	47%	57%
8	55	57%	63%
ALL	316	49.7%	56.3%

Grade Level	# of Students Tested	Edvista ELA Assessment 1 - % of Students Scored Proficient	Edvista ELA Assessment 2 - % of Students Scored Proficient
3	58	14%	34%
4	47	29%	38%
5	51	36%	14%
6	52	29%	35%
7	53	8%	21%
8	55	16%	29%
ALL	316	22%	28.5%

Summary of the ELA Goal

The school did not meet most ELA goals for 2023-2024, including proficiency targets, state PI, and comparative performance against the district. Additionally, the school did not exceed its predicted performance based on regression analysis.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	No
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.	No
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.	Yes
	[Write in additional measure here]	

Evaluation of ELA Goal

The data above indicates mixed results in meeting the ambitious goals set forth in the accountability plan for English Language Arts (ELA) performance. Specifically, the school did not achieve the goal of 75% proficiency for students enrolled for at least two years on the New York State English language arts exam for grades 3-8. Additionally, the percentage of students performing at proficiency was lower than that of students in the same tested grades in the comparison district.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with**

Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle ELA goal should report those results here.

ELA Action Plan

To support the effective implementation of our ELA program, our teachers have engaged in a rigorous professional development program. At the end of the 2023-2024 school year, we expanded these efforts by partnering with Teaching Lab, an organization that works closely with educators to strengthen instructional systems and drive professional learning. Through this collaboration, our teachers received enhanced coaching and development tailored to their needs. Teaching Lab's model is research-based and rooted in the belief that studying high-quality instructional materials not only enhances teacher practice but also improves student outcomes. The shift towards a focus on curriculum has allowed teachers to spend less time on lesson planning and more on innovation in their classrooms.

High School ELA

High School ELA Measure 1 - Absolute

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 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.[12]

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort[13]

[12] Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

[13] Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students 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.

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)
2018	2021-22				
2019	2022-23	75	22	6	11
2020	2023-24	83	2	14	17

High School ELA Measure 2 - 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.

METHOD

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.

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)
2018	2021-22				
2019	2022-23	75	22	19	36
2020	2023-24	83	2	49	60

High School ELA Measure 3 - 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's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

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

Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

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 8th 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)
2018	2021-22				
2019	2022-23	25	0	4	16
2020	2023-24				

High School ELA Measure 8 - Growth

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.

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 8th 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)
2018	2021-22				
2019	2022-23	25	0	4	16
2020	2023-24				

Summary of the High School English Language Arts Goal

The school did not meet its high school ELA goal of having 80% of students score at least Level 3 on the Regents English Common Core exam. However, there was significant improvement, with the percentage rising from 35% last year to 60% this year. While the target was not achieved, the upward trend demonstrates progress, and the school is committed to continuing efforts to close the gap and meet future 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.	No
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.	No
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th 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.	
Growth	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 least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	

Evaluation of High School ELA Goal

The most telling data for the school's high school ELA program this year is the significant increase in the percentage of students scoring at least a 3 on the Regents ELA exam, rising from 36% in 2022-2023 to 60% in 2023-2024. This improvement reflects the school's efforts to strengthen literacy instruction and better support students in meeting college readiness benchmarks. While challenges remain, particularly given the high population of Multilingual Learners (MLLs) and students with IEPs, this data point provides encouraging evidence of progress. The school remains committed to ensuring that all students, regardless of background, are on a path to college readiness, with ELA achievement as a key focus area for continued growth.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School ELA goal should report those results here.**

Action Plan

Under the leadership of the new ELA department chair, the school is infusing literacy and writing more thoughtfully throughout the curriculum, across content areas.

GOAL 4: MATHEMATICS

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

Background

East Harlem Scholars Academy Elementary engaged in over 90 minutes of math instruction daily. In addition, students used i-Ready, an adaptive digital tool that provided targeted practice and support to students in Math. In the 2020-2021 school year, Scholars Academy adopted the Eureka math curriculum, and the school has continued its investment in the curriculum to the present. Eureka Math is a program grounded in a developing conceptual understanding of math for both students and teachers implementing the program.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

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

METHOD

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

2023-24 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	55		4						59
4	48					1			49
5	54		5						59
6	55		3			1	1		60
7	54	1	6						61
8	56	2							58
All	322	3	18			2	1		346

Performance on 2023-24 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	55	15	27	41	12	29
4	48	16	33	43	15	35
5	54	17	32	43	12	28
6	55	13	24	37	7	19
7	54	12	23	43	10	24
8	56	18	32	49	16	32
All	322	91	29	256	72	26

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by

the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of **115.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2023-24 Performance Index (PI)				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
322	35%	36%	25%	4

PI	=	36	+	25	+	4	=	65
				25	+	4	=	29
					+	(.5)*(4)	=	2
						PI	=	**96**

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state 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.

2023-24 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	29	41	46.5	301
4	35	43	38.6	244
5	28	43	46.2	262
6	19	37	39.7	257
7	24	43	45.5	308
8	32	49	31.2	92
All	26	256	42.2	1464

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	78.9	440	447.1	-0.53
4	83.6	449	445.1	0.28
5	80.3	439	443.8	-0.37
6	80.0	431	444.1	-1.01
7	82.3	439	446.2	-0.56
8	80.6	437	440.2	-0.22
All	80.9	438.6	444.4	-0.44

Math Measure 5 - 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.

Method

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.[14]

[14] These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	41.5	50.0
5	47.5	50.0
6	30.8	50.0
7	42.9	50.0
8	37.2	50.0
All	39.9	50.0

Mathematics Internal Exam Results

The school implemented iReady as both an instructional and assessment tool to measure progress and provide formative assessment data throughout the school year in mathematics.

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: iReady

i-Ready

2023-24 i-Ready Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	328	86	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	147	106%	No

Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[15]	100%[16]	97	68	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	214	10	No

End of Year Performance on 2023-24 i-Ready Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	14	59	15	39
4	24	49	21	42
5	12	58	12	33
6	9	58	6	34
7	5	60	3	40
8	7	57		26
All	12	341	10	214

End of Year Growth on 2022-23 i-Ready Mathematics Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	81	58
4	115	48

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

[16] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

5	90	58
6	71	55
7	77	56
8	83	53
All	86	328

Summary of the Mathematics Goal

The school did not attain any of the absolute, comparative, or growth measures that comprise the mathematics goal. The school has demonstrated annual typical growth in mathematics in iReady, which is indicative of an upward trend that makes the school confident in the results for the remainder of the accountability period.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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.	No
	[Write in additional measure here]	

Evaluation of the Mathematics Goal

While the school did not attain any of the ambitious goals set forth in the accountability plan, the annual typical growth in iReady is deeply promising, and a sign that the implementation of the Eureka Math resources with fidelity is resulting in improved math achievement for students in grades 3-8.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. For example, schools should describe any barriers to achieving high participation rates, unexpected challenges arising from the administration, etc. The school

should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the Elementary/Middle Math goal should report those results here.**

Mathematics Action Plan

In the 2024-2025 school year, the school will continue the use of iReady for mathematics to ensure consistent data tracking occurs and instructors are able to identify student needs. Additionally, the school has invested in Math coaching to support particularly grades 3-5 mathematics teachers.

The school has also fully invested in the updated Eureka Squared curriculum as well as Illustrative Math that offers expanded opportunities for students to apply and practice mathematical concepts. This additional investment, and the corresponding professional development will allow us to ensure all students have access to quality math instruction and the opportunities to build deeper math understanding.

High School Mathematics

High School Math Measure 1 - Absolute

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 State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. 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.

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)
2018	2021-22				
2019	2022-23	75	75	0	0
2020	2023-24	83	71	3	25

High School Math Measure 2 - 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.

METHOD

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 a Regents Exam in mathematics. 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.

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)
2018	2021-22				
2019	2022-23	75	75	0	0
2020	2023-24	83	71	6	50

High School Math Measure 3 - Absolute

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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

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 meet the mathematics requirement for the college and career readiness standard.

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 8th 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)
2018	2021-22				
2019	2022-23	27	0	2	7
2020	2023-24				

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

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 8th 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)
2018	2021-22				
2019	2022-23	27	0	13	48
2020	2023-24				

Summary of the High School Mathematics Goal

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

Type	Measure	Outcome
Absolute	Each year, 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.	
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.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the	N/A

	percentage of comparable students in the district at least partially meeting Common Core expectations.	
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 8th 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.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

Evaluation of the High School Mathematics Goal

Provide brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

The school did not achieve the goal of 80% of students scoring level 3 or higher on mathematics Regents exams, falling short by approximately 30%.

Additionally, students in this cohort were in 8th grade during the initial outbreak of COVID and did not have state exam scores for 8th grade..

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the High School Mathematics goal should report those results here.**

Action Plan

Narrative explaining what specific steps the school will take to improve or maintain academic performance based on the *specific results* and patterns associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or student sub-populations based on the data presented.

In addition to the professional development and content expertise that the staff has been cultivating, the school will be implementing a high-quality curriculum, *Illustrative Math*, for Algebra and Geometry courses at the high school level. Furthermore, staff will receive targeted coaching from our Chief Schools Officer to ensure effective implementation and support. This will allow students to engage deeply with conceptual mathematical thinking and problem-solving skills while aligning instruction to rigorous standards across all math courses.

GOAL 5: SCIENCE

Students will demonstrate competency in the understanding and application of science concepts.

Background

The science curriculum at East Harlem Scholars Academy is rooted in experiential and project-based learning. In the elementary grades, students use the PhD Science curriculum created by Great Minds. The alignment with the Wit and Wisdom ELA curriculum and Eureka Squared Math curriculum allow instructors to draw cross-curricular connections.

On the secondary level, our STEM department chairs in grades 6-12 work to align science and math curriculum. In 8th grade, students are enrolled in Living Environment and are able to receive Regents credit prior to entering high school.

Elementary and Middle Science

Science Measure 1 - Absolute

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

The school administered the New York State Testing Program science assessment to students in 5th grade in spring 2024. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2023-24 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	43	5	12
8			
All	43	5	12

Science Measure 2 - Comparative

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

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

2023-24 State Science Exam
Charter School and District Performance by Grade Level

	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	43	5	12			
8						
All	43	5	12			

Summary of the Elementary/Middle Science Goal

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

The data reflects that the school did not meet either of the measures for the 2023-2024 school year. Specifically, only 12% of students performed at proficiency on the NYS science exams, falling significantly short of the target of 75%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	NO
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	NO
	[Write in optional measure here]	

Evaluation of the Science Goal

Brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measures and discussing by how much the school

fell short of or exceeded the measures, as well as notable performance in specific grades and populations. Also, use this section to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

These results point to clear areas of concern in terms of overall student performance. The gap between our results and the measures set forth indicates that our current instructional practices require deeper intervention.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the elementary/middle science goal should report those results here.**

Schools that administer a Regents science exam to 8th grade students in lieu of the state exam should report the results in the table below.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22				
8	2022-23				
8	2023-24	LE	63	15	24

We also experienced poor results on the Living Environment Regents exam, which led to the decision not to offer this course in the 2024-2025 school year, allowing us to focus on strengthening other areas of the science program.

Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations

To address the gaps in student performance in science, the school is introducing *Amplify Science* for grades 6-8, a high-quality curriculum designed to enhance student engagement and understanding of scientific concepts. Amplify Science immerses students in real-world problems and encourages them to investigate scientific phenomena through collaboration, discussion, and hands-on learning. By

developing models and explanations, students will build the skills necessary to solve complex problems, preparing them for higher levels of science education.

In addition to the new curriculum, we are providing regular coaching for our teachers in grades 6-8. This coaching will ensure that educators have the necessary support and professional development to implement Amplify Science effectively and align their instructional practices with best standards.

High School Science

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

Science 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)
2018	2021-22				
2019	2022-23	75	75	0	0
2020	2023-24	83	74	4	44

High School Science Measure 2 - 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.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Summary of the High School Science Goal

Present a narrative providing an overall discussion of the school's attainment of this Accountability Plan goal.

The data reflects that the school did not meet the measures for the 2023-2024 school year. Specifically, only 44% of students passed Science Regents exams, falling significantly short of the target of 75%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.	NO
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.	
	[Write in optional measure here]	

Evaluation of the High School Science Goal

Provide brief narrative highlighting results in the data tables above that directly addresses each measure. Narrative explicitly stating whether the school met the measure and discussing by how much the school fell short of or exceeded the measure, and notable performance in specific cohorts and populations. This section can also be used to explain the results in the context of the school program, attributing the results to effective practices or problem areas.

These results point to clear areas of concern in terms of overall student performance. The gap between our results and the measures set forth indicates that our current instructional practices require deeper intervention.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the high school science goal should report those results here.**

Action Plan

Narrative explaining how the school will strive to maintain consistency in its data collection and reporting in the context of possible changes to the modality of instruction. The narrative also explains what specific steps the school will take to maintain or improve academic performance based on the specific results associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts, or subpopulations.

To improve Science Regents scores, the school will focus on targeted instructional support, introducing more rigorous practice opportunities aligned with Regents standards. The leadership is providing ongoing support for science teachers, ensuring curriculum alignment, and implementing regular data analysis to monitor student progress and adjust instruction accordingly.

GOAL 6: SOCIAL STUDIES

Students will demonstrate college and career readiness in social studies.

Background

The school's social studies curriculum consists of Regents-aligned courses in US History, Global History I & II, and additional courses in Civics and Government for students who pursue additional credits. The majority of students complete their Global History coursework in 9th and 10th grade before proceeding to US History in 11th Grade.

The history department chair coaches all social studies teachers and reviews curriculum to ensure rigor and alignment across specific history courses. History courses are rooted in teaching students critical analysis, incorporating literacy, and global citizenship.

Social Studies Measure 1 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of 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)
2018	2021-22				
2019	2022-23	75	44	31	100
2020	2023-24	83	6	46	60

Social Studies Measure 2 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of 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)
2018	2021-22				
2019	2022-23	75	73	1	50
2020	2023-24	83	2	41	51

Social Studies Measure 4 - Comparative

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

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Summary of the Social Studies Goal

The data reflects that the school did not meet the measures for the 2023-2024 school year. Specifically, only 51% of students passed Social Studies Regents exams, falling significantly short of the target of 75%.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State U.S. History Regents exam by the completion of their fourth year in the cohort.	NO
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents 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
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents 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 the Global History Regents 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
	[Write in optional measure here]	

Evaluation of the Social Studies Goal

These results point to clear areas of concern in terms of overall student performance. The gap between our results and the measures set forth indicates that our current instructional practices require deeper intervention.

Additional Context and Evidence

Narrative discussing any concerns the school may have regarding the data reported above and the school's attempts to mitigate those concerns. The school should also supplement the information above with additional quantitative evidence from other types of academic assessments or evidence capturing the results of co-academic interventions. **Schools with Accountability Plans that contain additional measures or conditions on renewal under the social studies goal should report those results here.**

Action Plan

To improve Social Studies Regents scores, the school will focus on targeted instructional support, introducing more rigorous practice opportunities aligned with Regents standards. The leadership is providing ongoing support for social studies teachers, ensuring curriculum alignment, and implementing regular data analysis to monitor student progress and adjust instruction accordingly.

GOAL 7: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2021-22	In Good Standing
2022-23	Local Support & Improvement
2023-24	Local Supprt & Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school had been in good standing previously. With its current status of Local Support & Improvement, the school is prioritizing progress for students with IEPs, MLL scholars, and all students.

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the "Internal Exam Results" sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available here.

NWEA

2023-24 NWEA MAP [ELA/Mathematics] Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3rd through 8th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	[#]	[X]	[Yes/No]
Measure 2: Each year, the school's median growth percentile of all 3rd through 8th gradestudents whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	[#]	[X]	[Yes/No]
Measure 3: Each year, the median growth percentile of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median growth of 3rd through 8th grade general education students at the school.	Students with disabilities[17]	[X][18]	[#]	[X]	[Yes/No]

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

[18] Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.[19]	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2023-24 NWEA MAP [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient[20]	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7				
8				
All				

End of Year Growth on 2023-24 NWEA MAP [ELA/Mathematics] Assessment
By All Students

Grades	Median Growth Percentile	Number Tested
3		
4		
5		
6		
7		
8		
All		

i-Ready

2023-24 i-Ready [ELA/Mathematics] Assessment End of Year Results

[19] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[20] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	[#]	[%]	[Yes/No]
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	[#]	[%]	[Yes/No]
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[21]	[%][22]	[#]	[%]	[Yes/No]
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	[#]	[%]	[Yes/No]

End of Year Performance on 2023-24 i-Ready [ELA/Mathematics] Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3				
4				
5				
6				
7				
8				

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

[22] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

All				

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

By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3		
4		
5		
6		
7		
8		
All		