



HARLEM LINK CHARTER SCHOOL

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Aviva Mendelson and Dan Steinberg, Co-Principals, prepared this 2024-25 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)
Naa Yirensyi	Chair	N/A
Sonya Dore	Treasurer	N/A
Candace McConnell	Secretary	N/A
Janelle Ashley Charles	Chair of Education Committee	Education
Naheem Harris	Trustee	Finance, Executive
Kenneth Catandella	Trustee	Development, Executive, Nominating
Jonathan Barrett	Treasurer	Executive, Finance
Kyle Haver	Trustee	Education
Edward Robinson	Trustee	Finance, Education
Jenee Henry Wood	Trustee	Education
Dara Morgan (Smith)	Trustee	N/A

Aviva Mendelson and Daniel Steinberg, Co-Principals, have served as the school leader(s) since 2021.

SCHOOL OVERVIEW

Harlem Link Charter School (HLCS) serves students in prekindergarten (pre-K) through Grade 5 in the Harlem neighborhood of Manhattan in Community School District (CSD) 3. Our school's mission states: HLCS, a pre-K to 5th Grade public school, links academics, values, and community to graduate scholars who learn and serve in their communities. Families, staff, and the Harlem community partner to provide a safe, supportive learning environment that empowers students and alumni to take an active role in their learning and lead with their values.

The 2025-26 school year marks our 21st operating year and the third year of our fifth charter term. HLCS opened in 2005, serving kindergarten and first grade students in Harlem. We reached our full chartered grade span in the 2009-10 school year, serving Grades K-5. In 2010, HLCS received a three-year term ending in 2013. Subsequently, in 2013 and 2018, HLCS received five-year renewal terms. In 2015, HLCS introduced a pre-K program. In 2023, HLCS received another five-year renewal term.

HLCS is located in CSD 3. In 2024-25, 30% of our students came from CSD 3 and 22% came from CSD 5 (Upper Manhattan). Our demographic profile resembles CSD 5 more closely than our district of location. In 2024-25, our enrollment was 87% economically disadvantaged (ED) students, 15% English language learners/multilingual learners (ELL/MLLs, including former ELL/MLLs), and 34% students with disabilities (SWD). In addition, 61% of HLCS students identified as Black and 32% identified as Hispanic in 2024-25.

HLCS supports students from pre-K through Grade 5 with our Start to Finish program. In Grades 4 and 5, we provide counseling to students and families on middle school admissions and offer workshops, personalized guidance sessions, and ongoing strategic and logistical support. In Grade 5, students participate in small-group mentoring to prepare for middle school admissions. We gather extensive data on local middle schools to provide our students with well researched options that are safe, have high expectations, and strong records for high-school placement. Some of these schools include Mott Hall II, Computer School, the Mott Hall School, West End Secondary, Center School, Columbia Secondary, Community Action, KIPP, and Democracy Prep. Harlem Link supports its alumni with students in middle school, high school, college and in the workplace with networking opportunities and supports to ensure their continued successes. 74% of HLCS alumni have attended college, which is 11% higher than the national average and significantly outpaces the 46% low-income students who have attended college nationally.¹

SCHOOL-WIDE ACCOMPLISHMENTS IN THE 2024-25 SCHOOL YEAR

In the 2024-25 school year, HLCS implemented improvements to our program. Highlights include:

¹ Source: <https://www.bls.gov/opub/ted/2024/61-4-percent-of-recent-high-school-graduates-enrolled-in-college-in-october-2023.htm>

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- **Schoolwide priority of providing actionable feedback:** In Spring 2022, HLCS engaged with a diverse range of stakeholders within the community to support vision planning for the school. Through this work, we identified a five-year instructional vision, with a specific priority in each school year to help guide us towards that vision. Our five-year instructional vision is: *Harlem Link students will exhibit our core values to grow toward their academic goals and develop their leadership by creating a portfolio of artifacts that showcases their rigorous learning and achievement.* The 2024-25 school year marked the second year of this five-year plan, with the Year 2 priority of providing descriptive, timely, and actionable feedback, so that Harlem Link community members grow as learners and meet their goals. This initiative was supported by our professional learning community (PLC) structure, further described below.
- **Improved PLC facilitation:** We restructured our PLCs in 2023-24 to ensure that PLC facilitators and members had the tools to effectively examine rigor in each content area in alignment with our schoolwide priority. In the 2024-25 school year, we used our PLCs to explore our priority of providing actionable feedback. PLC work was guided by the following two essential questions: What does timely and effective feedback look like across the school? How can we use principles of effective feedback to help students meet their goals? Through this work, we strengthened our protocol for providing student feedback and ensuring that students are able to meet their goals. This included implementing improvements to our portfolio program and end-of-unit assessment process, described below.
- **Refined student digital portfolios in all grade levels:** The 2024-25 school year was the second year of using student digital portfolios across all grade levels, a strategic initiative outlined in our 2022 renewal application. We advanced our use of digital portfolios by transitioning to Seesaw, a learning platform that we used during the COVID-19 pandemic. Seesaw allows us to gather digital artifacts of student work. In the summer of 2025, staff input all 2024-25 portfolio assessments into Seesaw in cohort-specific portfolios. This allows us to provide students with a comprehensive digital record of their academic growth at HLCS by the time they graduate. Each portfolio culminates in a PDF product, which aligns with our original goal of capturing evidence of learning beyond test scores. In 2025-26, we are focusing on integrating portfolio projects into end-of-unit assessments, with an emphasis on student work artifacts that demonstrate deeper learning. These assignments are structured with clear overviews, student-friendly checklists, and rubrics aligned across grades and genres. Teachers use portfolio work in student data shares, aligning with our priority of looking closely at student work.
- **Year 2 of 12:1 Bridge Program:** We introduced a 12:1 classroom setting in the 2023-24 school year for Grades 3-5, allowing us to serve the needs of our students. We continued with the Bridge program in 2024-25, allowing us to provide high-quality instruction to students with this setting on their IEPs. In our second year of the 12:1 setting, we saw significant growth for these students as measured by the median conditional growth percentile in ELA and Math on the NWEA MAP exam. The median conditional growth percentile was 99 in Math and 85 in ELA.² We are excited to introduce a 12:1 setting in Grades K-2 in the 2025-26 school year.

² Note: Growth percentiles reflect Spring 2025 norms.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

- **Start to Finish program:** We continue to see substantial growth for students that enter our school in pre-K and kindergarten and stay with us through Grade 5. Start to Finish's middle school counseling initiative led to 100% of graduating 5th graders gaining acceptance to one of their top 3 middle school choices. The high school graduation (90%) and college enrollment (74%) rates of HLCS graduates continue to outperform state and national averages. Future goals for Start to Finish include supporting persistence towards college graduation and career path programming for those entering the workforce.
- **Continued focus on digital education:** We introduced a digital education initiative in the 2023-24 school year, emphasizing the development of essential technology skills across Grades 1-5. This initiative included a typing club to support keyboarding skills and digital citizenship. We also used Edcite, an online assessment platform, to conduct assessments in upper grades. This gave students the opportunity to familiarize themselves with computer-based assessments prior to the NYS test administration. We continued with these initiatives in 2024-25. Our vision for digital education is: every student will know how to live productively and safely in a technology-dominated world. We use the Common Sense scope and sequence for digital education, supplemented by additional digital education resources. We are also introducing HelloWorld CS, a program that brings interdisciplinary courses including virtual reality (VR) and artificial intelligence (AI), in fifth grade and our 12:1 Bridge classes.
- **Planned SEL changes in 2025-26:** In the 2025-26 school year, HLCS is implementing the Second Step social-emotional learning (SEL) program across all grade levels. We selected Second Step after finding that our previous SEL curriculum did not provide engaging lessons that were coherent across grade levels. In contrast, Second Step offers a developmentally appropriate sequence and supports a schoolwide approach to SEL, equipping students and teachers with shared language for addressing challenges. This consistent framework will allow us to foster stronger social-emotional learning competencies.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022-23	52	57	66	59	64	63								363
2023-24	52	47	51	65	59	64								339
2024-25	39	43	51	59	61	54								308

GOAL 1: ENGLISH LANGUAGE ARTS

Scholars will become proficient readers and writers of the English language.

BACKGROUND

HLCS implements a literacy program grounded in science of reading principles, which provides students with a variety of research-based instructional strategies, engaging texts, and structured opportunities to develop skills in phonemic awareness, phonics, fluency, vocabulary, and comprehension. The key literacy components taught include reading workshop, literacy stations, read aloud, shared reading (K-2), close reading and word study (K-5), and writing workshop. Almost all students have guided reading daily as part of literacy stations; for students performing above grade level, guided reading may be slightly less frequent, while students struggling with core concepts participate in additional reading time with an academic intervention services (AIS) teacher.

For Reading and Writing Workshops, we use a combination of HLCS-created literacy units and Into Reading Units in Grades 1-5. The HLCS-created literacy units are aligned directly with the New York State Learning Standards and designed to facilitate student autonomy and experiential learning. For example, students in Grade 1 participate in a restaurant unit during which they study food and restaurants using a cross-disciplinary perspective. Students learn about food science, meals across different cultures, and how a restaurant functions; the unit culminates with students creating their own restaurant, which includes delegating responsibilities, planning a menu, preparing food, and serving customers. Through this unit, students develop skills in math, social studies, science, and ELA.

In Word Study, we use Heggerty for phonological awareness instruction in Grades Pre-K through 1, Foundations for phonics instruction in Grades K-2, and Spellography in Grades 3-5, as phonics has proven to be an area of need especially over the last year and a half. See the “action plan” section for more information on Spellography, which is new in 2025-25. We also use sound walls in Grades K-3 to support students with phonemic awareness as part of our integration of science-based multisensory literacy strategies.

In the 2024-25 school year, we discontinued the use of F&P in Kindergarten, introducing a decodable benchmark assessment and decodable books for guided reading for these students. We then use F&P assessments and guided reading books for Grades 1-5. We also use Learning A-Z, Epic Books and Rigby Leveled Library resources to help support teaching and learning during literacy stations.

ELEMENTARY 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024-25 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	41	0	8	0	0	0	11	60
4	37	4	22	0	0	0	0	63
5	40	6	6	0	0	0	2	54
6	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0
8	0	1	0	0	0	0	0	1
All	118	11	36	0	0	0	13	178

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year³

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	41	21	51%	32	17	53%
4	37	25	68%	33	22	67%
5	40	24	60%	34	20	59%
6						
7						
8						
All	118	70	59%	99	59	60%

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

³ 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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 English language arts MIP for all students of **117.3**. 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 250.⁴

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
118	8	33	41	19

$$PI = 0 * 8_{Level\ 1} + 1 * 33_{Level\ 2} + 2 * 41_{Level\ 3} + 2.5 * 19_{Level\ 4} = 161$$

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.⁵

2024-25 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 nd Year		All District #3 Students		All District #5 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	53%	32	68%	995	44%	387
4	67%	33	68%	1041	46%	424
5	59%	34	71%	1049	47%	466
6						
7						
8						
All	60%	99	68%	3085	44%	1277

⁴ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

⁵ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁶

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.2	446	438.2	0.81
4	91.5	448	438.8	0.86
5	92.2	437	436.9	0.01
6				
7				
8				
All	91	443.2	437.9	0.52

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 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁷

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

⁶ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 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.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	50.4	50.0
5	42.3	50.0
6		50.0
7		50.0
8		50.0
All	46.1	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, 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: NWEA MAP

ELA Measure 6 Optional

Each year, the school's median growth percentile on the NWEA MAP assessment in ELA of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

NWEA ELA

2024-25 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 1st through 5 th 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	225	39	No

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2024-25 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
1	36	35
2	30	44
3	38	45
4	43	56
5	46	45
All	39	225

SUMMARY OF THE ELA GOAL

The charter school met three of the six English Language Arts goals we are able to report on in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. The school's aggregate PI on the state's English Language Arts exam calculates to 161 which does meet this year's Measure of Interim Progress (MIP) of 117.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district CSD 5, but not CSD 3 based on aggregate proficiency. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 4-5 in 2023-24 was not above the target of 50. The students demonstrated growth from the beginning of the year to the end of the year as measured by the NWEA MAP data but fell short of the target.

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 3-5.	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.	Yes
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	Yes

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	No
Optional	Each year, the school's median growth percentile of all 1st through 5 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	No

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - The charter school did not meet this measure. Overall, 60% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grades 4 was our high point with 67% scoring at levels 3 and 4. Grades 3 and 5 performed at 53% and 59% respectively.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 161, exceeding the target measure of interim progress of 117.3.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with our 60% proficiency compared to CSD 5's 44% overall in grades 3-5. We are located in CSD 3 and do enroll a fair amount of students from that location as well. CSD 3 (3-5) students performed slightly better at 68%.
4. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 0.52 in 2023-24, the most recent data available.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did not meet this measure, having a growth percentile of 46.1.
6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - Based on the NWEA MAP exams that were administered three times, the school's median growth percentile of all 1st through 5th grade students was not greater than 50 at 39.

ELA ACTION PLAN

Continued use of Into Reading: HLCS continues to implement Into Reading as our core reading and writing curriculum in Grades 1-5. We introduced this program for these grade spans in the 2024-25 school year and, based on positive feedback from teachers and student achievement data, we will continue to use it going forward. Into Reading provides a cohesive, vertically aligned program consistent with the Science of Reading, ensuring explicit instruction in grammar and vocabulary. The curriculum also incorporates inclusive texts and resources that reflect student identities and offers differentiated support for students identified as multilingual learners and students with disabilities.

Piloting new social studies units: In 2024-25, we are piloting social studies units from the NYC DOE in three grades, where the content aligns with our ELA thematic units of study. Teachers will follow this inquiry-based social studies units in Grades 1, 2, and 4. This approach builds background schema to support literacy development and strengthens the connection between social studies and ELA for our students. In the past, social studies has been embedded within ELA; this new pilot program allows us to highlight social studies content more explicitly for our students, preparing them for our global community.

Vocabulary and grammar: In 2025-26, we are making vocabulary and grammar an explicit part of our schedule. This is designed to provide daily, structured opportunities for students to develop these foundational skills. This change is also designed to support our growing population of multilingual learners.

End-of-unit performance-based assessments: In 2025-26, we are focusing on integrating portfolio projects into end-of-unit assessments, with an emphasis on student work artifacts that demonstrate deeper learning. These assignments are structured with clear overviews, student-friendly checklists, and rubrics aligned across grades and genres. Teachers use portfolio work in student data shares, aligning with our priority of looking closely at student work. We focused on developing these narrative rubrics in 2024-25 and are excited to implement consistent end-of-unit performance-based assessments in 2025-26.

Introducing Spellography: In 2025-26, we are introducing Spellography as our word study program in Grades 3-5, replacing Words Their Way. Spellography offers a Science of Reading-aligned approach, providing a systematic, research-based framework to spelling and word study. This shift is intended to strengthen foundational literacy skills. To prepare teachers to implement this curriculum, representatives from the program provided a training to HLCS teachers during professional development prior to the 2025-26 school year.

GOAL 2: MATHEMATICS

Each year scholars will demonstrate proficiency in mathematics.

BACKGROUND

At HLCS, students are the primary sense-makers of the math world around them. Teachers facilitate deep conceptual understanding of grade-specific standards through inquiry-based math tasks that build upon schema and students' knowledge about the world. To prepare teachers for our approach to math, the Instructional Leadership Team provides coaching in the constructivist approach, including the use of developmentally appropriate manipulatives that help students build concrete models until they are ready for more abstract math thinking. In 2023-24, we introduced Go Math as our K-5 math curriculum, which we are continuing to use going forward. Since introducing the program, we have observed improvements in the areas of vertical alignment and math vocabulary alignment. In 2024-25, we supplemented Go Math in kindergarten with select units from the TERC Investigations curriculum, in order to provide younger students with more hands-on learning experiences than Go Math provides. Kindergarten students begin the year with TERC Investigations and then transition to Go Math later in the year, providing a purposeful progression to first grade, where teachers use Go Math. Going forward, we will continue to use Go Math in Grades K-5, supplemented with TERC Investigations in kindergarten. We are also introducing interim assessments from Go Math in 2025-26 for Grades 1-5.

Students attend a daily Math Workshop that includes math routines, inquiry-based investigations, math games designed to develop fluency and number sense, and math discourse where students are required to explain their thinking. Additionally, students in Grades K-5 use Cognitively Guided Instruction (CGI), a student-centered approach to teaching problem-solving.

HLCS has a math intervention block twice weekly for lower grades and four times per week in the upper grades, modeled after our successful literacy stations approach. During this time, teachers use the stations approach to reteach content based on data from exit tickets, quizzes, and tests.

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.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2024-25 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	41	1	5	0	0	0	13	0	60
4	39	3	21	0	0	0	0	0	63
5	38	5	8	0	0	0	3	0	54
6	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0
8	0	1	0	0	0	0	0	0	1
All	118	10	34	0	0	0	16	0	178

Performance on 2024-25 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	41	20	49%	31	16	52%
4	39	22	56%	34	20	59%
5	39	26	67%	32	24	75%
6						
7						
8						
All	119	68	57%	97	60	62%

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 2024-25 mathematics MIP for all students of 119.4. 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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
119	11	32	46	11

$$PI = 0 * 11 + 1 * 32_{Level\ 2} + 2 * 46 + 2.5 * 11_{Level\ 4} = 152$$

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.

2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency					
	Charter School Students In At Least 2 nd Year		All District #3 Students		All District #5 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	52%	31	70%	1022	46%	420
4	59%	34	69%	1066	44%	443
5	75%	32	63%	1064	38%	487
6						
7						
8						
All	62%	97	70%	3152	46%	1350

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2024-25 analysis is not yet available. This report contains 2023-24 results.⁸

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	89.2	452	445.1	0.49
4	91.5	451	446.9	0.26
5	92.2	450	441.7	0.6
6				
7				
8				
All	90.9	451	444.5	0.46

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 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁹

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 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.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	29.2	50.0
5	55	50.0
6		50.0
7		50.0
8		50.0
All	42.3	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, 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: NWEA MAP

ELA Measure 6 Optional

Each year, the school's median growth percentile on the NWEA MAP assessment in Mathematics of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.

NWEA MATHEMATICS

2024-25 NWEA MAP Mathematics Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 1st through 5 th 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	227	38	No

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Growth on 2024-25 NWEA MAP Mathematics Assessment

By All Students

Grades	Median Growth Percentile	Number Tested
1	33	38
2	21	44
3	29	44
4	44	57
5	67	44
All	38	227

SUMMARY OF THE MATHEMATICS GOAL

The charter school met three of the six mathematics goals in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 152 which does exceed this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, the charter school outperformed the district CSD 5 based on aggregate proficiency. Based on the 2023-24 Comparative Performance Analysis, the school performed better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-5 was not above the target of 50. The school demonstrated growth from the beginning of the year to the end of the year as measured by the NWEA MAP data yielded a median growth percentile less than 50.

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.	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 mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
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	Yes

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

	analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No
Optional	Each year, the school's median growth percentile of all 1st through 5th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	No

EVALUATION OF THE MATHEMATICS GOAL

The Mathematics tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS mathematics exam.
 - The charter school did not meet this measure. Overall, 62% of students enrolled in 2+ years demonstrated proficiency on the mathematics assessment. Grade 5 was our high point with 75% scoring at levels 3 and 4. Grades 3 and 4 performed at 52% and 59% respectively.
- Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - The school did meet this measure with an aggregate performance index of 152, exceeding the target measure of interim progress of 119.4.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - The charter school did meet this measure with our 62% proficiency compared to the district CSD 5's 46 % overall in grades 3-5.
- Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did meet this measure, having an effect size of 0.46 in 2023-24, the most recent data available.
- Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-5 will be above the target of 50.
 - The charter school did not meet this measure, having a growth percentile of 42.3.
- The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments.
 - Based on the NWEA MAP exams that were administered three times, the school's median growth percentile of all 1st through 5th grade students was not greater than 50 at 38.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS ACTION PLAN

Going forward, we continue to implement the math program as described above. We are also introducing interim assessments from Go Math in 2025-26 for Grades 1-5.

GOAL 3: SCIENCE

Students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

The science team uses the Full Option Science System (FOSS) science program to promote an exploratory approach to learning and experimentation through observations, deductive reasoning, and an understanding of the scientific method. All grades participate in two periods of science instruction per week. The school takes advantage of its proximity to Central Park and the variety of museums in New York City for hands-on experiences that support curriculum units.

Internal science assessment is done primarily through the use of curriculum-based measures provided with the FOSS kits. Science instruction is closely aligned to ELA standards, mirrors the constructivist math approach, and includes small and whole group instruction.

ELEMENTARY 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 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 State Science Exam
By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	33	12	36%

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2024-25 State Science Exam Charter School and District Performance by Grade Level						
	Charter School Students in at Least 2 nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	33	12	36%			

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 5th grade students in science utilizing the NYS Science assessments.

In 2024-25, 36 percent of students in 5th grade achieved proficiency.

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.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

Although the fifth-grade students did not achieve the science absolute measure, proficiency increased by 17 percentage points over the previous year.

ACTION PLAN

HLCS will continue to implement the science program as described above, with an increased focus on analyzing scientific texts as a complement to our inquiry-based approach to science investigations..

GOAL 4: ESSA

ESSA Measure 1

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

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

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing - Local Support and Improvement
2024-25	Good Standing - Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school continues to be in good standing.