



**Harlem Village Academy West
Charter School**

**2024-25 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Joe Keeney

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2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Katy Braun, Director of Data, and Joe Morales, Associate Director of Data, 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)
David Zwiebel	Chair	
Daniel Panko	Treasurer	
Deborah Kenny	Trustee/Member	
Andrew August	Vice Chair	
Aria Gee	Trustee/Member	
Carrie Mauer	Trustee/Member	
Erica Newman	Vice Chair	

Carrie Mauer has served as the Executive Director since 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SCHOOL OVERVIEW

It is the mission of Harlem Village Academy West Charter School for our students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society. In order to accomplish this mission, we have established clear, measurable goals which are outlined in this document. The school leadership and faculty continually strive to maintain our community's focus on achieving these goals. Harlem Village Academy West opened in the fall of 2019 with Kindergarten and First Grade. The school serves approximately 442 students.

ENROLLMENT SUMMARY

The school's BEDS Day enrollment is shown in the table below.

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	38	38	52	39	-	-	-	-	-	-	-	-	-	167
2023-24	39	33	42	45	42	20	-	-	-	-	-	-	-	221
2024-25	108	89	93	78	74	-	-	-	-	-	-	-	-	442

GOAL 1: ENGLISH LANGUAGE ARTS

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

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BACKGROUND

The purpose of the HVA literacy curriculum is to develop sophisticated student thinking and a passion for reading. Students who are immersed in a book at school are more likely to continue reading during their free time, thereby reading an hour or more each day. When students are avid readers, they acquire a breadth and depth of knowledge and vocabulary as well as improving their fluency, grammar, and syntax—all of which organically strengthens their comprehension. This is accomplished through the core components of instruction: independent reading, guided reading, close reading, read aloud, writing workshop, phonics and vocabulary. All these components were continued during the 2024-25 school year.

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.

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	58		14	4				72
4	63	1	8	6			1	73
5	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-
All	121	1	22	10			1	145

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

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

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	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	58	52	90%	51	45	88%
4	63	61	97%	52	51	98%
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	121	113	93%	103	96	93%

Harlem Village Academy West exceeded the measure.

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 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 250.²

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
	0%	7%	53%	40%

$$PI = 0 * 0\% + 1 * 7\%_{\text{Level 2}} + 2 * 53\%_{\text{Level 3}} + 2.5 * 40\%_{\text{Level 4}} = 213$$

Harlem Village Academy West exceeded the measure.

ELA Measure 3 - Comparative

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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.³

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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	88%	51	44%	387
4	98%	52	46%	424
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	93%	103	45%	811

Harlem Village Academy West exceeded the measure.

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

³ 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

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.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.1	462.0	437.8	2.46
4	95.2	462.0	438.1	2.22
5	95.0	462.0	436.3	2.56
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	93.6	462.0	437.6	2.38

Harlem Village Academy West exceeded the measure.

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.⁵

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 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	55.7	50.0

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

5	47.1	50.0
6	-	50.0
7	-	50.0
8	-	50.0
All	52.6	50.0

Harlem Village Academy West exceeded the measure.

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: Internally developed

SUMMARY OF THE ELA GOAL

Harlem Village Academy West exceeded all measures.

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.	Exceeded
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.	Exceeded
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.	Exceeded
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.	Exceeded
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.	Exceeded

ELA ACTION PLAN

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: MATHEMATICS

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

BACKGROUND

HVA has strategically designed a sophisticated scope and sequence and curricular materials. For workshop, our curriculum is sequenced uniquely for HVA, but pulls resources from Eureka, Children's Mathematics, Contexts for Learning Mathematics, and Fosnot's work from the series Young Mathematicians at Work. Our workshop curriculum is also adapted year to year based on teacher feedback and student mastery. Our problem solving and fluency resources are teacher created, pulling inspiration from many resources. Students are deeply engaged in problem solving, reasoning, proving, and discussing mathematics. Student work is aligned with grade level tasks that connect to a clear trajectory of long- and short-term learning targets. The questions and tasks posed to students elicit the use of higher order thinking skills for all students. Our mathematics program includes the following components: Fluency, Problem Solving, Jars, Routines and Games and math workshop.

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 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	64		8	1					72
4	58	14		8			1		73
5	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-
All	122	14	8	9			1		145

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	64	64	100%	55	55	100%
4	58	57	98%	48	47	98%
5	-	-	-	-	-	-
6	-	-	-	-	-	-
7	-	-	-	-	-	-
8	-	-	-	-	-	-
All	122	121	99%	103	102	99%

Harlem Village Academy West exceeded the measure.

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 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
	0%	1%	58%	41%

$$PI = 0 * 0\%_{\text{Level 1}} + 1 * 1\%_{\text{Level 2}} + 2 * 58\%_{\text{Level 3}} + 2.5 * 41\%_{\text{Level 4}} = 219.5$$

Harlem Village Academy West exceeded the measure.

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.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	100%	55	46%	420
4	98%	48	44%	443
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	99%	103	45%	863

Harlem Village Academy West exceeded the measure.

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.⁶

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

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	91.1	473.0	444.7	2.05
4	95.2	484.0	445.8	2.43
5	95.0	480.0	440.9	2.82
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	93.4	478.6	444.4	2.34

Harlem Village Academy West exceeded the measure.

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.⁷

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2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	62.2	50.0
5	48.2	50.0
6	-	50.0
7	-	50.0
8	-	50.0

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

All	57.1	50.0
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Harlem Village Academy West exceeded the measure.

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: Internally developed

SUMMARY OF THE MATHEMATICS GOAL

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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.	Exceeded
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.	Exceeded
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.	Exceeded
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.	Exceeded
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.	Exceeded

MATHEMATICS ACTION PLAN

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

GOAL 4: 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
2024-25	Good Standing