



THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
HARLEM VILLAGE ACADEMY
EAST CHARTER SCHOOL*

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Charter Schools Institute
The State University of New York

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INTRODUCTION & REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the “SUNY Renewal Policies”).¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON

A SCHOOL’S
APPLICATION
FOR CHARTER
RENEWAL

INFORMATION
GATHERED DURING
THE CHARTER TERM

ACADEMIC
PERFORMANCE

FISCAL SOUNDNESS

LEGAL COMPLIANCE

RENEWAL
EVALUATION VISIT



Most importantly, the Institute analyzes the school’s record of academic performance and the extent to which it has met its academic Accountability Plan goals.

1. Revised September 4,
2013 and available at: [www.
newyorkcharters.org/SUNY-
Renewal-Policies/](http://www.newyorkcharters.org/SUNY-Renewal-Policies/).

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REPORT FORMAT

This renewal recommendation report compiles the evidence below using the ***State University of New York Charter Renewal Benchmarks*** (the “SUNY Renewal Benchmarks”),² which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.



RENEWAL QUESTIONS

1. IS THE SCHOOL AN ACADEMIC SUCCESS?
2. IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?
3. IS THE SCHOOL FISCALLY SOUND?
4. IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/renewal/.

2. Version 5.0, May 2012, available at: www.newyorkcharters.org/SUNY-Renewal-Benchmarks/.

This report contains appendices that provide additional statistical and organizationally related information including a largely statistical school overview, copies of any school district comments on the Application for Charter Renewal, and the SUNY Fiscal Dashboard information for the school. If applicable, the appendices also include additional information about the education corporation and its schools including additional evidence on student achievement of other education corporation schools.



RENEWAL RECOMMENDATION

Full-Term Renewal. The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Harlem Village Academy East Charter School for a period of five years with authority to provide instruction to students in Kindergarten – 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 634 students.



To earn a **Subsequent Full-term Renewal**, a school must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.³

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- 1: the school, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 2: the education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 3: given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁴

ENROLLMENT AND RETENTION TARGETS

Enrollment and retention targets apply to all operating SUNY authorized charter schools. The Act requires charter schools to make good faith efforts to meet enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. Harlem Village Academy East Charter School ("HVA East") received a full-term renewal from the SUNY Trustees in 2015, under the name Harlem Village Academy Leadership Charter School, and received targets at that time.

3. SUNY Renewal Policies
(p. 14).

4. See New York Education
Law § 2852(2).

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets. SUNY and the New York State Board of Regents (the "Board of Regents") approved the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school, where applicable, in July 2013. Since that time, new schools receive targets during their first year of operation and others receive targets at renewal.

HVA East meets its enrollment target for students with disabilities. The school does not currently meet its enrollment targets for economically disadvantaged and ELLs. The school also does not meet its retention targets for economically disadvantaged, students with disabilities, and ELLs. In order to make good faith efforts to meet its enrollment and retention targets, HVA East works closely with its non-profit partner organization, Village Academies Network, Inc. ("Village Academies" or the "network"). The network's and school's operations teams uses the following practices to recruit and retain students:

- mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish;
- targeting mailings in zip codes with high concentrations of economically disadvantaged students and ELLs;
- developing relationships with programs such as Head Start, the Children's Aid Society, and other schools and organizations that serve high needs populations;
- attending community fairs that attract high needs populations;
- conducting open houses in languages other than English and providing language interpretation;
- conducting open houses focused on the special education services the school offers;
- canvassing and posting fliers at local neighborhood organizations and residences with information about the school; and,
- soliciting referrals from parents of ELLs currently enrolled at HVA East.

For additional information on the school's enrollment and retention target progress, see Appendix A.

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. The full text of any written comments received from the district appears in Appendix C, which also includes a summary of any public comments.

As of the date of this report, the Institute has not received district comments in response to the renewal application. A summary of public comments submitted to the Institute appears in Appendix C.

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

BACKGROUND

The SUNY Trustees granted HVA East its original charter on June 25, 2002 as East New York Village Academy Charter School. The school opened its doors in the fall of 2005 initially serving 56 students in 5th grade under the name Leadership Village Academy Charter School. The school is authorized to serve 634 students in Kindergarten – 12th grade during the 2019-20 school year. If renewed, the school will continue to serve students in Kindergarten – 12th grade, with a projected total enrollment of 634 students.

The current charter term expires on July 31, 2020. A subsequent charter term would enable the school to operate through July 31, 2025. HVA East's Kindergarten – 8th grade is co-located in a New York City Department of Education ("NYCDOE") building at 2351 First Avenue New York, NY, in New York City Community School District ("CSD") 4. The building also houses River East Elementary, a district school serving pre-Kindergarten – 5th grade. HVA East's high school grades are located in private space at 35 West 124th Street New York, NY, in CSD 5 in a shared program with Harlem Village Academy West Charter School's ("HVA West's") high school grades.

The mission of HVA East states:



Harlem Village Academy East's mission is 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.

HVA East partners with Village Academies, a New York not-for-profit corporation, which also partners with HVA West, a separate SUNY authorized charter school education corporation with the authority to operate the HVA West school and Harlem Village Academy West 2 Charter School ("HVA West 2"). Village Academies provides HVA East with back office support, professional development support, operation services, human resources support, budgeting, financial services, and recently established a network educational leadership team that provides direct support to the schools. Village Academies has a strong foundation of financial fundraising.

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Although HVA East and HVA West are separate education corporations, the Institute includes a report on the schools' performance and demographics since HVA East is a replication of the other schools that partner with Village Academies, and all share the same educational philosophy and support from the network level. These data are found in Appendix E.



EXECUTIVE SUMMARY

HVA East is an academic success having met its Accountability Plan goals for the current charter term. HVA East demonstrates success in the following ways:

- HVA East posted high four year graduation rates over the charter term surpassing the district every year by as much as 17 percentage points. Notably, the school graduated 100% of its cohort in 2015-16 and 2017-18.
- The school produced a strong record of college preparation over the charter term. HVA East matriculated large proportions of its graduates into college in all five years of its Accountability Period. Notably, 97% of the class of 2018 matriculated into a two or four year program following graduation, and that cohort posted a 94% persistence rate into their second year of college.
- HVA East demonstrated strong performance in English language arts (“ELA”) over the charter term. The school exceeded the target for all comparative and growth measures from 2016-17 through 2018-19. In 2018-19 and 2017-18, the school performed higher than expected to a large degree compared to demographically similar schools.
- The school also posted a record of high achievement in mathematics. The school outperformed the district in every year of the term by as much as 36 percentage points. In 2018-19, with 73% of its students in at least their second year scoring at or above proficiency, HVA East came close to the absolute target of 75% and outperformed over 87% of schools statewide.
- The school demonstrates commendable achievement for its at-risk students, especially students with disabilities. In 2018-19, the school’s students with disabilities outperformed their district counterparts in ELA and mathematics and posted mean growth percentiles in both subject areas that exceeded 50.

HVA East demonstrates effective leadership with support from the network. With set targets for student achievement and consistent structures and procedures, the school developed sustainable improvement in its academic program over the current charter term. HVA East has a strong leadership team and teachers benefit from effective coaching and feedback cycles. Leaders fully support teachers with intellectual preparation, and the Institute observed high quality instruction across the school. The network prioritizes building capacity in leaders to ensure they have the experience necessary to effectively lead their schools.

Over the past five years, HVA East articulated and piloted an ambitious, higher level vision for urban education grounded in the core tenets of progressive pedagogy. The school's progressive education model focuses less on the direct instruction learning model. The school focuses on innovative thinking and curiosity, which require students to attempt multiple solutions to solving problems. HVA East implemented restorative discipline practices and progressive classroom management to instill in students an abiding internal moral compass rather than relying solely on rewards. The school utilizes practices that foster ethical and emotional intelligence such as mindfulness, restorative conversations, and peer mediation.

Based on the Institute's review of the school's performance as posted over the charter term; a review of the Application for Charter Renewal submitted by the school; a review of academic, organizational, governance, and financial documentation; and a renewal visit to the school, the Institute finds that the school meets the required criteria for charter renewal.

The Institute recommends the SUNY Trustees grant HVA East a Subsequent Full-Term Renewal of five years.

NOTEWORTHY

HVA East graduated high rates of students throughout its charter term consistently outperforming its district. Students are attending or have graduated from colleges and universities including Yale University; Cornell University; Stanford University; New York University; Spelman College; SUNY's Binghamton University, Stony Brook University, and University at Albany; and CUNY's Brooklyn and Hunter Colleges.

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ACADEMIC PERFORMANCE



IS THE SCHOOL AN ACADEMIC SUCCESS?

Having met its key Accountability Plan goals in the current charter term, HVA East is an academic success. The school's dedicated leadership team ensures that teachers are fully prepared and engage with higher order thinking activities to develop and improve teaching and learning.

At the beginning of the Accountability Period,⁵ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁶ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁷ for other public schools, SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools’:

ABSOLUTE
PERFORMANCE, I.E.,
WHAT PERCENTAGE
OF STUDENTS
SCORE AT A CERTAIN
PROFICIENCY ON
STATE EXAMS?

COMPARATIVE PERFOR-
MANCE, I.E., HOW DID THE
SCHOOL DO AS COMPARED
TO SCHOOLS IN THE
DISTRICT AND SCHOOLS
THAT SERVE SIMILAR
POPULATIONS OF ECO-
NOMICALLY DISADVAN-
TAGED STUDENTS?

GROWTH
PERFORMANCE,
I.E., HOW MUCH
DID THE SCHOOL
GROW STUDENT
PERFORMANCE AS
COMPARED TO THE
GROWTH OF SIMILARLY
SITUATED STUDENTS?

5. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses “charter term” and “Accountability Period” interchangeably.

6. Education Law § 2850(2)(f).

7. Education Law § 2854(1)(d).

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. HVA East did not propose any additional measures of success in the Accountability Plan it adopted.

The Institute analyzes every measure included in the school's Accountability Plan to determine its level of academic success, including the extent to which the school has established and maintained a record of high performance, and established progress toward meeting its academic Accountability Plan goals throughout the charter term. Since 2009, the Institute has examined but consistently de-emphasized the two absolute measures under each goal in elementary and middle schools' Accountability Plans because of changes to the state's

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assessment system. The analysis of elementary and middle school performance continues to focus primarily on the two comparative measures and the growth measure while also considering the two required absolute measures and any additional evidence the school presents using additional measures identified in its Accountability Plan. The analysis of high school academic performance focuses primarily on absolute and comparative measures associated with the school's graduation and (for college preparatory programs) college preparation goals. The Institute identifies the required measures (absolute proficiency, absolute Measure of Interim Progress ("MIP") attainment,⁸ comparison to local district, comparison to demographically similar schools, student growth, and high school graduation and college going rates) in the Performance Summaries appearing in Appendix B.

The Institute analyzes all measures under the school's ELA and mathematics goals (and high school graduation and college preparation goals for schools enrolling students in high school grades) while emphasizing the school's comparative performance and growth to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of HVA East relative to all public schools statewide that serve the same grade levels and that enroll similar concentrations of economically disadvantaged students. It is important to note that this measure is a comparison measure and therefore any changes in New York's assessment system do not compromise its validity or reliability. Further, the school's performance on the measure is not relative to the test, but relative to the strength of HVA East's demonstrated student learning compared to other schools' demonstrated student learning.

The Institute uses the state's growth percentile analysis as a measure of HVA East's comparative year-to-year growth in student performance on the state's ELA and mathematics exams. The measure compares a school's growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on previous years' assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school's ability to grow student achievement at the same rate as schools serving similar students across the state in one year's time the expected percentile performance is 50. To signal a school is increasing students' performance above their peers (students statewide who scored previously at the same level), the school must post a percentile performance that exceeds 50.

The Accountability Plan also includes science and ESSA goals, the latter of which replaces the No Child Left Behind Act ("NCLB") goals. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

8. During the 2017-18 school year, the state finalized and approved its Every Student Succeeds Act ("ESSA") plan. Accordingly, the Institute established changes to required goals and measures to align with the new accountability system. The Institute now requires schools to report a Performance Index ("PI") with the target of meeting or exceeding the state's MIP.

SUNY
RENEWAL
BENCHMARK
1A

HAS THE SCHOOL MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

During its five year charter term, HVA East met its key Accountability Plan goals in high school graduation and college preparation. The school posted high four year graduation and college matriculation rates that exceeded the absolute target every year. The elementary and middle school programs also demonstrated a strong record of achievement, notably outperforming over 87% of schools statewide in mathematics during the 2018-19 school year. The school met its ELA, mathematics, science, social studies, and NCLB/ESSA goals over the term.

HVA East met its graduation goal over the charter term, posting high absolute and comparative performance. In every year from 2014-15 through 2018-19, the school's Graduation Cohort posted a four year graduation rate of at least 94%, exceeding the absolute target of 75%. The school also outperformed the district in every year. Notably in 2017-18, 100% of the school's 2014 Cohort graduated after four years, exceeding the district rate by 15 percentage points. HVA East also posted high rates of credit accumulation for its first and second year high school cohorts over the term, demonstrating a high likelihood that the school will maintain its high graduation rates in the future.

HVA East also met its college preparation goal over the charter term. In every year of the term, at least 90% of students matriculate into college within one year of graduation, surpassing the 75% target. The school further demonstrates college preparation through attainment of the college and career readiness benchmark on the SAT exam and attainment of a passing score on the International Baccalaureate ("IB") exam. In 2018-19, 50% of the school's graduates demonstrated college readiness through the achievement of one of those metrics. Although this rate falls below the target of 75%, the school has posted high College, Career, and Civic Readiness Index ("CCCRI") scores in the two years the data have been calculated by the state. In 2018-19, the school's CCCRI of 143 exceeded both the most recently available CCCRI of the district and the state's Measure of Interim Progress ("MIP").

HVA East met its ELA goal over the majority of its five year Accountability Period. From 2014-15 to 2018-19, the school increased its absolute proficiency rate by 33 percentage points. After not meeting its goal in 2014-15 and 2015-16, the school increased the percentage of students enrolled for at least two years scoring at or above proficiency to 47% in 2016-17. From 2016-17 through 2018-19, the school posted proficiency rates that exceeded the district performance by 13 percentage points each year. In comparison to schools enrolling similar

percentages of economically disadvantaged students, the school performed higher than expected to a meaningful degree in all three years. The school also exceeded its growth target in those three years, posting mean growth percentiles that surpassed the target of 50 by at least four points each year. At the secondary level, the school's Performance Indices ("PIs") surpassed the district results in three of five years. Additionally, the school's Total Cohorts posted passing rates on the English Regents that exceeded the district in all five years.

HVA East met its mathematics goal over the charter term. The school increased the percentage of students enrolled for at least two years scoring at or above proficiency by 37 percentage points over its five year Accountability Period. In every year from 2014-15 through 2018-19, the school outperformed the district's students in the same grades by at least 15 percentage points. Notably in 2018-19, with 73% of its students scoring at or above proficiency, the school came close to the absolute target of 75% and outperformed the district by 36 points. The school also posted effect sizes that exceeded the target of 0.3 in each year indicating the school performed higher than expected to at least a meaningful degree compared to demographically similar schools. The school exceeded its growth target of 50 in four of five years. Notably in 2017-18, the school posted a mean growth percentile of 64, well exceeding its target. At the secondary level, the school posted PIs that exceeded the district in only two of five years. In contrast, 100% of the school's Total Cohorts posted rates of attaining Level 3 or higher on a mathematics Regents exam in every year of the Accountability Period. This performance exceeded the district's rates in each year.

The school also met or came close to meeting its science goal over its Accountability Period. The school's students enrolled for at least two years posted proficiency rates that exceeded the absolute target of 75% in four of five years. In every year, the school's achievement surpassed that of the district. In 2015-16, although the school's absolute performance dipped five points under the target of 75%, the school exceeded the district rate by 26 points. At the secondary level, the school also posted high performance, exceeding the targets for the absolute and comparative measures in its Accountability Plan. The school's Accountability Cohorts posted passing rates on the Regents science exam that were above the 75% target each year. Further, the Total Cohorts achieved passing rates that surpassed the district's Total Cohort passing rates in every year.

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The school also met its social studies goal in every year of the charter term. The school's Accountability Cohorts scored at or above proficiency on the U.S. History Regents and Global History Regents exams at rates that exceeded the absolute target of 75% from 2014-15 through 2018-19. Over those same years, the school's Total Cohorts passed both exams at rates that surpassed the passing rates of the district.

The school met its NCLB/ESSA goal over the charter term. The school remained in good standing under the state's accountability system.

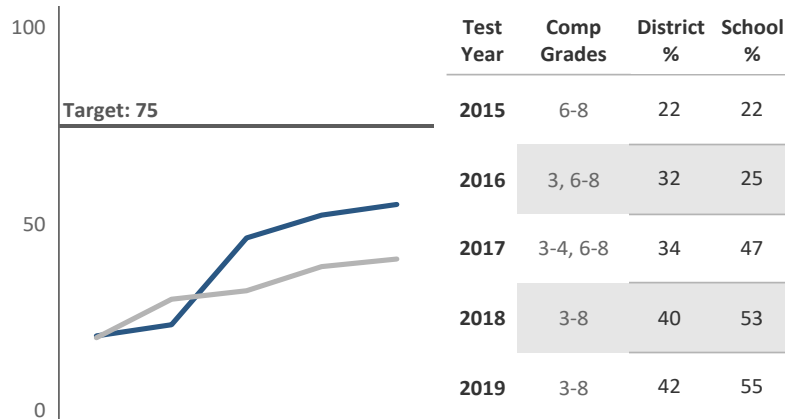
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ACADEMIC PERFORMANCE

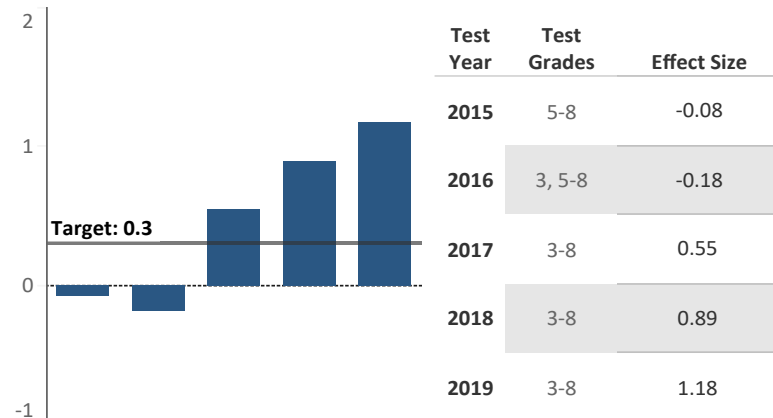
HVA EAST CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

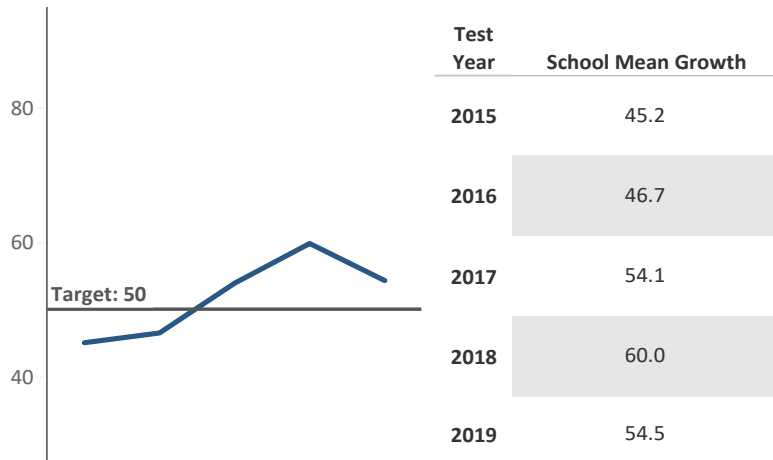
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in ELA will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



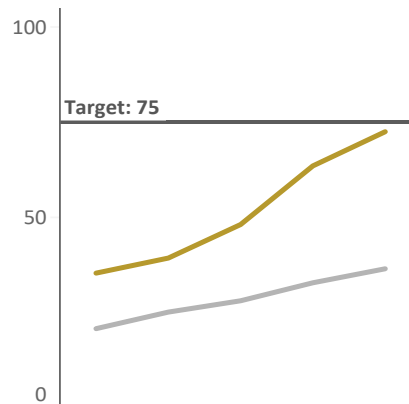
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ACADEMIC PERFORMANCE

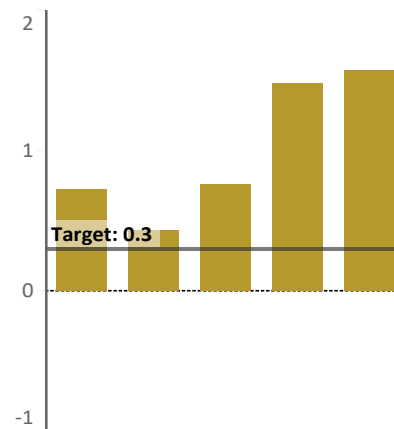
HVA EAST CHARTER SCHOOL

MATHEMATICS ACCOUNTABILITY PLAN GOAL

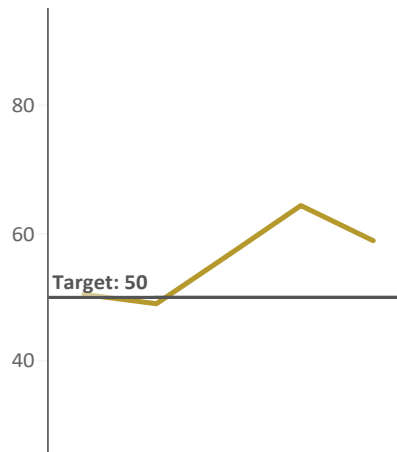
Comparative Measure: District Comparison. Each year, the percentage of students at **the school** in at least their second year performing at or above proficiency in Mathematics will be greater than that of students in the same tested grades in **the district**.



Comparative Measure: Effect Size. Each year, the school will exceed its predicted level of performance by an effect size of 0.3 or above in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure: Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **mathematics**.

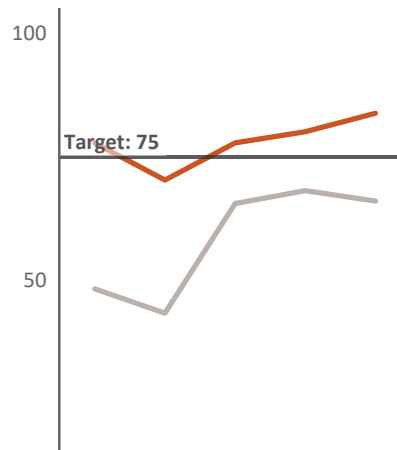


ACADEMIC PERFORMANCE

HVA EAST CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure. Each year, the percentage of students at the school in at least their second year performing at or above proficiency in **science** will exceed that of students in the same tested grades in the **district**.



Test Year	District %	School %
2015	48	78
2016	44	70
2017	66	78
2018	68	80
2019	66	84

SPECIAL POPULATIONS PERFORMANCE

	2017	2018	2019
Enrollment Receiving Mandated Academic Services	183	182	147
Tested on State Exam	75	68	57
School Percent Proficient on ELA Exam	14.7	19.1	22.8
District Percent Proficient	7.6	11.6	12.5
	2017	2018	2019
ELL Enrollment	24	10	5
Tested on NYSESLAT Exam	22	8	5
School Percent 'Commanding' or Making Progress on NYSESLAT	72.7	62.5	s

The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in the school's formal Accountability Plan.

The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam.

"Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s."

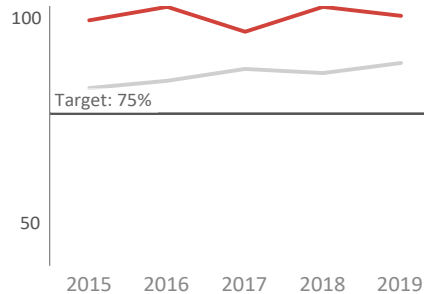
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ACADEMIC PERFORMANCE

HVA EAST CHARTER SCHOOL

HIGH SCHOOL GRADUATION RATE

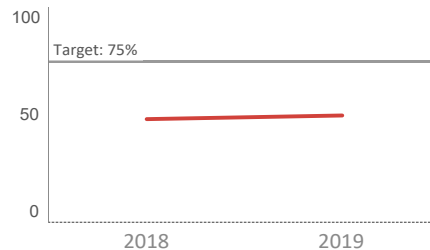
Comparative Measure:
Graduation Rate. Each year, the percentage of **the school's students graduating** after completion of their fourth year will exceed the **District**.



	District	School
2015	81.2	96.9
2016	82.9	100.0
2017	85.6	94.2
2018	84.7	100.0
2019	87.0	97.9

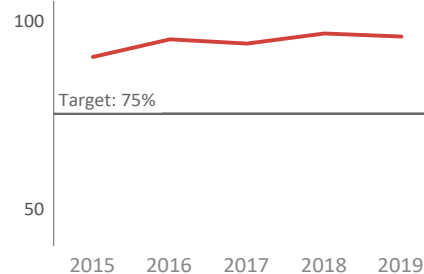
COLLEGE PREPARATION AND ATTAINMENT

College Preparation Measure: Each year, 75 percent of **graduates** will demonstrate college preparation through one or more indicators including passing an AP exam or earning an advanced diploma.



	Graduates	College Prep %
2018	58	48.3
2019	47	50.0

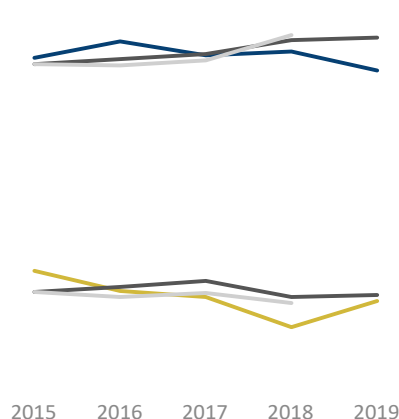
College Attainment Measure: Matriculation into College. Each year, 75 percent of **graduating students** will enroll in a college or university.



	Grad N	Matriculation %
2015	31	90.3
2016	40	95.0
2017	49	93.9
2018	58	96.6
2019	47	95.7

ENGLISH LANGUAGE ARTS AND MATHEMATICS

Comparative and Absolute Measure:
District Comparison. Each year, the school's **ELA Performance Index** and the **math PI** will exceed the **district's PI** and the **state's MIP**.



	MIP	District PI	School PI
2015	170	170	175
2016	174	169	188
2017	178	173	177
2018	189	193	180
2019	191		165

SUNY
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DOES THE SCHOOL HAVE AN ASSESSMENT SYSTEM THAT IMPROVES INSTRUCTIONAL EFFECTIVENESS AND STUDENT LEARNING?

HVA East has an assessment system that improves instructional effectiveness and student learning. Consistent with the school's progressive education model, HVA East has assessments to measure student performance and group students strategically for targeted instruction and intervention. The network provides ongoing support to school leaders to leverage data to improve the school's instructional practices and to drive instructional planning, coaching, and professional development.

- HVA East regularly administers valid and reliable assessments aligned to the school's curriculum and state performance standards. In 3rd – 8th grade, the school administers network developed interim assessments in mathematics and ELA four times per year. The school administers the Fountas and Pinnell ("F&P") Benchmark Assessment System to determine students' reading levels and comprehension skills. In Kindergarten – 2nd grade, teachers administer the STEP reading assessment to evaluate decoding and fluency. HVA East's high school administers internally developed interim assessments four times per year. Across the program, teachers frequently administer exit tickets, rubric based writing activities, and portfolio assessments.
- The school has a valid and reliable process for scoring and analyzing assessments. Elementary and middle school level teachers score assessments collaboratively to norm their grading criteria. Middle school teachers meet in department teams with teachers across the network to score assessments for each subject area collaboratively. At the high school level, teachers grade interim and unit assessments together within departments ensuring consistency across classrooms.
- HVA East makes assessment data accessible to teachers, school leaders, and board members. The network team compiles and analyzes assessment results and then disseminates to stakeholders after every assessment administration. Teachers receive a detailed score report that enables them to analyze student performance by assessment item and disaggregate results across at-risk subgroups. At the high school level, students receive individual score reports they use to set goals and make an improvement plan to immediately address areas of need in each course.

- Teachers use assessment results to meet students' needs by adjusting classroom instruction, grouping students, and targeting students for special intervention. For example, in elementary mathematics, teachers create small groups based on exit ticket data. The elementary and middle school levels use mathematics interim assessment data to identify students for mathematics coaching. In ELA, teachers select students' reading texts and group students based on data from interim assessments as well as a mastery text assessment administered weekly to evaluate students' reading skills. At the high school level, teachers identify students for additional support and individual remediation based on unit exams and interim assessments. Students who have a failing grade in an IB course receive targeted support from instruction culture directors.
- School leaders use assessment results to evaluate teacher effectiveness and adjust professional development priorities and coaching strategies across grade levels and content areas. On a monthly cycle, leaders review assessment results by classroom and schedule meetings with struggling teachers. While the school does not include achievement results in the evaluation rubric, leaders demonstrate a strong command of the strengths and growth areas of various teachers informed by their student results. Leaders also implement substantial professional learning time devoted to explicating the IB program for teachers at the school who are not IB instructors to build an understanding of the program.

SUNY RENEWAL BENCHMARK 1C

DOES THE SCHOOL'S CURRICULUM SUPPORT TEACHERS IN THEIR INSTRUCTIONAL PLANNING?

HVA East's curriculum supports teachers with their instructional planning. The school establishes supports to ensure that the coordination of the curriculum between Kindergarten – 12th grade is cohesive and vertically aligned to the school's progressive education model, which is grounded in cognitive and performance skills that are the basis for college readiness.

- HVA East has a curricular framework with student performance expectations that provides a fixed, underlying structure aligned to state standards. The school uses a combination of commercial and network-created curricular materials. At the elementary level, HVA East uses an adapted version of the EngageNY curriculum in mathematics and supplements it with Cognitively Guided Instruction ("CGI"), an approach that focuses on developing students' conceptual understanding. At the middle school, the school uses a discussion-based program called Illustrative Mathematics. In Kindergarten – 8th

grade, HVA East implements an ELA curriculum that includes guided reading, read aloud, pleasure reading, close reading, and writers workshop, which the school develops based on curricular materials such as EngageNY modules and Teachers College Writer's Workshop. At the high school level, teachers develop their own curriculum in their teaching pairs with support from instructional leaders and network staff. The high school also offers IB courses to 11th and 12th grade students. The network and school work to embed aspects of the IB curriculum into content prior to those years in order to ensure more students pursue the IB diploma track.

- HVA East provides teachers with supporting tools, including curricular maps and scope and sequence documents that provide a bridge between the curricular framework and lesson plans. At the elementary and middle school levels, mathematics and ELA teachers collaborate with each other and their instructional coaches to develop guiding documents, lesson plans, and curricular materials. At the high school level, teachers work in their departments to develop scope and sequence documents. Teachers know what to teach and when to teach it based on these documents.
- The school has a process for selecting, developing, and reviewing its curricular documents and resources for delivering the curriculum. Last school year, HVA East increased opportunities for collaboration among instructional leaders across the elementary, middle, and high school levels to improve curricular cohesion. Leaders use the network's graduate profile, a statement of skills and outcomes for graduates, and the IB exit criteria to ensure that curricula align to school wide goals. School leaders are thoughtful about developing concrete targets to prepare and enroll students into the IB track.

IS HIGH QUALITY INSTRUCTION EVIDENT THROUGHOUT THE SCHOOL?

High quality instruction is evident throughout HVA East. In alignment with the school's progressive model, teachers leverage class discussions and challenging material to build students' higher order thinking skills. Teachers establish classroom cultures with a strong emphasis on high academic standards that result in high levels of engagement. As shown in the chart that follows, during the renewal visit, Institute team members conducted 30 classroom observations following a defined protocol used in all renewal visits.

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NUMBER OF CLASSROOM OBSERVATIONS

		GRADE													
		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
CONTENT AREA	ELA	1	1			2	1	1	1	1		1	2	1	12
	Math			2	2		1	2		1	2	1	1		12
	Science										1	1		1	3
	Social Studies							1			1	1			3
	Total	1	1	2	2	2	2	4	1	2	4	4	3	2	30

- Teachers deliver purposeful lessons with clearly defined objectives aligned to state standards (25 out of 30 lessons observed). At the start of each lesson, teachers present a rigorous learning objective and revisit it throughout the lesson. Activities align with the objective, and teachers frequently call on students to reiterate or explain instructions. School leaders clearly define the responsibilities of teachers in co-taught classrooms. Teachers leverage different co-teaching models such as small group and parallel teaching to deliver instruction tailored to individual students' needs.
- Most teachers regularly and effectively use techniques to check for student understanding (22 out of 30 lessons observed). Teachers use a variety of strategies across classrooms to check student understanding including cold calling and silent hand signals. Most teachers circulate the classroom, meet with individual students, and provide targeted feedback when necessary. Teachers who circulate effectively often address the entire class when a relevant issue emerges. In some classrooms, teachers do not ask sufficient questions to get coverage across the whole class or miss opportunities to conference with individual students who are struggling.
- Many teachers include opportunities in lessons to challenge students with questions and activities that develop higher order thinking and problem solving skills (17 out of 30 lessons observed). Across subject areas, teachers pose challenging questions to students and thoughtfully structure lessons so students do the cognitive lift. For example, in one mathematics lesson, the teacher establishes a culture where students struggle together aloud on a multi-part word problem with virtually no teacher redirection. Students were able to cycle through some options for solving the problem and surface their own misconceptions. Some teachers implement Socratic seminars with defined protocols that students self enforce with little guidance. In some lessons where students struggle with higher order thinking, teachers interrupt with answers before students can grapple with difficult content. The school recognizes the opportunity to establish a set of strategies that teachers could rely on if necessary.

- The majority of teachers establish orderly classrooms with a consistent focus on academic achievement (25 out of 30 lessons observed). The school has a student centered culture of learning across classrooms that supports the engagement of all students during lessons. When students exhibit off task behavior, teachers redirect without disrupting the class. Although the majority of classrooms do not exhibit behavior challenges, a minority of teachers who struggle with classroom culture do not have a set of routines or strategies to implement.

SUNY RENEWAL BENCHMARK 1E

DOES THE SCHOOL HAVE STRONG INSTRUCTIONAL LEADERSHIP?

HVA East has strong instructional leadership. Instructional leaders, with support from the network, hold teachers accountable for high quality instruction and student performance that requires deep cognitive, independent, and coherent expressions of their thinking. The school's effective coaching practices and use of teacher leaders help build capacity in all teachers. Instructional leaders engage in consistent coaching aligned to schoolwide priorities.

- HVA East's leadership establishes high expectations for academic achievement and teacher performance. School leaders focus on progressive education practices, high quality instruction, intellectual preparation of teachers to drive student growth and achievement, higher order thinking strategies, and data driven instruction. Teachers are aware of the schoolwide and individual goals and priorities for their content areas, and leaders hold them to high expectations with defined student achievement goals as demonstrated through metrics and performance growth areas.
- The instructional leadership at HVA East is robust and provides significant support to the teaching staff. School leaders support a well coordinated team of directors of instruction and culture, department chairs, grade team leaders, and student support teams. School directors of instruction and culture play a central role in coaching and providing feedback to department and grade team leaders and teachers, analyzing assessment data, and adjusting instructional plans. Instructional leaders meet weekly to discuss assessment results, share information from classroom observations, and plan professional development activities. Various network staff members also provide regular support and supervision to each of the principals to build their capacity.
- Instructional leaders provide sustained, effective coaching for teachers to improve instructional planning and pedagogical practices. Directors of instruction and culture coach and observe teachers to develop their instructional capacity. At the start of the school year, leaders collaborate with teachers to set individual goals based on

schoolwide priorities, which include professional and student achievement goals. Leaders monitor teacher progress toward meeting these goals throughout the year and provide appropriate coaching support via weekly classroom observations, check-in meetings, and formal review meetings.

- Teachers have several opportunities to plan within and across grade levels. Teachers meet weekly in grade level and content teams to analyze student work and plan lessons. Special education and at-risk providers also attend these meetings. During weekly grade team meetings, teachers monitor the progress of students struggling academically, plan lessons, and develop interventions to support these students.
- Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of teachers and is directly related to classroom practice. Leaders plan professional development topics based on observations and feedback from teachers and plan with academic coaches to ensure that sessions are useful and relevant. All staff engage in four weeks of summer academy and weekly professional development during the school year. Professional development sessions cover a variety of topics aligned to the schools' goals and priorities for the year, such as progressive education practices, intellectual preparation, inquiry based curriculum, and assessment practices. Academic coaches monitor transfer of knowledge from teachers to students by observing teachers for the learned skill or reviewing student work, then providing feedback to teachers.
- The school uses an assessment rubric to evaluate teachers and leaders based on clear criteria that connect to schoolwide and individual goals. The evaluation system is grounded in the schoolwide values of trust, fairness, transparency, accountability, and urgency. School leaders and teachers are responsible for ensuring students receive quality instruction and support. Instructional leaders regularly observe and provide needed feedback to improve instructional effectiveness.
- HVA East's school leaders hold teachers accountable for delivering high quality instruction and for guiding students to success through consistent coaching and feedback sessions, regular check-in meetings with leaders and teachers, and mid- and end-of-year performance evaluations. The school has systems to effectively use assessment and classroom observation data to identify schoolwide trends, inform coaching priorities and professional development topics, and provide targeted feedback to instructional staff. School leaders implement performance improvement plans for teachers who do not meet expectations and regularly monitor progress.

SUNY RENEWAL BENCHMARK 1F

DOES THE SCHOOL MEET THE EDUCATIONAL NEEDS OF AT-RISK STUDENTS?

HVA East meets the educational needs of at-risk students. The school's strong data driven instructional practices help to support students struggling academically. The school has clear supports in place for students with disabilities.

- HVA East uses clear procedures for identifying at-risk students. For students struggling academically, the school utilizes beginning of the year data from assessments to determine if students need extra support. In addition to assessments, leaders train teachers to observe and refer students to the child study team, which then determines specific interventions to provide support to students struggling academically. School leaders add another layer of support by holding student support team ("SST") meetings to analyze student data, both academic and disciplinary, and ensure that the school properly identifies students for additional supports. If students do not demonstrate improved academic outcomes, the school refers students for evaluation by the district Committee on Special Education ("CSE"). For ELLs, the school either identifies students through the NYCDOE's student information system or by administering a home language questionnaire. If families indicate a language other than English spoken at home, the school interviews the student, then administers the New York State Identification Test of English Language Learners ("NYSITELL"), if applicable.
- The school's at-risk programs improve academic results for students. Through the school's response to intervention ("RTI") program, students have varying levels of tiered supports with gradually reduced teacher to student ratios to ensure students receive needed interventions. For students with disabilities, the school provides special education teacher support services ("SETSS"), integrated co-teaching ("ICT") classrooms, and related services. For ELLs, the school provides push in, pull out, and small group instruction using the Imagine Learning Language Advantage program.
- HVA East general education teachers utilize effective strategies to support at-risk students. The school focuses professional development sessions on building teachers' skills to differentiate effectively and consider multiple strategies to support students. Teachers consider specific needs of at-risk students and deliver strategies to provide interventions during classroom instructional times.

- HVA East monitors the progress and success of at-risk students. Through the SST meetings, leaders meet regularly to review and discuss student achievement for at-risk students. Leaders recognize the specific needs of at-risk students and make adjustments as appropriate. At the teacher level, grade teams meet regularly to discuss student needs and the RTI process helps teachers to understand specific needs of students.
- Teachers are aware of student progress toward meeting IEP goals, achieving English language proficiency, and school based goals for students struggling academically. Through the RTI process, teachers create and review academic goals for each student. For students with disabilities, the school reviews IEP goals at the beginning of the year with each teacher, and then special education teachers create progress reports on how well students meet IEP goals four times per year. For ELLs, teachers are aware of English proficiency levels and monitor using the Imagine Learning program.
- HVA East provides professional development sessions specifically to target the needs of at-risk students. The school participates in the New York City Collaborative for Inclusive education to learn about universal design for learning and strategies to meet the needs of each student subgroup. The school provides robust training for differentiation strategies, conferencing, and small group instruction in order to allow teachers to meet students' individual needs.
- HVA East provides opportunities for coordination between classroom teachers and at-risk program providers across the elementary, middle, and high school. ICT teachers have common planning time and receive support from special education coordinators to plan various co-teaching models. For students struggling academically, teachers meet in grade or content team meetings to discuss strategies to support learning. The ELL provider meets with classroom teachers to coordinate lessons and align the Imagine Learning program with classroom lessons.

ORGANIZATIONAL PERFORMANCE



IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

HVA East is an effective and viable organization that has in place the key design elements identified in its charter. The HVA East board meets regularly and ensures the school substantially complies with applicable laws and regulations and works effectively to oversee the school's academic progress. The school's instructional, operational, and cultural leaders have established a teacher professional development program that aligns to the school's stated priorities and mission.

IS THE SCHOOL FAITHFUL TO ITS MISSION AND DOES IT IMPLEMENT THE KEY DESIGN ELEMENTS INCLUDED IN ITS CHARTER?

HVA East is faithful to its mission and key design elements. These can be found in the School Background section at the beginning of the report and Appendix A, respectively. The school is committed to a rigorous and comprehensive academic experience and school culture that celebrates and fosters a love of learning. The school provides students with many opportunities that challenge them to develop skills and knowledge.

ARE PARENTS/GUARDIANS AND STUDENTS SATISFIED WITH THE SCHOOL?

To report on parent satisfaction with the school's program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

Parent Survey Data. The Institute compiled data from NYCDOE's 2018-19 NYC School Survey. NYCDOE distributes the survey every year to compile data about school culture, instruction, and systems for improvement. This year, 41% of families who received the survey responded. The majority of survey respondents (88%) indicate satisfaction with the school; however, the response rate may not be representative of the school community.

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Parent Focus Group. The Institute asks all schools facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the school for multiple years, parents of students new to the school, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. The 13 families in attendance expressed that they chose the school because of its high quality instruction and academic rigor and engagement. Parents appreciate that leaders and teachers establish a culture that values high academic expectations and creates a safe space for student expression. Families expressed that they can easily communicate with teachers and staff, and teachers regularly inform them how their children are performing academically and behaviorally. Families identified extra curricular activities and after school programs as areas of improvement.

Persistence in Enrollment. An additional indicator of parent satisfaction is persistence in enrollment. In 2018-19, 77% of HVA East students returned from the previous year. Student persistence data from previous years of the charter term is available in Appendix A.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

DOES THE SCHOOL’S ORGANIZATION WORK EFFECTIVELY TO DELIVER THE EDUCATIONAL PROGRAM?

HVA East’s organization works effectively to deliver the educational program. With operational support from the network, school leaders focus on supporting the academic program. The school based operations team ensures the school allocates resources to support teaching and learning and that the school meets enrollment needs.

- HVA East and the network establish an administrative structure with systems and policies that allow the school to carry out its academic program. With robust operational teams in place at both the network and the school levels, the day to day systems allow instructional leaders to focus primarily on developing and improving the academic program. The network provides most back office support including enrollment, financial oversight, and other necessary operational functions.

- HVA East's organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. Staff members are aware of whom to go to for what. Operations team members handle the majority of administrative tasks at the school level so that instructional leaders focus primarily on instructional tasks. The network also provides an additional layer of support that includes collaboration among leaders to bolster the organizational structure.
- Leaders and teachers consistently reflect on discipline practices at each school level to ensure they align with the school's mission of progressive educational practices. Leaders recognize a need to provide clearer guidance and support to teachers in defining the mechanisms and strategies to hold students accountable for behavioral expectations. The school has many common practices such as a calm down corner, and leaders support teachers in how to effectively use these practices to support student behaviors. At the high school level, the school is initiating restorative justice practices.
- Leaders and the network work closely to review and improve practices for retaining high quality teachers. Over the charter term, the network has worked to define its progressive education model, which supports more targeted practices for recruiting and hiring mission aligned teachers. The network also provides a graduate school program in partnership with local colleges to certify teachers through a program focused on progressive education practices.
- HVA East allocates ample resources to support the achievement of goals. Classrooms have well stocked libraries with books and other materials. Teachers utilize SmartBoards in each classroom with document cameras. The network provides additional leadership and coaching resources to support school leaders.
- HVA East maintains an appropriate level of enrollment to meet budgetary needs. However, the school has struggled with enrollment issues and has relied on contributions from the network to stabilize its operations. The school is currently chartered at 634 students with an actual enrollment of 651. Over the charter term, neighborhood gentrification contributed to the school's enrollment falling outside of the lower range permitted in the charter, which prompted the school to adjust its chartered enrollment to better reflect its actual enrollment for 2019-20.
- The school has procedures in place to monitor its progress toward meeting enrollment and retention targets for students with disabilities, ELLs, and economically disadvantaged students. School and network leaders regularly review the school's enrollment and retention targets and strategize ways to improve meeting these targets during each recruitment season.

- HVA East regularly monitors and evaluates the school's programs and makes changes if necessary. Over the charter term, network leaders began working to define its progressive education model based on feedback from staff members. In addition to refining the definition of progressive education, the school fully developed its guidebook for teaching, which highlights the school's practices for each content area and teaching strategies.

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DOES THE BOARD WORK EFFECTIVELY TO ACHIEVE THE SCHOOL'S ACCOUNTABILITY PLAN GOALS?

HVA East's board works effectively to achieve the school's Accountability Plan goals. The board has procedures in place to govern the school and strategically evaluates its performance as well as the performance of the school in order to improve student academic outcomes.

- The HVA East board has effectively governed the school throughout the charter term. Board members possess the requisite skills and have put in place structures and procedures to govern the school effectively. Board members have a wide range of skills including backgrounds in Kindergarten – 12th grade education, finance, business, and law.
- The board requests and receives necessary information to provide rigorous oversight of the school's program and finances. The board receives information from network leaders in order to monitor the school's academic results. School leaders provide the network with information about teaching and learning at the school and analysis of assessment and interim assessment data. Board members are aware of the school's Accountability Plan goals and consistently assess how the school performs against these goals.
- Board members establish clear priorities and goals and rely on the chief executive officer and school leaders to oversee the direction and management of the school. The board identifies its current strategic priorities as becoming a model of progressive education and ensuring students are ready to succeed in college and in life; improving student achievement across all grades; implementing sophisticated approaches to social and emotional learning; and, developing and retaining high quality leaders and teachers.
- The board recruits key personnel and provides the resources necessary to function effectively. The board leverages resources to key personnel at the network and at the school to ensure the organization functions effectively. The board receives input from the school on its budgeting priorities before making final decisions.

- The board is in the process of establishing a self assessment and plans to utilize the self assessment in fall 2019. However, during their many visits to HVA East each year, board members had conversations with teachers and school leaders to gather information directly from the school community about how they can work to strengthen the school. Board members also participate in school events including graduation ceremonies.
- The board effectively communicates with the network and the school. Some board members conduct classroom walkthroughs with school leaders, and all board members visit the school at least annually to observe instruction and meet with student, teacher, and parent representatives. To enhance communication with the network, the board is working on an evaluation tool for the network's performance.

DOES THE BOARD IMPLEMENT, MAINTAIN, AND ABIDE BY APPROPRIATE POLICIES, SYSTEMS, AND PROCESSES?

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The board implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance of the school. The board demonstrates an understanding of its role in holding the school leadership accountable for fiscal soundness and looks to continuously improve processes for academic oversight.

- The board provides common oversight of two charter school education corporations operating three schools.
- The board materially complied with the term of its by-laws and code of ethics.
- The board focuses on finances and facilities by reviewing relevant data at each board meeting but has the opportunity to review academic data in more detail, as necessary.
- The SUNY Trustees approved a request to replicate the program with an additional elementary school for the Harlem Village Academy West Charter School education corporation, which opened in the fall of 2019.
- Based on feedback from SUNY's renewal of HVA West, the board shifted focus in the latter part of the charter term to memorializing its relationship with the network. The Institute has been reviewing and providing input on the draft agreement as it is being developed.
- The board created an executive director evaluation protocol and implemented it in the final year of the charter term.
- The board finalized a board self-assessment protocol which will be performed on an annual basis beginning in the fall of 2019.

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HAS THE SCHOOL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter.

- **Annual Reports.** While HVA East properly submitted its annual reports to the Institute and NYSED, the school has not posted recent annual reports on its website in accordance with the Act. The Institute will follow up with the school to update the website prior to the next charter term.
- **Complaints.** The Institute received no formal complaints regarding the school.
- **Compliance.** The Institute issued no violation letters during the charter term.
- **Teacher Certification.** The school is out of compliance with the number of uncertified teachers allowed by the Act. Two year ago, Village Academies began a partnership with Pace University to provide a Transitional B Alternative Teacher Preparation program for teachers at HVA East, HVA West, and HVA West 2. For the past two years, the program has been limited to Kindergarten – 6th grade teachers, but due to its success and greater need at the secondary level, Village Academies will add to its partnership with Pace University to include programming for Kindergarten – 12th grade teachers for the 2020-21 school year. Village Academies currently enrolls 21 teachers in the program, and have enrolled 40 teachers for the 2020-21 school year from across the three schools. The Institute will continue to monitor HVA East’s progress toward certifying its teachers in the future charter term.

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FISCAL PERFORMANCE



9. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

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IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on review of the fiscal evidence collected through the renewal review, HVA East is fiscally sound. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that the education corporation has demonstrated fiscal soundness over the majority of the charter term.⁹

HVA East shares common trustees and management with HVA West board members; however, HVA East remains independent from the other charters, and does not have an economic interest in the net assets of them. HVA East participates in cost sharing for services provided by the network.

HVA East has faced financial challenges over the current charter term. Most notably, the school has experienced enrollment challenges, which caused net operating losses in each of the past four years. The school recently revised its chartered enrollment to align with historical actuals and provide a more realistic budget. The school received donations from the network in each of the past four years to offset losses and keep its net asset level consistent over the current charter term. In 2017-18 and 2018-19, the network contributed \$828,251 and \$551,409, respectively, including pro bono services, to cover operating deficits.

DOES THE SCHOOL OPERATE PURSUANT TO A FISCAL PLAN IN WHICH IT CREATES REALISTIC BUDGETS THAT IT MONITORS AND ADJUSTS WHEN APPROPRIATE?

HVA East has limited financial resources to ensure stable operations and is dependent on the network to cover deficits. HVA East needs to improve budgeting objectives to alleviate the need for network contributions to cover operating deficits.

- The finance team, principals, and executive director develop the school's annual operating budget. The finance committee reviews the budget and presents it to the full board for a vote prior to the next fiscal year. Throughout the year, the budget team reviews the actual spending based on reports generated by the finance team. The team informs the board at the next board meeting if any updates or amendments are required.
- The projected five-year renewal budgets project 1.5% increases per year to per pupil revenue.

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- HVA East currently operates the elementary and middle school grades in one co-located building while the high school operates in a private facility, owned by the network and shared with HVA West. The school does not pay rent but is responsible for its share of operating expenses. The school also pays toward a building replacement reserve which the network maintains.

DOES THE SCHOOL MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

HVA East has a history of sound fiscal policies, procedures, and practices and maintains appropriate internal controls.

- The Fiscal Policies and Procedures Manual serves as the guide to all financial internal controls and procedures. The school has not updated the manual since March 2016, and currently is in the process of extensively updating it.
- The most recent HVA East audit report for June 30, 2019 had no material findings or deficiencies.

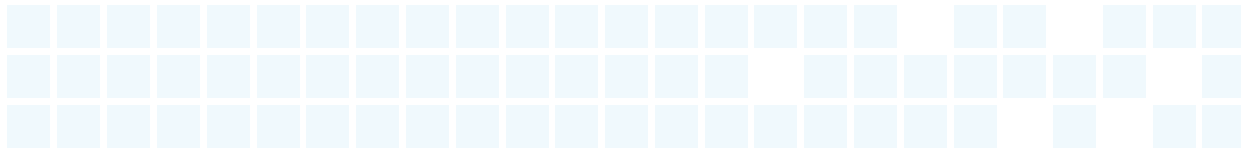
DOES THE SCHOOL COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

HVA East has complied with financial reporting requirements.

- The Institute and NYSED received the required financial reports on time, complete, and the reports follow generally accepted accounting principles (GAAP).
- Independent audits of annual financial statements received unqualified opinions with no material advisory or management letter findings to report.
- The school has generally filed key reports in a timely and accurate manner including audit reports, budgets, unaudited quarterly reports of revenue, expenses, and enrollment.
- The Institute received the June 30, 2019 annual audit by the due date of November 1, 2019, which reported continued fiscal strength (with the network contributions).

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SUNY RENEWAL BENCHMARK 3D

DOES THE SCHOOL MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

HVA East has maintained limited financial resources to ensure stable operations and has been dependent on the network to cover deficits.

- Since the school opened in 2000-01, the education corporation has reported operating surpluses as well as deficits, which were offset against the surpluses. The school has reported operating losses in each of the last four years but has received donations from the network to offset any losses each year. Most notably, the network contributed \$828,251 and \$551,409, including pro bono services, to cover the operating deficits in 2017-18 and 2018-19, respectively.
- HVA East's fiscal dashboard in Appendix D reflects as fiscally strong with \$1.3 million in net assets as of June 30, 2019. With the structure of all operating deficits being covered by the network, the net assets remain constant at approximately \$1.3 million in net assets across the five year fiscal dashboard.
- HVA East has a note receivable with the network in the amount of \$750,000 due September 30, 2021. This receivable dates to 2010.
- As a requirement of the SUNY charter agreement, HVA East has established the separate dissolution reserve fund account of \$75,000.



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FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE, AND ACHIEVABLE?

HVA East's plans for the future, if renewed, are reasonable, feasible, and achievable. The school plans to continue to develop its academic program in Kindergarten – 12th grade. The board will focus on developing its capacity to oversee the school's day to day operations and academic achievement, and improving fiscal standing.

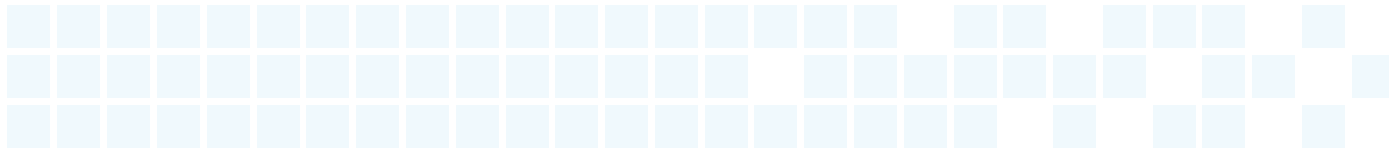
Plans for the School's Structure. The education corporation provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. In a subsequent charter term, HVA East will continue enrolling Kindergarten – 12th grade students and continue to develop the elementary, middle, and high school academic programs. The school's consistent leadership will continue to drive the improvements realized during the current charter term in order to achieve academic success for all students.

Plans for Board Oversight & Governance. Board members express an interest in continuing to serve HVA East. Should any board member choose to step down, the board has a clear succession plan in place.

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, HVA East presents a reasonable and appropriate fiscal plan for the next charter term including school budgets that are feasible and achievable and align better with available resources..

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	634	634
Grade Span	K-12	K-12
Teaching Staff	60	60
Days of Instruction	189	189



SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

HVA East plans to continue operations in its two current sites throughout the next charter term.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals.



Harlem Village East

Ax

APPENDICES

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APPENDIX A: School Overview

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

David Zwiebel

TREASURER

Daniel Pianko

SECRETARY

Deborah Kenny

TRUSTEES

Dr. Andrew August

Judith Turner Hamerschlag

Erica Newman

Ronald Sernau

SCHOOL LEADERS

EXECUTIVE DIRECTOR

Deborah Kenny, Ph.D. (2005-06 - Present)

ELEMENTARY PRINCIPAL

Brandi Womack (2019-20 to Present)

Kelly Ortagus (2017-18 to 2018-19)

Megan Ou-Yang (2016-17)

Melanie Bryon (2014-15 to 2015-16)

Samuel Fragomeni (2012-13 to 2013-14)

MIDDLE SCHOOL PRINCIPAL

Yaritza Cortes (2017-18 to Present)

Todd Richardson (2016-17)

Noah Green (2015-16)

Ariella Diamond (2013-14 to 2014-15)

Lisa Fromelt (2012-13)

HIGH SCHOOL PRINCIPAL

Yohana De Los Santos (2018-19 to Present)

Abe Correa (2016-17 to 2017-18)

Nathan Smith (2015-16)

Chanika Perry, Co-Principal (2014-15)

Cari Winterich, Co-Principal (2013-14 to 2014-15)

Jason Griffiths, Co-Principal (2013-14)

Laurie Warner (2011-12 to 2012-13)

SCHOOL CHARACTERISTICS

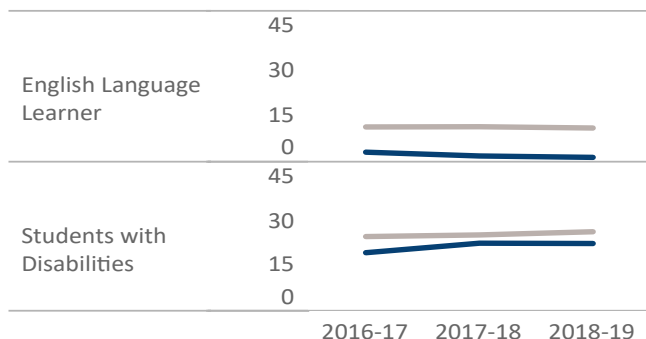
SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	PROPOSED GRADES	ACTUAL GRADES
2015-16	916	857	94%	K-3, 5-12	K-3, 5-12
2016-17	992	870	88%	K-12	K-12
2017-18	990	729	74%	K-12	K-12
2018-19	967	625	65%	K-12	K-12
2019-20	634	651	103%	K-12	K-12

APPENDIX A: School Overview

Harlem Village Academy East Charter School

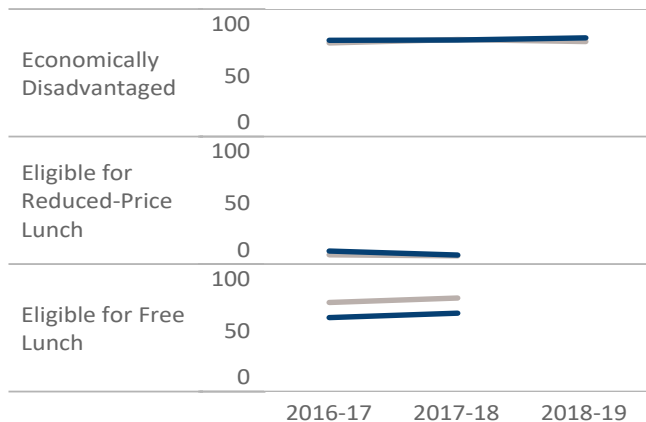
Manhattan CSD 4

Student Demographics: Special Populations



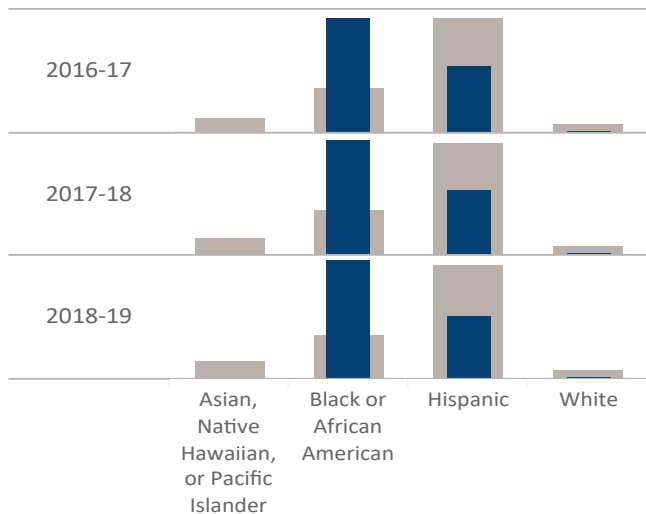
District	11.0	11.1	10.7
School	2.5	1.2	0.8
District	24.7	25.2	26.3
School	19.2	22.4	22.3
	2016-17	2017-18	2018-19

Student Demographics: Free/Reduced Lunch



District	80.2	83.3	81.5
School	82.6	82.9	84.8
District	4.1	3.2	
School	7.5	3.9	
District	76.1	80.2	
School	62.5	66.5	
	2016-17	2017-18	2018-19

Student Demographics: Race/Ethnicity



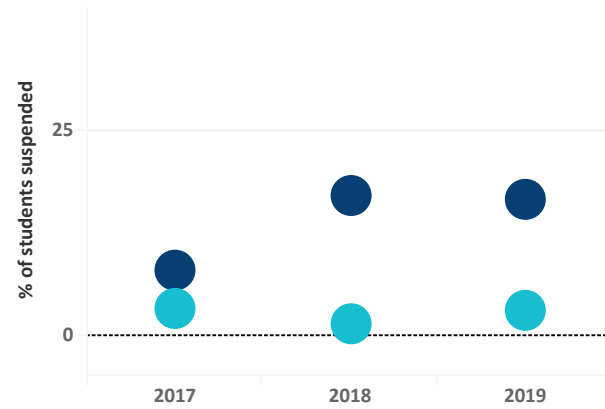
District	7.8	24.0	61.0	4.7
School	0.3	61.7	35.5	0.8
District	8.4	23.9	60.4	4.7
School	0.4	62.6	34.6	0.6
District	9.1	23.4	60.0	4.8
School	0.3	63.0	33.2	0.8
	Asian, Native Hawaiian, or Pacific Islander	Black or African American	Hispanic	White

Data reported in these charts reflect BEDS day enrollment counts as reported by the New York State Education Department

APPENDIX A: School Overview

Harlem Village Academy East Charter School

Manhattan CSD 4



School ISS Rate

School OSS Rate

2017

3.1

8.0

2018

1.3

17.1

2019

3.0

16.7

CSD data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the New York City Department of Education ("NYCDOE"): the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

Persistence in Enrollment: The percentage of students eligible to return from previous year who did return



Expulsions: The number of students expelled from the school each year

2017 2018 2019

0

0

0

Harlem Village Academy East Charter School's Enrollment and Retention Status: 2018-19

			District Target	School
Enrollment	economically disadvantaged	<div><div></div></div>	87.4	84.8
	English language learners	<div><div></div></div>	11.8	8.6
	students with disabilities	<div><div></div></div>	21.7	22.9
Retention	economically disadvantaged	<div><div></div></div>	92.4	77.6
	English language learners	<div><div></div></div>	92.8	85.7
	students with disabilities	<div><div></div></div>	92.0	76.3

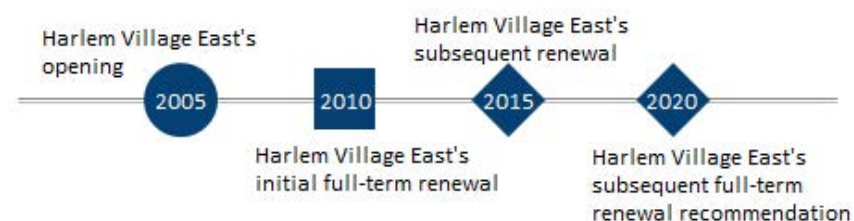
Data reported in these charts reflect information reported by the school and validated by the Institute.

APPENDIX A: School Overview

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE 41%	OVERALL SATISFACTION 88%	TRUST 90%	EFFECTIVE SCHOOL LEADERSHIP 90%	STRONG FAMILY COMMUNITY TIES 85%
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TIMELINE OF CHARTER SCHOOL RENEWAL



SCHOOL VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2005-06	First Year Visit	April 4, 2006
2006-07	Second Year Visit	April 13, 2007
2006-07	Evaluation Visit	September 24, 2007
2007-08	Evaluation Visit	May 12-13, 2008
2009-10	Initial Renewal Visit	September 21-24, 2009
2012-13	Evaluation Visit	February 27-28, 2013
2013-14	Subsequent Renewal Visit	May 20-21, 2014
2019-20	Subsequent Renewal Visit	December 3-4, 2019

CONDUCT OF THE RENEWAL VISIT

DATE(S) OF VISIT	EVALUATION TEAM MEMBERS	TITLE
December 3-4, 2019	Denise Gaffor	School Evaluation Analyst
	Andrew Kile	Director of School Evaluation
	Sinnjinn Bucknell	Director of Performance and Systems

APPENDIX A: School Overview

KEY DESIGN ELEMENTS:

ELEMENT	EVIDENT?
A rigorous liberal arts curriculum based on aligned academic standards;	+
A longer school day allowing students time to master advanced content knowledge and explore their subject areas in depth;	+
Frequent assessment of student progress that drives continual improvement in instructional practice;	+
Tutoring and after-school programs for students needing extra attention;	+
A school culture emphasizing our CIRCLES values: Community, Integrity, Respect, Contribution, Loving Kindness, Emotional Self-Management, and Social Justice;	+
Frequent communication between school and families;	+
School uniforms that promote a culture of respect, scholarship, and community; and,	+
Teachers who are masters of—and passionate about—their subject areas.	+

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: ENGLISH LANGUAGE ARTS

Harlem Village Academy East Charter School

2016-17 Grades Served K-12					2017-18 Grades Served K-12					2018-19 Grades Served K-12							
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET		
1. Each year 75 percent of students who are enrolled in at least their second year will perform at or above proficiency on the New York State exam.	3	53.6 (69)	53.6 (69)		3	63.3 (60)	63.3 (60)	3	53.8 (52)	53.8 (52)		3	53.8 (52)	53.8 (52)			
	4	63.2 (68)	64.2 (67)		4	50.0 (48)	50.0 (48)	4	51.0 (51)	51.0 (51)		4	51.0 (51)	51.0 (51)			
	5	7.4 (68)	(0)		5	57.9 (57)	57.9 (57)	5	62.5 (32)	61.3 (31)		5	62.5 (32)	61.3 (31)			
	6	24.4 (45)	22.7 (44)		6	51.6 (62)	51.6 (62)	6	72.3 (47)	72.3 (47)		6	72.3 (47)	72.3 (47)			
	7	32.7 (52)	32.7 (52)		7	28.9 (38)	28.9 (38)	7	44.6 (56)	44.6 (56)		7	44.6 (56)	44.6 (56)			
	8	50.9 (53)	50.9 (53)		8	55.6 (45)	56.8 (44)	8	53.3 (30)	53.3 (30)		8	53.3 (30)	53.3 (30)			
	All	39.4 (355)	47.0 (285)	NO	All	52.6 (310)	52.8 (309)	NO	All	55.6 (268)	55.4 (267)	NO	All	55.6 (268)	55.4 (267)	NO	
	Grades	PI	AMO		Grades	PI	MIP		Grades	PI	MIP		Grades	PI	MIP		
3-8	114	111	YES	3-8	147	101	YES	3-8	154	105	YES	3-8	154	105	YES		
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan CSD 4				Comparison: Manhattan CSD 4				Comparison: Manhattan CSD 4				Comparison: Manhattan CSD 4				
	Grades	School	District		Grades	School	District		Grades	School	District		Grades	School	District		
	3-4, 6-8	47.0	33.7	YES	3-8	52.8	39.8	YES	3-8	55.4	41.7	YES	3-8	55.4	41.7	YES	
4. Each year the school will exceed its predicted performance on the state exam by an effect size of 0.3 or above based on a regression analysis controlling for economically disadvantaged students statewide.	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES		
	3	76.3	53.6	35.0	1.06	3	83.5	63.3	40.8	1.19	3	91.1	600	594.4	0.65		
	4	84.0	63.2	29.4	1.85	4	76.2	50.0	40.9	0.47	4	92.6	600	592.5	0.91		
	5	87.7	7.4	22.4	-1.06	5	73.8	57.9	30.6	1.68	5	90.9	612	593.2	2.29		
	6	88.9	24.4	18.5	0.46	6	84.8	51.6	37.0	0.80	6	81.3	608	593.0	1.75		
	7	78.2	32.7	31.5	0.06	7	90.7	28.9	26.4	0.17	7	81.4	604	595.4	1.00		
	8	81.4	50.9	35.0	0.83	8	74.0	55.6	41.4	0.70	8	83.9	602	595.6	0.78		
	All	82.6	39.4	28.9	0.55	YES	All	80.4	52.6	36.5	0.89	YES	All	86.8	603.9	594.0	1.18
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.	Grades	School	State		Grades	School	State		Grades	School	State		Grades	School	State		
	4	59.2			4	43.4			4	43.8			4	43.8			
	5	32.5			5	55.3			5	64.3			5	64.3			
	6	55.0			6	79.1			6	49.4			6	49.4			
	7	61.5			7	49.2			7	62.6			7	62.6			
	8	67.0			8	66.7			8	53.6			8	53.6			
	All	54.1	50	YES	All	60.0	50	YES	All	54.5	50	YES	All	54.5	50	YES	

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: MATHEMATICS

Harlem Village Academy East Charter School

2016-17 Grades Served K-12				2017-18 Grades Served K-12				2018-19 Grades Served K-12												
Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET	Grades	All % (N)	2+ Years % (N)	MET									
3	59.4 (69)	59.4 (69)		3	81.7 (60)	81.7 (60)		3	74.5 (51)	74.5 (51)										
4	71.0 (69)	70.6 (68)		4	63.8 (47)	63.8 (47)		4	74.5 (51)	74.5 (51)										
5	13.2 (68)	(0)		5	73.2 (56)	73.2 (56)		5	77.4 (31)	76.7 (30)										
6	40.9 (44)	39.5 (43)		6	56.7 (60)	56.7 (60)		6	80.9 (47)	80.9 (47)										
7	28.8 (52)	28.8 (52)		7	53.8 (39)	53.8 (39)		7	62.5 (56)	62.5 (56)										
8	32.1 (53)	32.1 (53)		8	45.7 (46)	46.7 (45)		8	70.0 (30)	70.0 (30)										
All	42.0 (355)	48.4 (285)	NO	All	63.6 (308)	63.8 (307)	NO	All	72.9 (266)	72.8 (265)	NO									
2. Each year the school's aggregate Performance Index on the State exam will meet the Measure of Interim Progress set forth in the State's ESSA accountability system.				Grades				Grades	PI	MIP										
3-8				117	109	YES	3-8	165	103	YES	3-8	182	107	YES						
3. Each year the percent of students enrolled in at least their second year and performing at or above proficiency will be greater than that of students in the same grades in the local district.				Comparison: Manhattan CSD 4				Comparison: Manhattan CSD 4				Comparison: Manhattan CSD 4								
Grades				School	District		Grades	School	District		Grades	School	District							
3-4, 6-8				48.4	28.4	YES	3-8	63.8	33.1	YES	3-8	72.8	36.8	YES						
Grade				% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES	Grade	% ED	Actual	Predicted	ES			
3				76.3	59.4	40.4	0.97	3	83.5	81.7	43.7	1.75	3	91.1	607	594.3	1.34			
4				84.0	71.0	29.5	2.10	4	76.2	63.8	40.5	1.11	4	92.6	608	593.1	1.52			
5				87.7	13.2	27.1	-0.76	5	73.8	73.2	36.3	2.00	5	90.9	612	593.4	1.87			
6				88.9	40.9	21.7	1.11	6	84.8	56.7	30.4	1.3	6	81.3	613	595.3	1.91			
7				78.2	28.8	24.6	0.21	7	90.7	53.8	23.8	1.62	7	81.4	609	595.6	1.31			
8				81.4	32.1	14.1	0.95	8	74.0	45.7	24.0	0.95	8	83.9	616	595.3	1.72			
All				82.6	42.0	27.2	0.76	YES	All	80.4	63.6	33.8	1.47	YES	All	86.8	610.3	594.5	1.57	YES
Grades				School	State		Grades	School	State		Grades	School	State		Grades	School	State			
4				72.3			4	48.0			4	45.8			4	45.8				
5				42.5			5	59.4			5	55.5			5	55.5				
6				78.6			6	87.3			6	58.8			6	58.8				
7				58.6			7	63.1			7	68.3			7	68.3				
8				34.2			8	58.3			8	66.3			8	66.3				
All				56.7	50	YES	All	64.4	50	YES	All	58.9	50	YES	All	58.9	50	YES		
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the target of 50.																				

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Harlem Village Academy East Charter School

High School Graduation

	2016-17			2017-18			2018-19		
	MET			MET			MET		
1. Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficiency on at least three different Regents exams required for graduation.	2015 Cohort N	% Passing ≥ 3 Regents		2016 Cohort N	% Passing ≥ 3 Regents		2017 Cohort N	% Passing ≥ 3 Regents	
	52	36.5	NO	26	80.8	YES	38	60.5	NO
2. Each year, 75 percent of students in the Total Graduation Cohort will graduate after the completion of their fourth year.	2013 Cohort N	%		2014 Cohort N	%		2015 Cohort N	%	
	52	94.2	YES	58	100.0	YES	48	97.9	YES
3. Each year, 95 percent of students will graduate after the completion of their fifth year.	2012 Cohort N	% Graduating		2013 Cohort N	% Graduating		2014 Cohort N	% Graduating	
	40	100.0	YES	51	96.1	YES	58	100.0	YES
4. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	Comparison School District: CSD 4			Comparison School District: CSD 4			Comparison School District: CSD 4		
	School	District		School	District		School	District	
	94.2	85.6	YES	100.0	84.7	YES	97.9	87.2	YES

College Preparation

	2016-17			2017-18			2018-19		
	MET			MET			MET		
1. Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of indicators of college readiness. ¹									
	Graduate N	%		Graduate N	%		Graduate N	%	
	58	48.3	NO	47	50.0	NO	47	50.0	NO
2. Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Graduate N	%	YES	Graduate N	%	YES	Graduate N	%	YES
	49	93.9	YES	58	96.6	YES	47	95.7	YES
3. Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the state's MIP set forth in the state's ESSA accountability system.									
	CCCRI	MIP		CCCRI	MIP		CCCRI	MIP	
	143	128	YES	143	130	YES	143	130	YES
4. Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Comparison School District: CSD 4			Comparison School District: CSD 4			Comparison School District: CSD 4		
	School	District		School	District		School	District	
	143	133	YES	143	133	YES	143	NA	NA

1. The indicators include, but are not limited to: passing an Advanced Placement exam with a score of 3 or higher, earning a score of 4 or higher on an International Baccalaureate exam, passing a College Level Examination Program exam, passing a college level course, achieving the college and career readiness benchmark on the SAT, earning a Regents diploma with advanced designation.

APPENDIX B: Performance Summaries

SCHOOL PERFORMANCE SUMMARY: Harlem Village Academy East Charter School

English Language Arts

	2016-17		2017-18		2018-19	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year 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)).	2013 Cohort N	%	2014 Cohort N	%	2015 Cohort N	%
	49	77.6	58	62.1	48	52.1
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade ELA exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	28	67.9	36	47.2	35	38.9
3. The percentage of students in the Total Cohort scoring at or above Level 4 on the Regents English exam will exceed the district.	Comparison District: CSD 4	District	Comparison District: CSD 4	District	Comparison District: CSD 4	District
	School	69.7	School	69.1	School	69.4
	77.6	YES	62.1	NO	52.1	NO
4. The school's performance index ("PI") in ELA of students in the fourth year of their Accountability Cohort will exceed the PI of the district.	177	173	180	193	165	NA
	YES	YES	NO	NO	NA	NA

Mathematics

	2016-17		2017-18		2018-19	
	MET		MET		MET	
1. Each year, 65 percent of students in the fourth year Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents Common Core mathematics exam).	2012 Cohort N	%	2013 Cohort N	%	2014 Cohort N	%
	49	49.0	58	5.2	48	39.6
2. Each year, 50 percent of students in the fourth year Accountability Cohort who did not score proficient on the 8 th grade math exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the exam).	Low Performing Entrants N	%	Low Performing Entrants N	%	Low Performing Entrants N	%
	25	32.0	34	0.0	34	20.6
3. The percentage of students in the Total Cohort scoring at or above Level 4 on a Regents mathematics exam will exceed the district.	Comparison District: CSD 4	District	Comparison District: CSD 4	District	Comparison District: CSD 4	District
	School	34.5	School	37.6	School	45.2
	49.0	YES	5.2	NO	39.6	NO
4. The school's PI in mathematics of students in the fourth year of their Accountability Cohort will exceed the PI of the district.	149	153	119	143	145	NA
	NO	NO	NO	NO	NA	NA

APPENDIX C: District Comments

SUMMARY OF PUBLIC COMMENTS

The New York City Department of Education held its required hearing on Harlem Village Academy East Charter School's renewal application on October 24, 2019 at the school. Nineteen people were present and five spoke in support of the renewal application. No one spoke in opposition. Parents spoke of how teachers go above and beyond to support students and understand their needs. Parents said they enjoy the family-like culture of the school. One parent noted a recent positive change in school leadership. Two parents suggested the school reduce class size, provide a more consistent schedule throughout the school year with no extended days, and provide more workshops for parents to support student academic growth. One family submitted a separate supportive comment stating the school creates a safe environment where students strive academically, socially, and emotionally.

APPENDIX D: Fiscal Dashboard

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

SCHOOL INFORMATION

BALANCE SHEET

Opened 2005-06

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

2014-15	2015-16	2016-17	2017-18	2018-19
410,860	695,425	1,309,292	133,338	805,101
294,944	457,083	663,168	718,825	328,083
-	-	-	-	-
121,828	300	987	498	-
-	-	-	649,415	350,419
827,632	1,152,808	1,973,447	1,502,076	1,483,603
656,150	516,236	283,267	171,160	146,176
750,000	750,000	750,000	825,000	825,006
2,233,782	2,419,044	3,006,714	2,498,236	2,454,785

166,095	167,653	67,323	215,088	220,635
477,478	517,090	523,190	467,378	363,615
6,365	31,570	-	-	6,260
-	-	-	-	-
-	-	-	-	-
258,334	367,373	1,071,604	461,614	498,964
908,272	1,083,686	1,662,117	1,144,080	1,089,474
-	-	-	-	-
-	-	-	-	-
908,272	1,083,686	1,662,117	1,144,080	1,089,474

1,325,510	1,335,358	1,344,597	1,279,156	1,290,305
-	-	-	75,000	75,006
1,325,510	1,335,358	1,344,597	1,354,156	1,365,311
2,233,782	2,419,044	3,006,714	2,498,236	2,454,785

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

10,914,141	12,095,574	12,607,904	10,880,168	9,895,774
1,471,629	1,614,653	1,584,645	1,799,824	1,191,298

59,431	79,291	66,080	55,583	50,302
421,137	437,699	423,831	663,708	534,901
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
12,866,338	14,227,217	14,682,460	13,399,283	11,672,275

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

10,659,746	11,854,816	12,634,479	11,803,414	9,825,119
1,057,086	1,017,206	1,075,551	1,456,237	1,497,083
650,296	687,376	415,146	248,643	226,935
12,367,128	13,559,398	14,125,176	13,508,294	11,549,137
681,031	752,928	626,793	709,681	664,442
-	-	-	-	-
13,048,159	14,312,326	14,751,969	14,217,975	12,213,579

(181,821)	(85,109)	(69,509)	(818,692)	(541,304)
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Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

187,000	93,000	75,798	828,251	551,409
-	-	-	-	-
3,858	1,957	2,950	-	1,050
-	-	-	-	-
190,858	94,957	78,748	828,251	552,459
13,057,196	14,322,174	14,761,208	14,227,534	12,224,734
-	-	-	-	-
13,057,196	14,322,174	14,761,208	14,227,534	12,224,734
9,037	9,848	9,239	9,559	11,155
1,316,473	1,325,510	1,335,358	1,344,597	1,354,156
-	-	-	-	-
1,325,510	1,335,358	1,344,597	1,354,156	1,365,311

APPENDIX D: Fiscal Dashboard

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2014-15	2015-16	2016-17	2017-18	2018-19
Personnel Service	-	458,024	-	2,396,843	2,579,427
Administrative Staff Personnel	7,670,219	7,701,586	9,917,488	6,922,074	5,352,010
Instructional Personnel	-	703,489	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	7,670,219	8,863,099	9,917,488	9,318,917	7,931,437
Total Salaries and Staff	1,805,647	1,778,697	1,913,266	1,860,492	1,665,508
Fringe Benefits & Payroll Taxes	-	234,115	234,906	165,762	131,465
Retirement	-	-	-	-	-
Management Company Fees	382,295	366,650	332,710	302,650	395,635
Building and Land Rent / Lease	289,552	222,298	181,496	586,947	409,165
Staff Development	746,628	821,547	463,351	243,263	235,364
Professional Fees, Consultant & Purchased Services	53,117	67,209	42,951	18,028	2,718
Marketing / Recruitment	1,048,030	1,018,751	778,055	770,812	580,865
Student Supplies, Materials & Services	433,160	365,748	354,596	269,193	182,032
Depreciation	619,511	574,212	533,149	681,911	679,390
Other	13,048,159	14,312,326	14,751,969	14,217,975	12,213,579
Total Expenses					

SCHOOL ANALYSIS

ENROLLMENT

	2014-15	2015-16	2016-17	2017-18	2018-19
Original Chartered Enrollment	433	916	992	990	967
Final Chartered Enrollment (includes any revisions)	773	916	992	990	967
Actual Enrollment - GRAPH 4	792	857	870	729	625
Chartered Grades	5-12	K-3, 5-12	K-12	K-12	K-12
Final Chartered Grades (includes any revisions)	K-2, 5-12	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	13,877	13,877	14,027	14,527	15,307
Increase over prior year	2.5%	0.0%	1.1%	3.4%	5.1%

PER STUDENT BREAKDOWN

Revenue

Operating	16,241	16,593	16,882	18,385	18,672
Other Revenue and Support	241	111	91	1,136	884
TOTAL - GRAPH 3	16,482	16,704	16,972	19,521	19,556

Expenses

Program Services	15,611	15,814	16,241	18,534	18,475
Management and General, Fundraising	860	878	721	974	1,063
TOTAL - GRAPH 3	16,471	16,692	16,962	19,508	19,538
% of Program Services	94.8%	94.7%	95.8%	95.0%	94.6%
% of Management and Other	5.2%	5.3%	4.2%	5.0%	5.4%
% of Revenue Exceeding Expenses - GRAPH 5	0.1%	0.1%	0.1%	0.1%	0.1%

Student to Faculty Ratio

9.0	8.5	8.3	6.9	8.2
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Faculty to Admin Ratio

4.1	4.5	4.0	4.0	2.9
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Financial Responsibility Composite Scores - GRAPH 6

Score	1.6	1.6	1.6	1.7	1.8
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	(80,640)	69,122	311,330	357,996	394,129
As % of Unrestricted Revenue	-0.6%	0.5%	2.1%	2.5%	3.2%
Working Capital (Current) Ratio Score	0.9	1.1	1.2	1.3	1.4
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	HIGH	HIGH	HIGH	HIGH	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	Poor	Poor	Poor	Poor	Good

Quick (Acid Test) Ratio

Score	0.8	1.1	1.2	1.3	1.4
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	Poor	Good	Good	Good	Good

Debt to Asset Ratio - GRAPH 7

Score	0.4	0.4	0.6	0.5	0.4
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW	LOW	MEDIUM	MEDIUM	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	Excellent	Excellent	Good	Good	Excellent

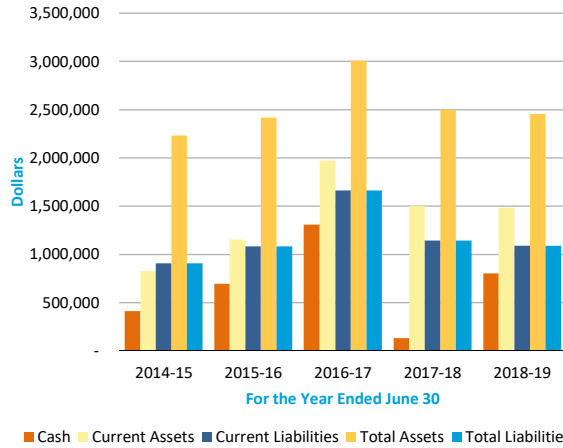
Months of Cash - GRAPH 8

Score	0.4	0.6	1.1	0.1	0.8
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	HIGH	HIGH	MEDIUM	HIGH	HIGH
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	Poor	Poor	Good	Poor	Poor

APPENDIX D: Fiscal Dashboard

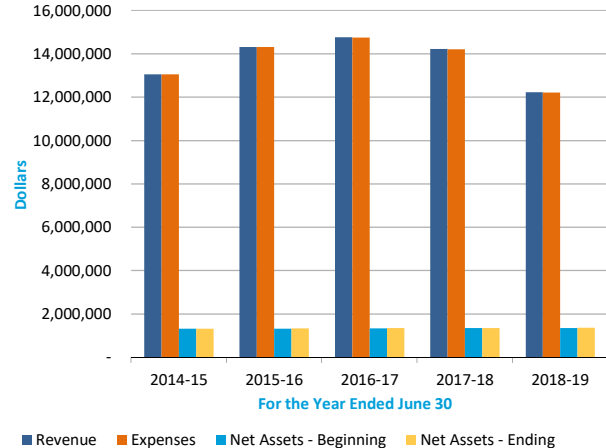
HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

GRAPH 1 Cash, Assets and Liabilities



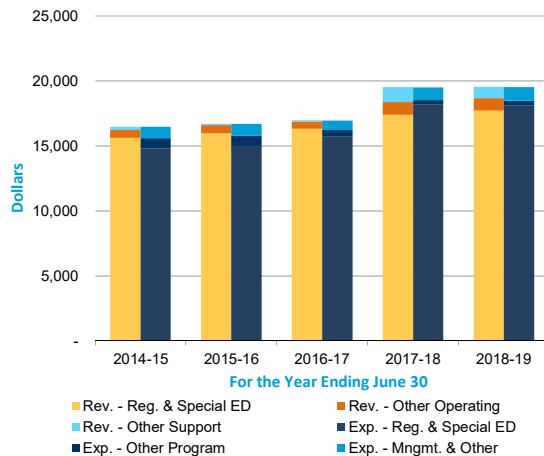
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 through 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

GRAPH 2 Revenue, Expenses and Net Assets



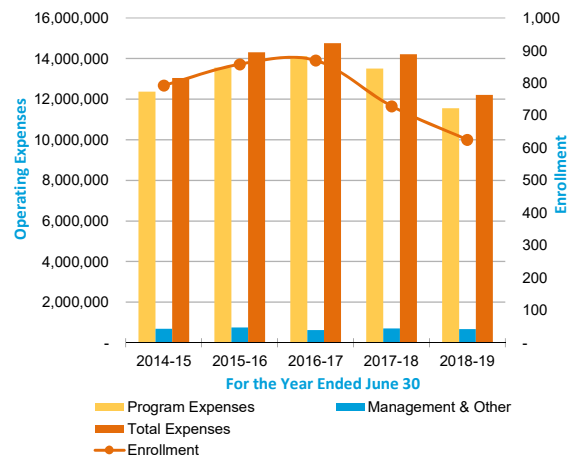
This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year, building a more fiscally viable school.

GRAPH 3 Revenue & Expenses Per Pupil



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

GRAPH 4 Enrollment vs. Operating Expenses



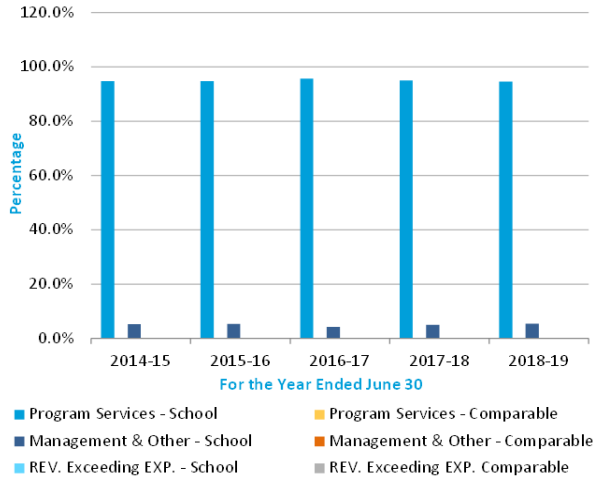
This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

APPENDIX D: Fiscal Dashboard

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

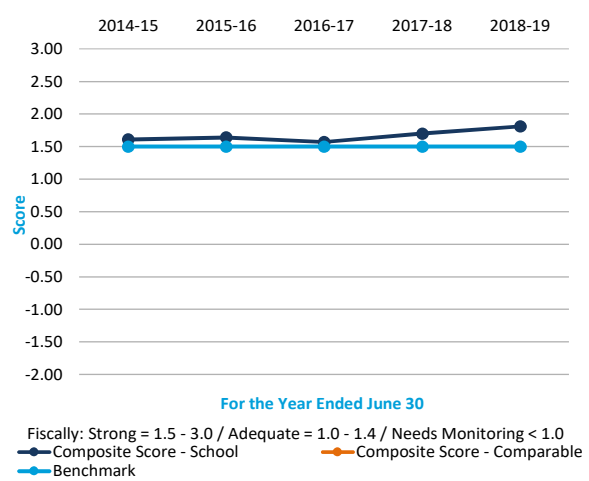
Comparable School, Region or Network: -

GRAPH 5 % Breakdown of Expenses



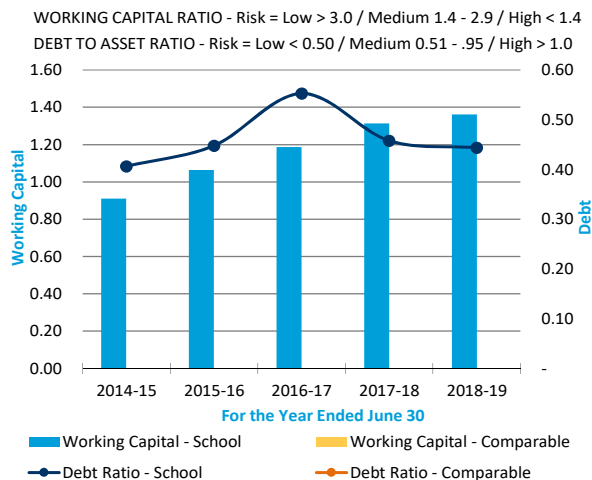
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

GRAPH 6 Composite Score



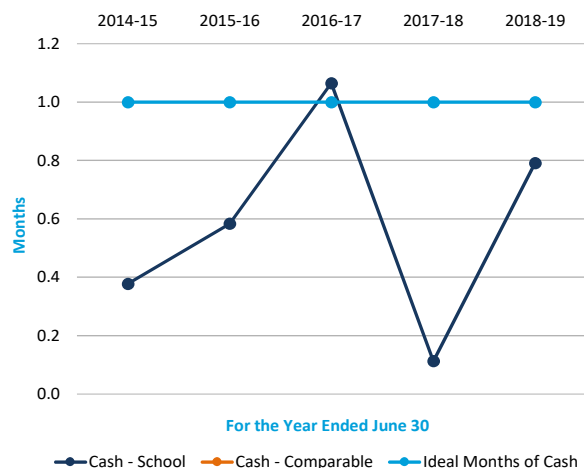
This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

GRAPH 7 Working Capital & Debt to Asset Ratios



This chart illustrates working capital and debt to asset ratios. The working capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The debt to asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

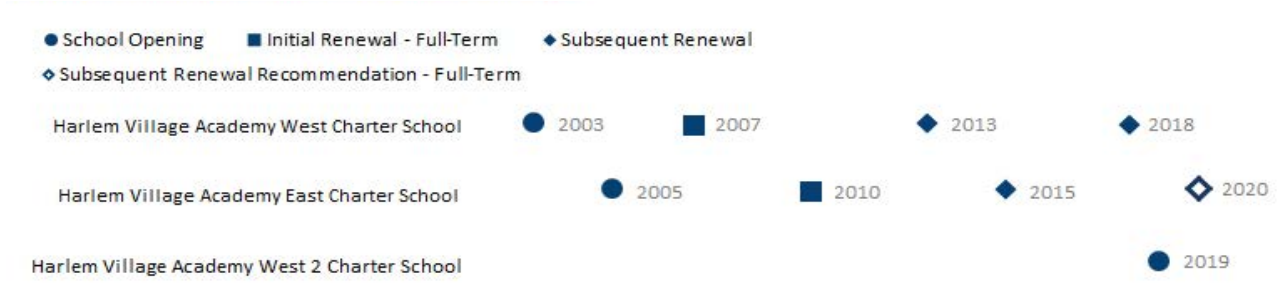
GRAPH 8 Months of Cash



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL



APPENDIX E: Education Corporation Overview

EDUCATION CORPORATION SCHOOL CHARACTERISTICS

SCHOOL	LOCAL DISTRICT	CO-LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Harlem Village Academy East Charter School	CSD 4	Yes	634	K-12

APPENDIX E: Education Corporation Overview

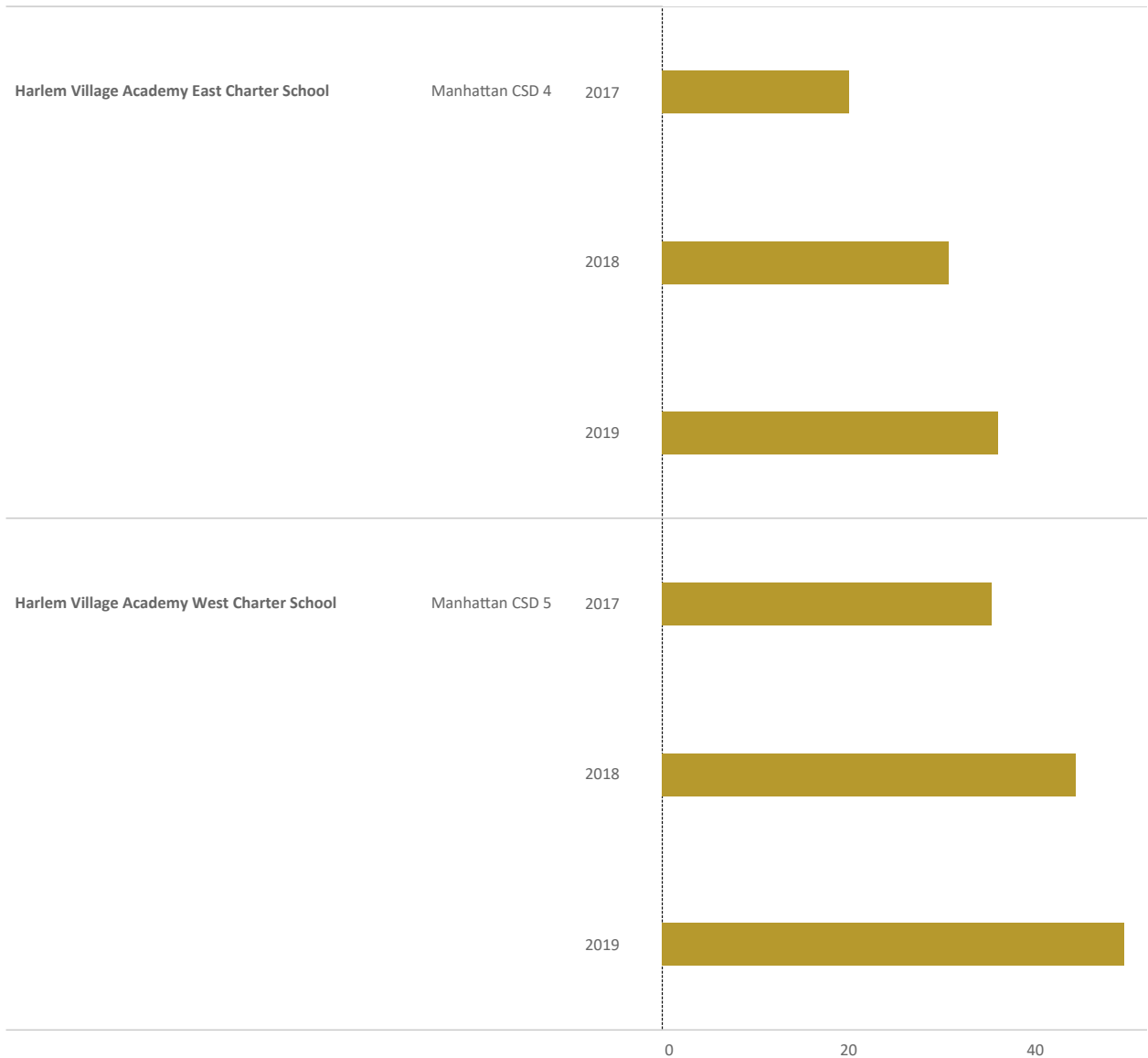
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: ELA



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

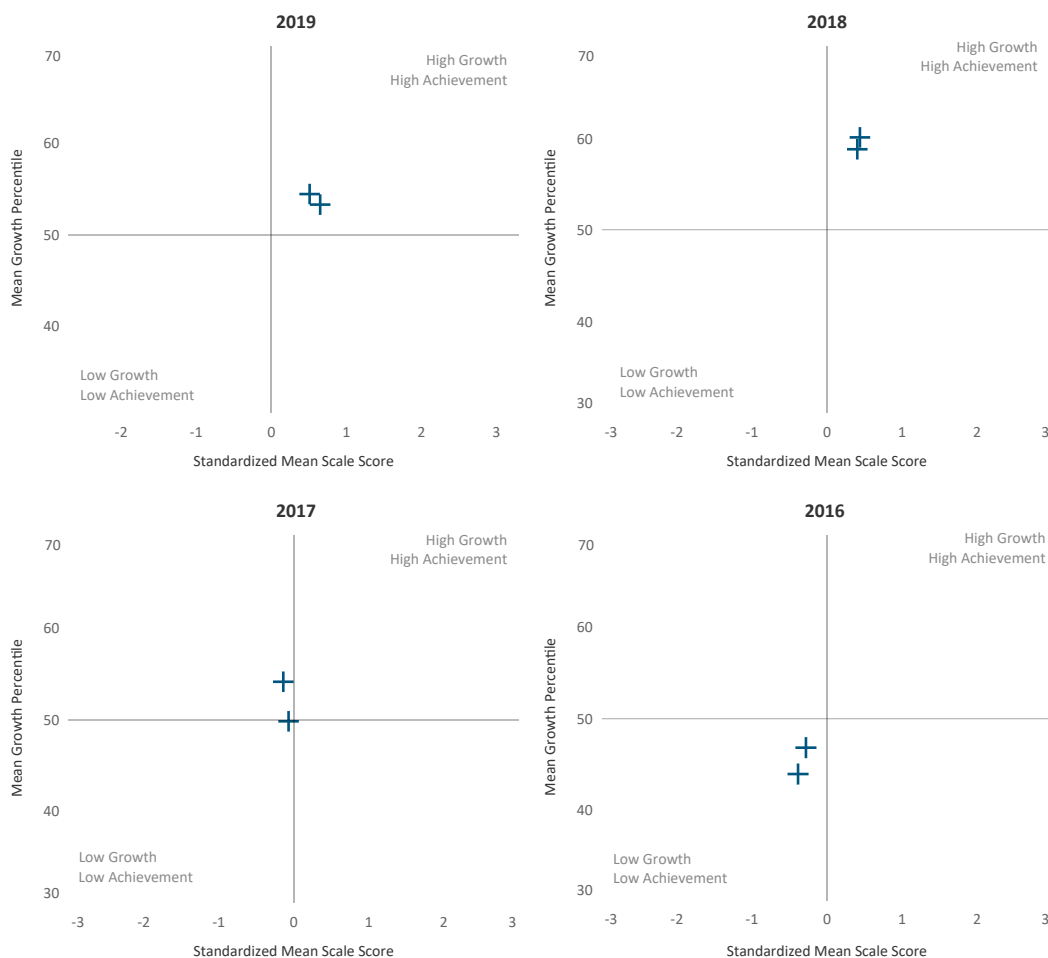
DIFFERENCE BETWEEN SCHOOLS AND DISTRICT SCORES: MATH



District difference for each year broken down by school and district (in NYC, the Institute uses the CSD). These charts compare a school's performance to that of the district. Each bar represents the difference between the school's performance and the district's. A positive result (showing the bar to the right of zero) indicates the amount by which the school outscored the district. A negative result (with the bar to the left of zero) illustrates the amount by which the school performed lower than the district. A score of zero indicates that the school performed exactly even with the district. School scores reflect the achievement of students enrolled for at least two years per the schools' Accountability Plans.

APPENDIX E: Education Corporation Overview

ELA GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19

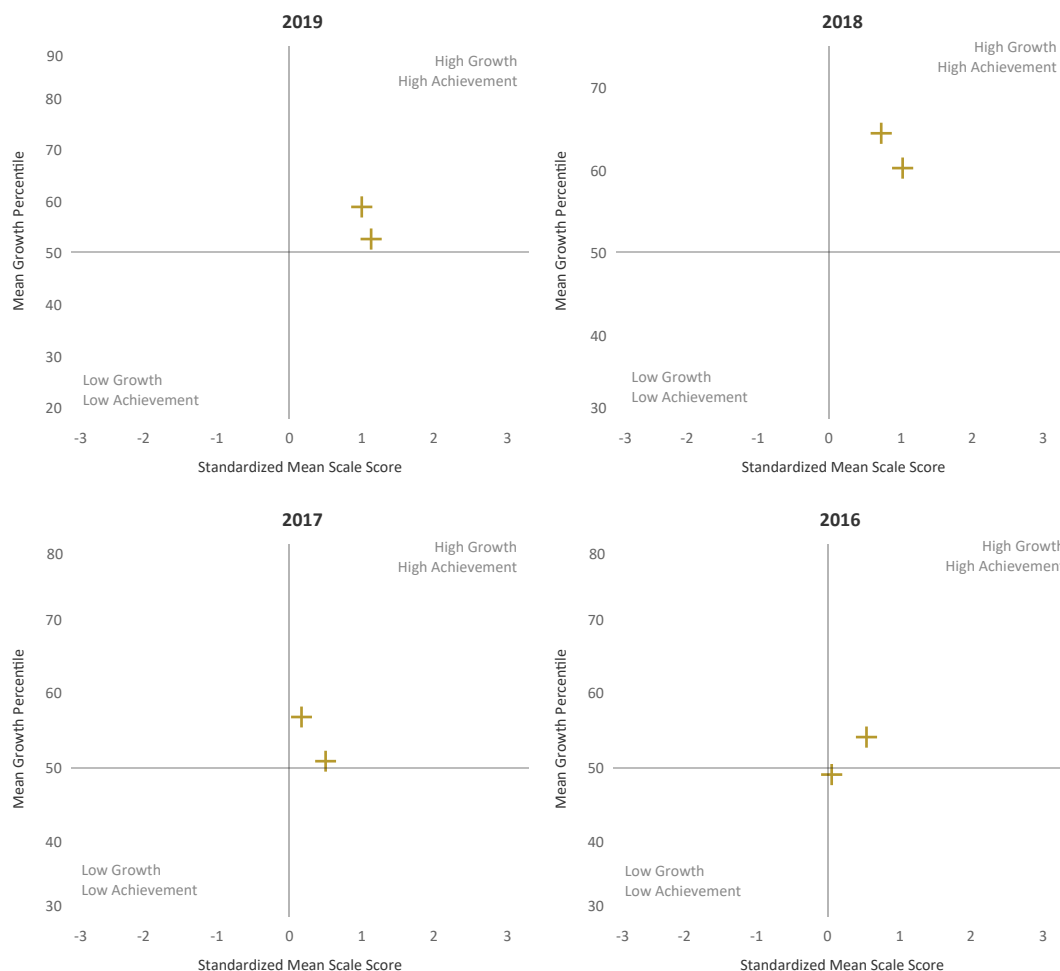


These charts compare a school's ability to grow student achievement with a school's absolute student performance. Schools located in the upper right hand quadrant of each chart show strong results in helping students make learning gains while at the same time helping students achieve strong absolute scores on state assessments. Schools in the lower right hand quadrant show strong absolute scores but lower growth. Because the student growth percentile uses the previous year's scale score as a baseline, it becomes more difficult for a school to maintain strong overall growth scores when students already post high absolute scores.

These charts are produced by comparing growth as measured by the state's student growth percentile to its overall achievement as measured by scale score standardized to the statewide grade level mean over each year for which data are available during the charter term. The growth axis (labeled Mean Growth Percentile) represents the statewide median growth score. The achievement axis (labeled Standardized Mean Scale Score) represents the statewide mean-centered achievement level for each grade served by each school.

APPENDIX E: Education Corporation Overview

MATH GROWTH AND ACHIEVEMENT: 2015-16 THROUGH 2018-19



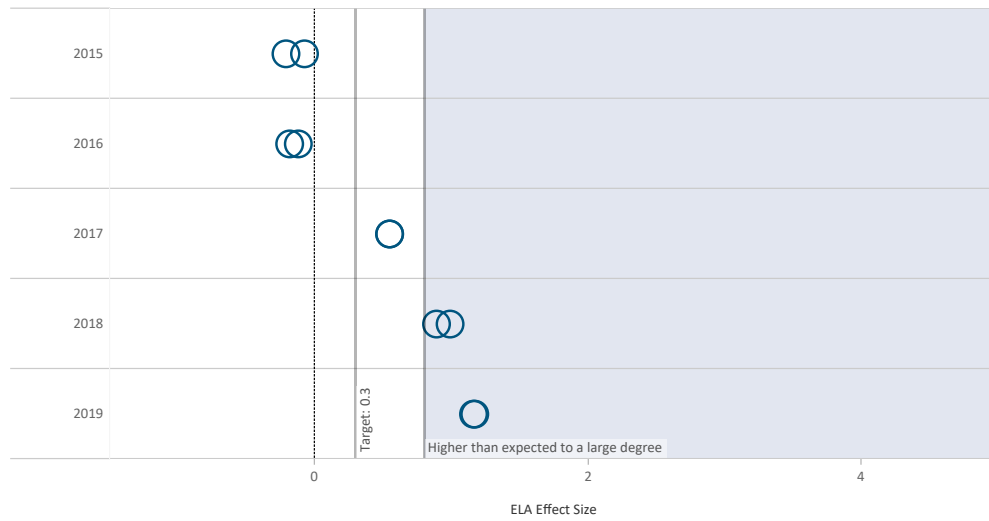
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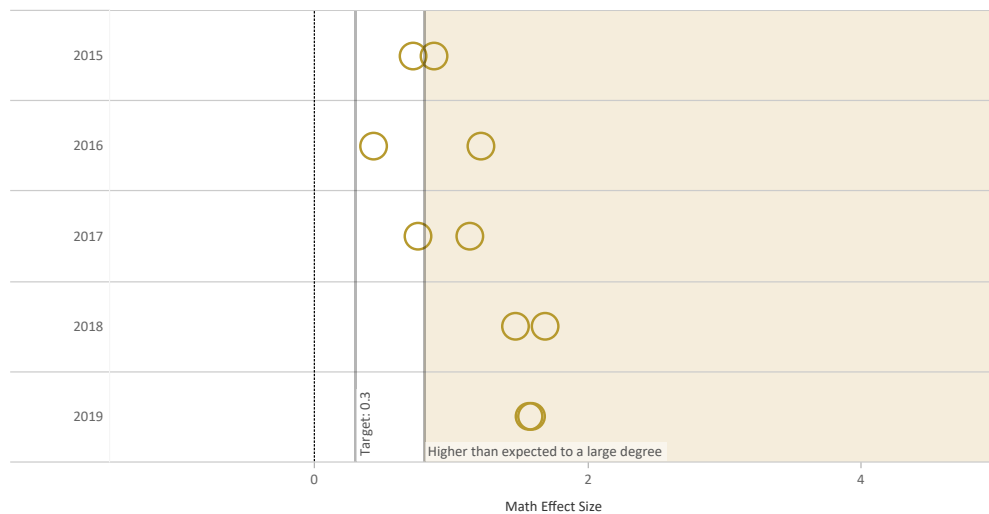
APPENDIX E: Education Corporation Overview

ELA AND MATH EFFECT SIZE DOT PLOTS: 2014-15 THROUGH 2018-19

ELA Effect Size by Year and School



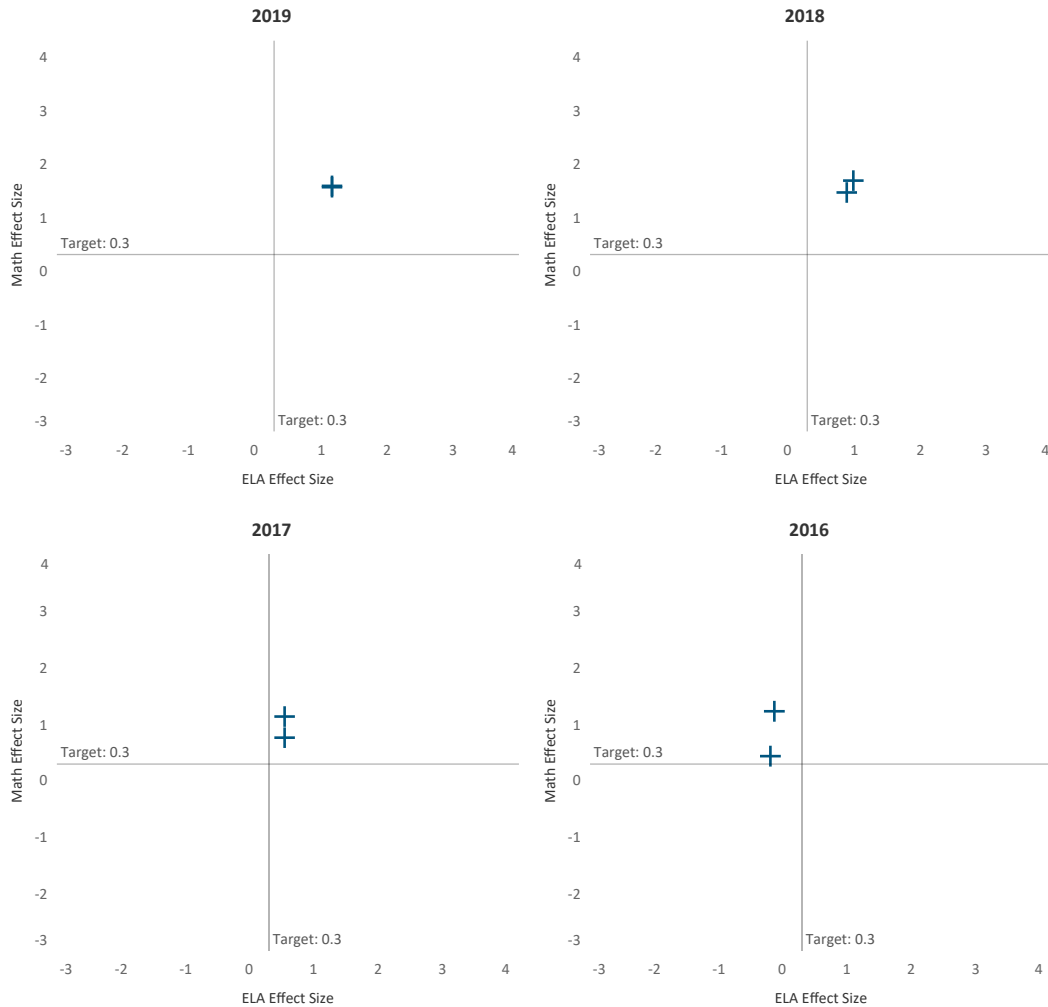
Math Effect Size by Year and School



The charts illustrate the comparative effect size performance at each school across the ed corp by each year for which data are available throughout the charter term. Schools performing at or above 0.3 are meeting SUNY's benchmark for the measure. Schools performing at or above 0.8 are performing higher than expected to a large degree in comparison to schools enrolling similar levels of economically disadvantaged students.

APPENDIX E: Education Corporation Overview

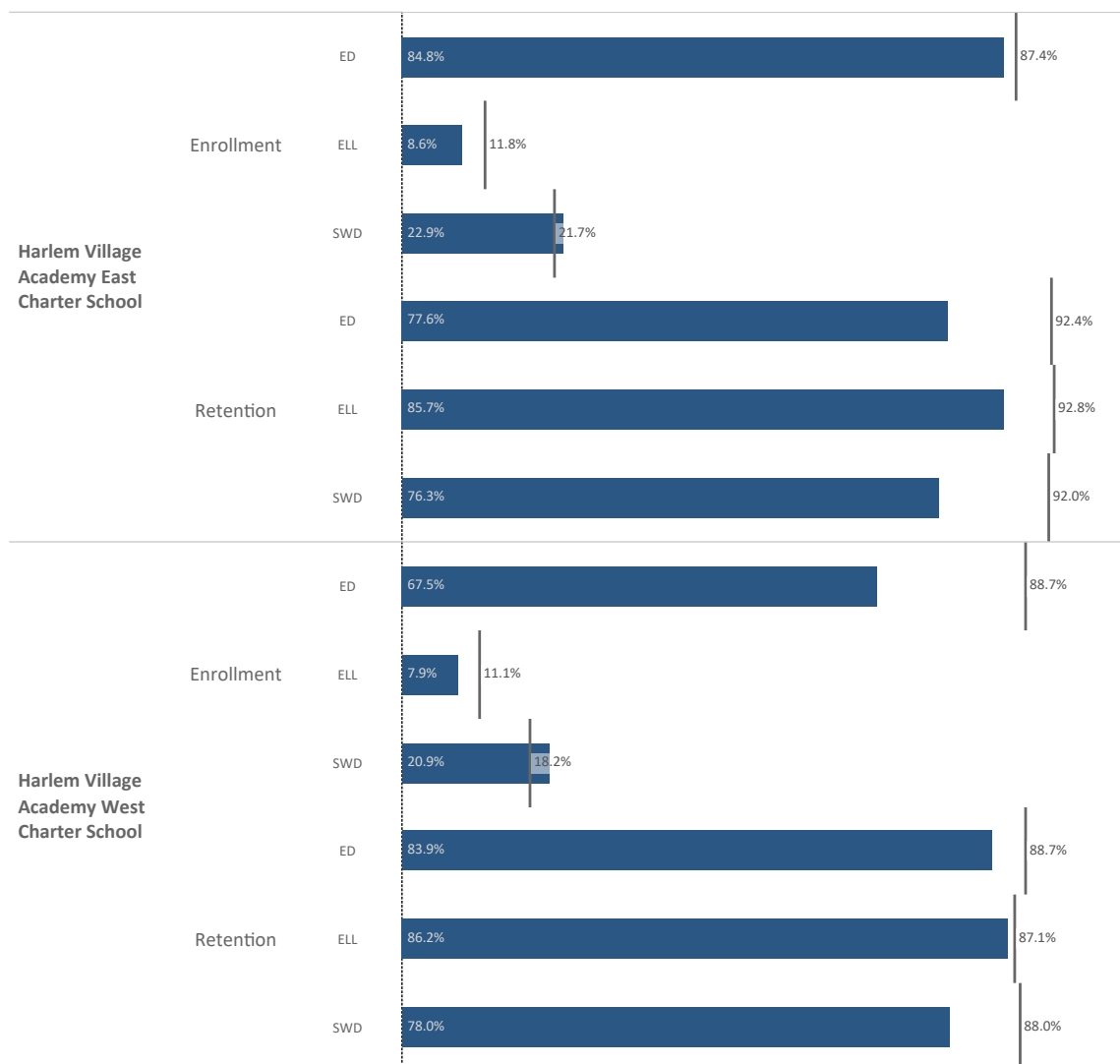
ELA AND MATH EFFECT SIZE SCATTER PLOTS 2015-16 THROUGH 2018-19



The charts compare a school's ELA and math effect sizes over each year for which data are available during the charter term. An effect size measures school performance in comparison to other schools statewide enrolling students with similar proportions of economic disadvantage. Schools with an ELA or math effect size that is less than 0 performed lower than expected based on the economic disadvantage statistic. Schools posting an effect size greater than 0 but less than 0.3 perform about the same as the comparison schools. Schools with an ELA or math effect size greater than 0.3 (SUNY's performance target for the measure) outperformed similar schools statewide to a meaningful degree, while schools with effect sizes greater than 0.8 perform higher than expected to a large degree.

APPENDIX E: Education Corporation Overview

ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating school in the education corporation. As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the 2018-19 enrollment and retention data supplied to the Institute by the network.

APPENDIX E: Education Corporation Overview

Suspensions: Harlem Village Academy's out of school suspension rate and in school suspension rate.



Although Community School District (“CSD”) and school suspension rates are presented on the same graph, a direct comparison between the rates is not possible because available CSD data includes Kindergarten through 12th grades and school data includes only the grades served by the school. The percentage rate shown here is calculated using the method employed by the New York City Department of Education: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

During the 2018-19 school year, the education corporation expelled one student.

APPENDIX E: Education Corporation Overview

PERSISTENCE IN ENROLLMENT



