

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008_ - 2009

Charter School Information and Cover Page

Name of Charter School Leadership Village Academy Charter School

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BEDS # 310400860849

District/CSD of Location CSD 4 – New York City

Charter Entity SUNY Charter Schools Institute

Head of School (Contact Person) _____
(Deborah Kenny)

E-mail address of contact person [REDACTED]

President, Board of Trustees _____
(David Zwiebel)

E-mail address and Phone Number of Board President [REDACTED]

Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2008-09 Annual Report

Name of Charter School: Harlem Village Academy Leadership Charter School

Grades 3 – 8 State ELA Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09									0	25	70	5	0	14	81	5	0	2	89	9	0	10	88	2
2007-08									0	26	74	0	0	13	85	2	0	13	85	2				
2006-07									0	53	47	0	0	23	75	2								
2005-06									3	31	64	2												

Grades 3 – 8 State Math Assessments Results

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09									0	8	65	27	0	0	64	36	0	0	25	75	0	2	52	47
2007-08									0	6	73	21	0	0	44	56	0	2	39	59				
2006-07									0	11	72	17	0	4	55	41								
2005-06									2	19	68	12												

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>					
	<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
		<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comprehensive English	2007-08														
	2006-07														
	2005-06														
Integrated Algebra	2007-08														
	2006-07														
	2005-06														
Math B	2007-08														
	2006-07														
	2005-06														
Global History & Geography	2007-08														
	2006-07														
	2005-06														
US History & Gov't.	2007-08														
	2006-07														
	2005-06														
Living Environ.	2007-08														
	2006-07														
	2005-06														
Phys. Setting/ Earth Sci.	2007-08														
	2006-07														
	2005-06														
Phys. Setting/ Chemistry	2007-08														
	2006-07														
	2005-06														
Phys. Setting/ Physics	2007-08														
	2006-07														
	2005-06														

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>					<i>Students with Disabilities</i>					
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comp. French	2007-08															
	2006-07															
	2005-06															
Comp. German	2007-08															
	2006-07															
	2005-06															
Comp. Hebrew	2007-08															
	2006-07															
	2005-06															
Comp. Italian	2007-08															
	2006-07															
	2005-06															
Comp. Latin	2007-08															
	2006-07															
	2005-06															
Comp. Spanish	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Mathematics	2007-08															
	2006-07															
	2005-06															
Science	2007-08															
	2006-07															
	2005-06															
Reading	2007-08															
	2006-07															
	2005-06															
Writing	2007-08															
	2006-07															
	2005-06															
Global Studies	2007-08															
	2006-07															
	2005-06															
US History & Gov't.	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

<i>Second Language Proficiency Exams</i>		<i>All Students</i>				<i>General Education Students</i>					<i>Students with Disabilities</i>				
	<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
		<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
French	2007-08														
	2006-07														
	2005-06														
German	2007-08														
	2006-07														
	2005-06														
Italian	2007-08														
	2006-07														
	2005-06														
Latin	2007-08														
	2006-07														
	2005-06														
Spanish	2007-08														
	2006-07														
	2005-06														

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>		<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>					
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. 2-4)	2007-08 2006-07 2005-06															
Reading & Writing (Gr. 2-4)	2007-08 2006-07 2005-06															
Listening & Speaking (Gr. 5-6)	2007-08 2006-07 2005-06															
Reading & Writing (Gr. 5-6)	2007-08 2006-07 2005-06															
Listening & Speaking (Gr. 7-8)	2007-08 2006-07 2005-06															
Reading & Writing (Gr. 7-8)	2007-08 2006-07 2005-06															
Listening & Speaking (Gr. 9-12)	2007-08 2006-07 2005-06															
Reading & Writing (Gr. 9-12)	2007-08 2006-07 2005-06															

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2007-08 2006-07 2005-06					
Middle Level Social Studies	2007-08 2006-07 2005-06					
Secondary Level Social Studies	2007-08 2006-07 2005-06					
Secondary Level Science	2007-08 2006-07 2005-06					

High School Completion Rates

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
Total	2007-08						
Graduates	2006-07						
	2005-06						
Rec'd. a	2007-08						
Regents Diploma	2006-07						
	2005-06						
Rec'd. a Regents Diploma	2007-08						
w/Adv. Designation	2006-07						
	2005-06						
Rec'd. IEP Diploma	2007-08						
	2006-07						
	2005-06						
To 4-Year College	2007-08						
	2006-07						
	2005-06						
To 2-Year College	2007-08						
	2006-07						
	2005-06						
To Other Post-Secondary	2007-08						
	2006-07						
	2005-06						
Dropped Out	2007-08						
	2006-07						
	2005-06						
Entered Approved HS	2007-08						
Equivalency Prep Program	2006-07						
	2005-06						
Total Non-Completers	2007-08						
	2006-07						
	2005-06						

Accountability Plan

2008-09 through 2012-13

Mission

The mission of Harlem Village Academy is to prepare students of fine character who graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals which are outlined in this document.

Goals & Measures

The following accountability plan outlines our key goals and how the attainment of those goals will be measured.

GOAL 1

English Language Arts. Students will meet or exceed state performance standards for mastery of skills and content knowledge in the area of English language arts. Students will also demonstrate proficiency in advanced skills in the area of English language arts necessary for admission into and success in college.¹

Absolute Measures:

- w 1.1(a) Each year, 75% of all tested students who are enrolled in at least their second year will score proficient (i.e. at level three or above) on the New York State English language arts (ELA) assessment.
- w 1.1(b) Additionally, each year, the school's aggregate Performance Index on the state ELA exam will meet that year's Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.

¹The school takes a broadcast approach to student recruiting, and the vast majority of students who enroll in the school enter two to four years behind grade level, many lacking basic phonics skills and require extensive and intensive remediation in reading comprehension, phonics, fluency, math and writing over a one to three year period. One indication of the broadcast enrollment and significant needs of students entering is the fact that the school enrolls and serves a percentage of special education students similar to the district average.

Comparative Measures:

- w 1.2(a) Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local community school district.
- w 1.2(b) Each year, the school will exceed to at least a small degree its expected level of performance on the State ELA exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Added Value Measures:

- w 1.3(a) Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

GOAL 2

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

Absolute Measures

- w 2.1(a) Each year, 75% of all tested students who are enrolled in at least their second year will score proficient (i.e. at level three or above) on the New York State Mathematics assessment.
- w 2.1(b) Additionally, each year, the school's aggregate Performance Index on the state mathematics exam will meet that year's Annual Measurable Objective set forth in the State's NCLB accountability system.

Comparative Measures

- w 2.2(a) Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State math exam will be greater than that of students in the same tested grades in the local community school district.
- w 2.2(b) Each year, the school will exceed to at least a small degree its expected level of performance on the State math exam, according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Added Value Measure

- w 2.3(a) Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State math exam and 75 percent at or above Level 3 on the current year's State math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

GOAL 3

Social Studies. Students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

Absolute Measures

- w 3.1(a) In each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Comparative Measures

- w 3.2(a) Each year, the percent of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of eighth grade students in the local community school district.

GOAL 4

Science. Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

Absolute Measures

- w 4.1(a) In each year, 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Comparative Measures

- w 4.2(a) Each year, the percent of eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of eighth grade students in the local community school district.

GOAL 5

Overall Academic Program. Students will meet and exceed state standards in all areas required by NCLB accountability guidelines

Additional Academic Measures

- w 5.1(a) Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**Harlem Village Academy
Leadership
CHARTER SCHOOL**

2008-09


**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

By: Harlem Village Academy Leadership Charter School

Harlem Village Academy Leadership
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Matt Scott prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
James Thompson	
Catherine Viscardi Johnston	Treasurer
Dr. Deborah Kenny	Secretary
David Zwiebel	Chair
Dr. Andrew August	
Donna Wilson	Vice-Chair

INTRODUCTION

The mission of Harlem Village Academy Leadership is to prepare students of fine character to graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals which are outlined in this document. The school leadership and faculty continually strive to maintain our community's focus on achieving these goals.

Harlem Village Academy Leadership opened in the fall of 2005 to its first class of fifth graders. The school currently serves approximately 200 students in grades fifth through eighth.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06						59								59
2006-07						53	51							104
2007-08						58	45	46						149
2008-09						62	53	44	40					199

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Goal 1: Absolute Measure

Each year, 75% of tested students who are enrolled in at least their second year will score proficient (i.e. at level three or above) on the New York State English language arts (ELA) assessment.

Method

The school administered the New York State Testing Program English language arts assessment to students in fifth through eighth grade in January 2009. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-09 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
5	64	0	0	0	64
6	57	0	0	0	57
7	44	0	0	0	44
8	41	0	0	0	41
All	206	0	0	0	206

Results

The table below shows the results of the 2009 State English language arts exam. Overall, 89.3% of students in at least their second year at the school scored proficient.

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Harlem Village Academy Leadership Performance on 2008-09 State English Language Arts
Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3+4	
5	All Students	0.00%	25.00%	70.30%	4.70%	75.00%	64
	Students in At Least 2 nd Year	-	-	-	-	-	-
6	All Students	0.00%	14.00%	80.70%	5.30%	86.00%	57
	Students in At Least 2 nd Year	0.00%	19.00%	81.00%	0.00%	81.00%	42
7	All Students	0.00%	2.30%	88.60%	9.10%	97.70%	44
	Students in At Least 2 nd Year	0.00%	2.50%	87.50%	10.00%	97.50%	40
8	All Students	0.00%	9.80%	87.80%	2.40%	90.20%	41
	Students in At Least 2 nd Year	0.00%	10.30%	89.70%	0.00%	89.70%	39
All	All Students	0.00%	14.10%	80.60%	5.30%	85.90%	206
	Students in At Least 2 nd Year	0.00%	10.70%	86.00%	3.30%	89.30%	121

Evaluation

Harlem Village Academy Leadership exceeded the measure at every grade level. The sixth grade exceeded the target score by six percentage points, the seventh grade exceeded the target score by 22.5 percentage points, and the eighth grade exceeded the target score by 14.7%. Additionally, every student scored at least at level two.

Additional Evidence

The table below shows the percentage of students in at least their second year scoring proficient on the New York State ELA exam. The school's percentage of students scoring proficient increased from the 2007-2008 school year.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5								
6			81.8%	33	86.2%	29	81%	42
7					81.0%	40	97.5%	40
8							89.7%	39
All			81.8%	33	85.5%	69	89.3%	121

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO, which for 2008-09 is 154. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The table below shows the calculation of the school's Performance Index.

Calculation of 2008-09 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 th -8 th	0%	14%	81 %	5%	206

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 14 & + & 81 & + & 5 & = & 100 \\
 & & & & + & 81 & + & 5 & = & 86 \\
 & & & & & & \text{PI} & = & 186
 \end{array}$$

Evaluation

Harlem Village Academy Leadership exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for ELA in the 2008-2009 school year was 144. Harlem Village Academy Leadership's Performance Index was 186.

Additional Evidence

The school's Performance index increased in the 2008-2009 school year. The percentage of students scoring at level 1 and 2 decreased from 18% in the 2006-2007 school year to 14% in the 2007-2008 school year. Every student scored at least at level 2 in the current year.

**English Language Arts Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5	59	3%	31%	64%	2%	163	122
2006-07	5-6	107	0%	38%	61%	1%	162	122
2007-08	5-7	154	0%	18%	81%	1%	182	133
2008-09	5-8	206	0%	14%	81%	5%	186	144

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

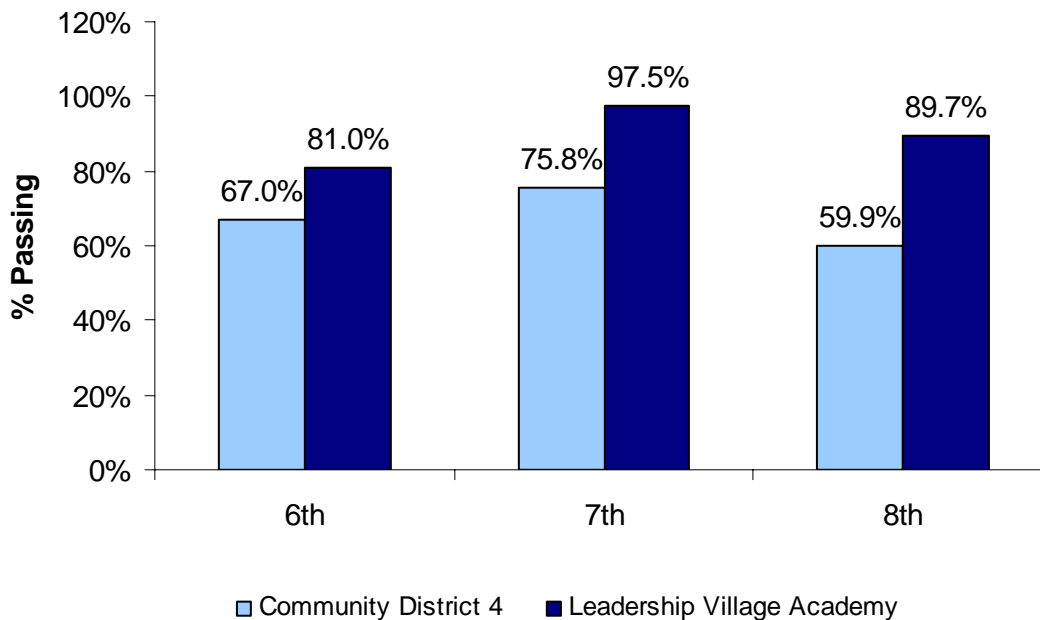
Results

The table below shows the results of the 2008-2009 ELA exam for Harlem Village Academy Leadership and Community School District 4.

**2008-09 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	n/a	n/a	83.1%	1,149
6	81%	42	67.0%	1,140
7	97.5%	40	75.8%	1,215
8	89.7%	39	59.9%	1,208
All	89.3%	121	71.4%	4,712

**2008 - 2009 NYS ELA
Harlem Village Academy and Community School District 4**



Evaluation

Harlem Village Academy Leadership exceeded this measure by a wide margin at every grade level. 89.3% of the school's students who have been enrolled for two or more years scored proficient, 17.9 percentage points greater than the local community school district. The school's eighth graders who have been enrolled for two or more years were significantly more likely to score proficient than the local school district. 89.7% scored proficient compared to District 4's score of 59.9%.

Additional Evidence

The table below shows the results of Harlem Village Academy Leadership and Community School District 4 on the New York State ELA exams from 2006-2007 to 2008-2009. Harlem Village Academy Leadership has had a higher percentage of students scoring proficient than the local community school district in every grade since the first administration of the ELA test.

**English Language Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4					
	2006-2007		2007-2008		2008-2009	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5						
6	81.8%	49.3%	86.2%	62.9%	81.0%	67.0%
7			81.0%	62.6%	97.5%	75.8%
8					89.7%	59.9%
All	81.8%	49.3%	85.5%	62.7%	89.3%	71.4%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch

percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2007-2008 school year.

2007-08 English Language Arts Comparative Performance by Grade Level

	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		62	74.20	73.64	0.56	0.05
6		46	87.00	59.66	27.34	1.82
7		46	87.00	63.02	23.98	1.44
8						
All	52.15	154	81.85	66.29	15.56	1.00

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

Data is not yet available to determine whether the school met this measure. Harlem Village Academy Leadership students scored "Higher Than Expected to a Large Degree" on the 2008 New York State ELA test. Although the Institute found that the school performed "higher than expected to a large degree" in 2008, a closer look at the data shows that student performance increases once students have been in the school at least one year. The chart below shows the school's effect size as students progress through the grades and the school's academic interventions begin to take effect.

The fifth graders' low performance is to be expected; Harlem Village Academy Leadership actively recruits students from New York City's most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic skills. Harlem Village Academy Leadership teaches those basic skills so that, over time, students are able to score proficient. The school's "effect size" increases with each year that students have been enrolled.

Additional Evidence

The table below shows the results of the Institute's regression analysis for the 2005-2006 through 2007-2008 school years. Last year, Harlem Village Academy Leadership scored higher than expected to a large degree.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5	52.7	59	66.1	58.4	0.38
2006-07	5-6	56.9	106	62.3	57.0	0.20
2007-08	5-7	52.2	153	96.8	75.9	1.31

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The table below shows the results of the Harlem Village Academy Leadership grade-level cohorts on the 2007-2008 and 2008-2009 New York State ELA exam.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Level 3 or 4			Target Achieved
		2007-08	Target	2008-09	
5	7	n/a	n/a	n/a	n/a
6	42	88.1%	88.2%	81.0%	No
7	42	92.3%	92.4%	97.5%	Yes
8	39	89.7%	89.8%	89.7%	No
All	121	89.3%	89.4%	89.3%	No

Evaluation

Harlem Village Academy Leadership students exceeded the Added Value measure in seventh grade, but not in sixth or eighth grade. The seventh grade cohort exceeded their target score and showed an improvement of 5.2%. The sixth grade cohort decreased by 7.1%, and the eighth grade cohort maintained the same score in 2008-2009.

Additional Evidence

The table below shows the results of grade-level cohorts in the 2007-2008 and 20078-2009 school years.

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6 th	1	1
2007-08	6 th – 7 th	1	2
2008-09	6 th 8 th	1	3

Summary of the English Language Arts Goal

As shown below, Harlem Village Academy Leadership met or partially met all four of the outcome measures for which data is available from the 2008-2009 school year. On the New York State ELA exam, the school performance exceeded that of the local community school district by a wide margin and the school met its No Child Left Behind accountability measure. The school met the growth measures only in certain grades, but met the absolute and comparative measures in all grades.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Exceeded at all grade levels
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Exceeded by a wide margin

Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Exceeded by a wide margin
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data not available
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Met in seventh grade Did not meet in sixth or eighth grade

MATHEMATICS

Goal 2: Mathematics

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

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through eighth grade in March 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have been enrolled for less than one year.

**2008-2009 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
5	62	0	0	0	62
6	56	0	0	0	56
7	44	0	0	0	44
8	41	0	0	0	41
All	203	0	0	0	203

Results

The table below shows the results of the 2009 State math exam. Overall, 99% of students in at least their second year at the school scored proficient.

**Charter School Performance on 2008-09 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3+4	
5	All Students	0.00%	8.10%	64.50%	27.40%	91.90%	62
	Students in At Least 2 nd Year	0.00%	0.00%	0.00%	0.00%	0.00%	0
6	All Students	0.00%	0.00%	64.30%	35.70%	100.00%	56
	Students in At Least 2 nd Year	0.00%	0.00%	70.70%	29.30%	100.00%	41
7	All Students	0.00%	0.00%	25.00%	75.00%	100.00%	44
	Students in At Least 2 nd Year	0.00%	0.00%	27.50%	72.50%	100.00%	40
8	All Students	0.00%	2.40%	51.20%	46.30%	97.60%	41
	Students in At Least 2 nd Year	0.00%	2.60%	53.80%	43.60%	97.40%	39
All	All Students	0.00%	3.00%	53.20%	43.80%	97.00%	203
	Students in At Least 2 nd Year	0.00%	0.80%	50.80%	48.30%	99.20%	120

Evaluation

Harlem Village Academy Leadership exceeded this measure by a wide margin. Overall, 99% of students enrolled in at least their second year scored proficient. Every sixth and seventh grade student scored proficient on the 2009 math exam, with 75.0% of seventh graders scoring at the advanced level.

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam

91.9% of fifth graders scored proficient with more than one-fourth scoring at the advanced level, and 97.6% of eighth graders scored proficient, with 46.3% scoring at the advanced level.

Additional Evidence

The table below shows the percentage of students in at least their second year scoring proficient on the New York State math exam. Since the school's inception, 100% of sixth and seventh graders enrolled in at least their second year have scored proficient.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5			-	-	-	-	-	-
6			100%	41	100%	29	100%	41
7					100%	39	100%	40
8							97.4%	38
All			100%	41	100%	68	99.2%	119

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO, which for 2008-09 is 119. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

The table below shows the calculation of the school's Performance Index.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
5 th -8 th	0%	3%	53%	44%	203

$$\begin{array}{rclclcl}
 \text{PI} & = & 3 & + & 53 & + & 44 & = & 100 \\
 & & & & 53 & + & 44 & = & 97 \\
 & & & & & & \text{PI} & = & 197
 \end{array}$$

Evaluation

Harlem Village Academy Leadership exceeded this measure by a wide margin. The Annual Measurable Objective (AMO) for math in the 2008-2009 school year was 119. Harlem Village Academy Leadership's Performance Index was 197.

Additional Evidence

As shown in the table below, the school has maintained a Performance Index above 190 for three consecutive years. The percentage of students scoring at level 1 and 2 decreased from 21% in the 2005-2006 school year to 3% in the 2008-09 school year. Additionally, the percentage of students scoring at the advanced level has increased each year.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	5 th	59	1.7%	18.6%	67.8%	11.9%	179	86
2006-07	5 th – 6 th	104	0%	7.7%	63.5%	28.8%	194	86
2007-08	5 th – 7 th	153	0%	3.3%	54.2%	42.5%	197	102
2008-09	5 th – 8 th	203	0%	3.0%	53.2%	43.8%	197	119

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

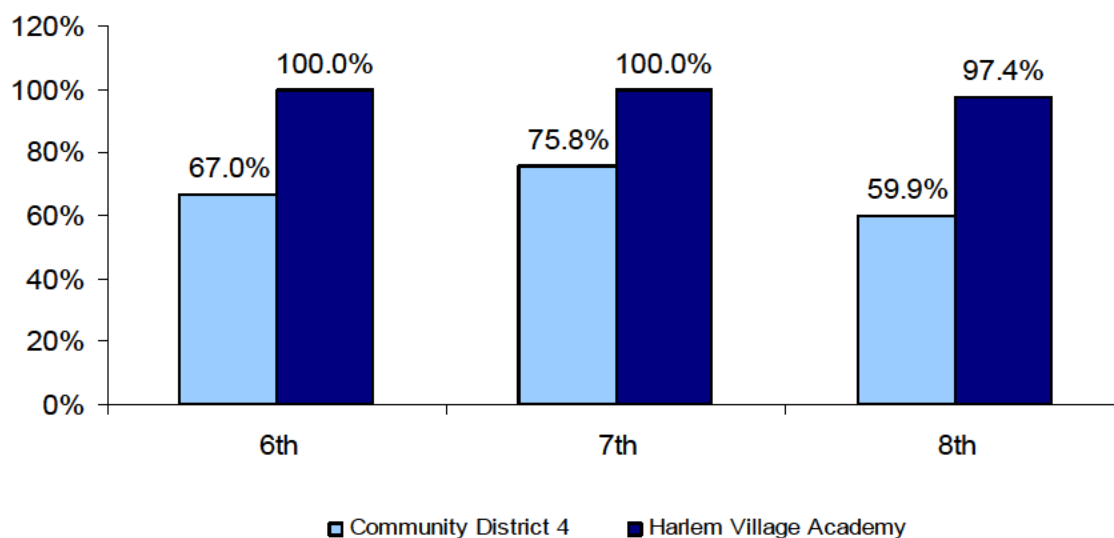
Results

The table below shows the results of the 2008-2009 math exam for Harlem Village Academy Leadership and Community School District 4.

**2008-09 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	-	-	-
6	100%	41	67.0%	1140
7	100%	40	75.8%	1215
8	97.4%	38	59.9%	1208
All	99.2%	119	67.6%	3563

2008 - 2009 NYS ELA
Harlem Village Academy and Community School District 4



Evaluation

Evaluation: Harlem Village Academy Leadership exceeded this measure by a wide margin. Every grade level outperformed the local school district.

Additional Evidence

The table below shows the results of Harlem Village Academy Leadership and Community School District 4 on the New York State math exams from 2006-2007 to 2008-2009. Harlem Village Academy Leadership has outperformed the local community school district in each tested grade since the first administration of the math test.

**Mathematics Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4 and All District Students at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5								
6			100%	49.3%	100%	62.9%	100%	67%
7					100%	62.6%	100%	75.8%
8							97.4%	59.9%
All			100%	49.3%	100%	62.7%	99.2%	68.2%

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state's release of poverty data, the 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The table below shows the Comparative Performance Analysis for the 2007-2008 school year.

2007-08 Mathematics Comparative Performance by Grade Level

Grade	Percentage Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5		62	93.6	79.9	13.7	0.99
6		45	100	73.93	26.07	1.61
7		46	97.8	72.42	25.38	1.43
8						
All	52.15	153	96.75	75.9	20.85	0.96

School's Overall Comparative Performance:
<i>Higher than expected to a large degree</i>

Evaluation

Evaluation: The data is not yet available to determine whether the school met this measure. Harlem Village Academy Leadership students scored “Higher Than Expected to a Large Degree” on the 2008 New York State math test.

Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2005-2006, 2006-2007, and 2007-08 school years. Harlem Village Academy Leadership scored higher than expected in all three years.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	5 th	52.7	59	79.7	60.3	0.85
2006-07	5 th – 6 th	56.9	104	92.3	66.8	1.43
2007-08	5 th – 7 th	52.2	153	96.8	75.9	1.31

Goal 2: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The table below shows the results of the Harlem Village Academy Leadership grade-level cohorts on the 2007-2008 and 2008-2009 New York State math exam.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
5	-	n/a	n/a	n/a	n/a
6	41	100%	100%	100%	Yes
7	40	100%	100%	100%	Yes
8	38	97.4%	97.5%	97.4%	No
All	119	99.2%	99.3%	99.2%	No

Evaluation

Harlem Village Academy Leadership met this measure in sixth and seventh grade, but not in eighth grade. Fully 100% of the sixth and seventh grade cohorts scored proficient on the 2009 NYS math exam, and more than 97% of students in eighth grade scored proficient in both the 2007-08 and 2008-09 school years.

Additional Evidence

The table below shows the results of grade-level cohorts in the 2006-2007 through 2008-2009 school years. Nearly, every grade-level cohort met the target score in both years.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	6 th	1	1
2007-08	6 th – 7 th	2	2
2008-2009	6 th – 8 th	2	3

Summary of the Mathematics Goal

Village Academy students have consistently shown strong achievement in mathematics. 100% of Harlem Village Academy Leadership sixth and seventh grade students enrolled scored proficient on the New York

State mathematics exam, and more than 97% of eighth graders scored proficient. Harlem Village Academy Leadership met or partially met every mathematics measure in its accountability plan.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Exceeded by a wide margin
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Exceeded by a wide margin
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Exceeded by a wide margin
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Data Not Available
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state exam and 75 percent at or above Level 3 on the current year's State exam.	Met in sixth and seventh grade Did not meet in eighth grade

SCIENCE

Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Results

The table below shows the results of the 2009 State Science exam. 73.2% of students scored proficient and 14.6% scored at the advanced level.

**Charter School Performance on 2008-09 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level $\frac{3}{4}$	
8	All Students	0.0%	12.2%	73.2%	14.6%	87.8%	41
	Students in At Least 2 nd Year	0.0%	12.2%	70.7%	12.2%	82.9%	39

Evaluation

Harlem Village Academy Leadership exceeded this measure by a wide margin. 87.8% of eighth graders scored proficient or higher on the 2009 Science exam.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Results

Results of the 2008-2009 New York State Science examination for the local community school district are not available at this time.

SOCIAL STUDIES

Goal 4: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 8th grade in June 2009. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

The table below shows the results of the 2009 State social studies exam. 92.5% of students scored proficient and 37.5% scored at the advanced level.

**Charter School Performance on 2008-09 State Social Studies Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
8	All Students	0%	7.5%	55.0%	37.5%	92.5%	40
	Students in At Least 2 nd Year	0%	7.5%	55.0%	37.5%	92.5%	40

Evaluation

Harlem Village Academy Leadership exceeded this measure by a wide margin. 92.5% of eighth graders scored proficient on the 2009 social studies exam.

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Results

Results of the 2008-2009 New York State social science examination for the local community school district are not available at this time.

NCLB

Goal 5: NCLB

Students at Village Academy will meet and exceed state standards in all areas required by NCLB accountability guidelines.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

The school exceeded the Annual Measurable Objective in both ELA and mathematics. The school's Accountability Status will be "Good Standing" for the 2008-2009 school year.

Evaluation

Harlem Village Academy Leadership met this measure.

Additional Evidence

The school has been in good standing every year.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

**Leadership Village Academy Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	1	1
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	2	0	4
Number of students leaving for more restrictive special education setting	0	1	0
Number of students leaving due to parental choice (e.g., school transfer to residence, local elementary school, parental convenience)	6		0
Number leaving for other reason (undetermined)	2	14	13
Total # of students leaving	10	16	18
Highest Number Enrolled (<i>July 1 - June 30</i>)	209	165	121
Total Percent Attrition	4.8%	9.7%	14.9%

**Leadership Village Academy Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07
Number of Classroom Teachers	23	12	7
Number of Special Area teachers	2	1	2
Total Number of Teachers	25	13	9
Total Number of Teachers Leaving	3	2	1
Total Percent Attrition	12%	15%	11%

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF ELEMENTARY, MIDDLE,
SECONDARY AND CONTINUING EDUCATION
PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

**CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/09**

Charter School Code:
Charter School Code -

Charter School Name:	Leadership Village Academy Charter School		
Contact Person: Dave Smith	Glenn Turtel	Phone:	

REVENUES

A. STATE SOURCES	\$ 23,922
B. FEDERAL SOURCES	107,801
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	2,537,328
2. STATE AID-PUPILS WITH DISABILITIES	181,040
3. FED. AID-PUPILS WITH DISABILITIES	11,010
4. OTHER REV FROM PUB SCH DISTRICTS	-
D. ALL OTHER REVENUES	23,773
E. TOTAL REVENUES FROM ALL SOURCES	\$ 2,884,874
S. ENROLLMENT	204
T. EXPENDITURES PER PUPIL	3,333

(R/S)

EXPENDITURES

<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>
\$ 97,268	\$ 26,521	\$ 123,789
326,261	-	326,261
1,104,238	325,817	1,430,055
150,518	59,172	209,690
37,787	-	37,787
-	-	-
-	-	-
-	99,003	99,003
N. EMPLOYEE BENEFITS		375,845
O. DEBT SERVICE		-
P. SCHOOL LUNCH		-
Q. CAPITAL EXPENSE		24,292
R. GRAND TOTAL EXPENDITURES		\$ 2,626,721

**COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 1, 2008 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS
 State Education Department
 Room 462 - Education Building Annex
 Albany, New York 12234**

* Please also send the Charter School Institute a copy

Signature: _____
 Chief School Officer

Date: _____

September 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	A31 Day 1 New Students only	1 Day 2 New Students only	2 Day 3 New Students only	3	4	5
6	7 No School Labor Day	8 Day 4 5th Grade only	9 Day 5 All Students Present 1st GP Begins	10 Day 6	11 Day 7	12
13	14 Day 8	15 Day 9	16 Day 10	17 Day 11	18 Day 12	19
20	21 Day 13	22 Day 14	23 Day 15	24 Day 16	25 Day 17	26
27	28 No School Yom Kippur	29 Day 18	30 Day 19			

October 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	A31 Day 1 New Students only	1 Day 2 New Students only	2 Day 3 New Students only	3	4	5
6	7 No School Labor Day	8 Day 4 5th Grade only	9 Day 5 All Students Present 1st GP Begins	10 Day 6	11 Day 7	12
13	14 Day 8	15 Day 9	16 Day 10	17 Day 11	18 Day 12	19
20	21 Day 13	22 Day 14	23 Day 15	24 Day 16	25 Day 17	26
27	28 No School Yom Kippur	29 Day 18	30 Day 19			

November 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Daylight Savings	2 Day 41 2nd GP Begins	3 Day 42	4 Day 43 Half-Day Team-travel day	5 No School Team PD Day	6 No School Team PD Day	7
8	9 Day 44	10 Day 45	11 No School Veterans Day	12 Day 46	13 Day 47	14 Sat # 3
15	16 Day 48	17 Day 49	18 Day 50	19 Day 51	20 Day 52	21 Sat # 4
22	23 Day 53	24 Day 54	25 Day 55 Half-Day	26 No School Thanksgiving	27 No School Thanksgiving	28
29	30 Day 56					

December 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Day 57	2 Day 58	3 No School (kids) Lesson-Study Day	4 Day 59	5 Sat # 5
6	7 Day 60	8 Day 61	9 Day 62	10 Day 63	11 Day 64	12 Sat # 6
13	14 Day 65	15 Day 66	16 Day 67	17 Day 68	18 Day 69 End of 2nd GP	19 Sat # 7
20	21 Day 70 3rd GP Begins	22 Day 71	23 Day 72	24 Christmas Eve No School Winter Recess	25 Christmas Day No School Winter Recess	26
27	28 No School Winter Recess	29 No School Winter Recess	30 No School Winter Recess	31 New Year's Eve No School Winter Recess		

January 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 New Year's Day No School Winter Recess	2 No School Winter Recess
3 No School Winter Recess	4 Day 73	5 Day 74	6 Day 75	7 Day 76	8 Day 77	9 Sat # 8
10	11 Day 78	12 Day 79	13 Day 80	14 Day 81	15 Day 82	16
17	18 No School ML King Day	19 Day 83	20 Day 84	21 Day 85	22 Day 86	23 Sat # 9
24	25 Day 87	26 Day 88	27 Day 89	28 Day 90	29 Day 91	30 Sat # 10
31						

February 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Day 92	2 Day 93	3 Day 94	4 Day 95	5 Day 96	6 Sat # 11
7	8 Day 97	9 Day 98	10 Day 99	11 Day 100	12 Day 101 End of 3rd GP	13
14 Valentines Day	15 Presidents Day No School Midwinter Recess	16 No School Midwinter Recess	17 No School Midwinter Recess	18 No School Midwinter Recess	19 No School Midwinter Recess	20
21	22 Day 102 4th GP Begins	23 Day 103	24 Day 104	25 Day 105	26 Day 106	27 Sat # 12
28						

March 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Day 107	2 Day 108	3 Day 109	4 Day 110	5 Day 111	6 Sat # 13
7	8 Day 112	9 Day 113	10 Day 114	11 Day 115	12 Day 116	13 Sat # 14
14 Daylight Savings	15 Day 117	16 Day 118	17 Day 119	18 Day 120	19 Day 121	20 Sat # 15 Mandatory ELA Test-Prep Saturday
21	22 Day 122	23 Day 123	24 Day 124	25 Day 125	26 Day 126	27
28	29 No School Spring Recess	30 No School Spring Recess	31 No School Spring Recess			

April 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 April Fool's Day No School Spring Recess	2 Good Friday No School Spring Recess	3
4 Easter	5 No School Spring Recess	6 No School Spring Recess	7 Day 127	8 Day 128	9 Day 129	10 Sat # 16 Mandatory ELA/Math Test-Prep Saturday
11	12 Day 130	13 Day 131	14 Day 132	15 Day 133	16 Day 134	17 Sat # 17 Mandatory ELA/Math Test-Prep Saturday
18	19 Day 135	20 Day 136	21 Day 137	22 Day 138	23 Day 139 End of 4th GP	24 Sat # 18 Mandatory ELA/Math Test-Prep Saturday
25	26 Day 140 5th GP Begins	27 Day 141	28 Day 142	29 Day 143	30 Day 144	

May 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Sat # 19 Mandatory Math Test-Prep Saturday
2	3 Day 145	4 Day 146	5 Day 147	6 Day 148	7 Day 149	8
9 Mother's Day	10 Day 150	11 Day 151	12 Day 152	13 Day 153	14 Day 154	15
16	17 Day 155	18 Day 156	19 Day 157	20 Day 158	21 Day 159	22
23	24 Day 160	25 Day 161	26 Day 162	27 Day 163	28 Day 164	29
30	31 Memorial Day					

June 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Day 165	2 Day 166	3 Day 167	4 Day 168	5
6	7 Day 169	8 Day 170	9 Day 171	10 Day 172	11 Day 173	12
13	14 Day 174	15 Day 175	16 Day 176 End of 5th GP	17 Day 177	18 Day 178	19
20 Father's Day	21 Day 179	22 Day 180	23 Day 181	24 Day 182	25 Day 183	26
27	28 No School (kids) Team-member Work Day	29 No School Summer Vacation	30 No School Summer Vacation			

August 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																				
					1	2																																																																																				
					All - Staff Retreat																																																																																					
3	4 Summer Institute	5 Summer Institute	6 Summer Institute	7 Summer Institute	8 Summer Institute	9																																																																																				
10	11 Summer Institute	12 Summer Institute	13 Summer Institute	14 Summer Institute	15 Summer Institute	16																																																																																				
17	18 Summer Institute	19 Summer Institute	20 Summer Institute	21 Summer Institute	22 Summer Institute	23																																																																																				
24	25 Day 1 Student Orientation All new students present 7:30 - 1:30	26 Day 2 Student Orientation All new students present 7:30 - 1:30	27 5th Grade parent meeting 5:30 - 7:00 Student Orientation All new students present 7:30 - 1:30	28 All-Faculty Off	29 All-Faculty Off	30																																																																																				
31		July 2008 <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>Sa</td></tr> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </table>		S	M	T	W	Th	F	Sa			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			September 2008 <table> <tr><td>S</td><td>M</td><td>T</td><td>W</td><td>Th</td><td>F</td><td>Sa</td></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table>		S	M	T	W	Th	F	Sa		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
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September 2008

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21	22 Day 18	23 Day 19 Back-to-school night Grades 6 - 8	24 Day 20	25 Day 21	26 Day 22 Grades due 8:00 pm for progress reports	27 Camping Trip!																																																																																																		
28 Camping Trip!	29 No-School for Students Excellent-school visits for teachers + P.D.	30 Rosh Hashanah NO SCHOOL																																																																																																						
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12	13 Columbus Day NO SCHOOL	14 Day 29	15 Day 30	16 Day 31	17 Day 32	18																																																																																											
19	20 Day 33	21 Day 34	22 Day 35	23 Day 36	24 Day 37	25																																																																																											
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November 2008

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9	10 Day 47	11 Veterans Day No school for kids Staff P.D. Day	12 Day 48	13 Day 49	14 Day 50	15																																																																																				
16	17 Day 51	18 Day 52	19 Day 53	20 Day 54	21 Day 55 Grades due 8:00 pm for Progress Reports	22																																																																																				
23	24 Day 56	25 Day 57 Progress reports sent home	26 Day 58 1 pm Dismissal	27 Thanksgiving NO SCHOOL	28 NO SCHOOL	29																																																																																				
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December 2008

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Day 59 5th Grade Ice-skating	2 Day 60	3 Day 61	4 Day 62 All-staff culture of confidence meeting	5 Day 63 All Village Academies Holiday Party	6
7	8 Day 64 6th Grade Ice-skating	9 Day 65	10 Day 66 6th - 8th Grade ELA Dress Rehearsal	11 Day 67 5th Grade ELA Dress Rehearsal	12 Day 68 All-Faculty ELA Test Meeting after school	13 6th - 8th Grade Mandatory Saturday School
14	15 Day 69 7th Grade Ice-skating	16 Day 70	17 Day 71	18 Day 72	19 Day 73 End Unit 2 Staff Holiday Party	20 6th - 8th Grade Mandatory Saturday School
21	22 Day 74 Begin Unit 3 8th Grade Ice-skating	23 Day 75 Holiday book-grab Report Cards go home	24 Christmas Eve	25 Christmas Day	26	27
			NO SCHOOL - Holiday Break			
28	29	30	31 New Year's Eve			
	NO SCHOOL - Holiday Break					

January 2009

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				NO SCHOOL - Holiday Break																																																																																													
4	5 Day 76	6 Day 77	7 Day 78 6th - 8th Grade ELA Dress Rehearsal	8 Day 79	9 Day 80	10 6th - 8th Grade Mandatory Saturday School																																																																																											
11	12 Day 81 5th Grade State ELA Test	13 Day 82	14 Day 83	15 Day 84	16 Day 85	17 6th - 8th Grade Mandatory Saturday School family field-trip																																																																																											
18	19 ML King Day NO SCHOOL	20 Day 86 6th - 8th Grade State ELA Test	21 Day 87 Grades due @ 8:00 pm for progress reports	22 Day 88	23 Day 89 Progress reports sent home	24																																																																																											
25	26 Day 90	27 Day 91	28 Day 92	29 Day 93	30 Day 94	31 All-School Mandatory Saturday School Math Prep																																																																																											
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February 2009

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1	2 Day 95	3 Day 96	4 Day 97	5 Day 98 Math Culture of Confidence meeting after school	6 Day 99	7 All-School Mandatory Saturday School Math Prep																																																																																				
8	9 Day 100	10 Day 101 5th Grade Math Dress Rehearsal	11 Day 102	12 Day 103 6th - 8th Grade Math Dress Rehearsal	13 Day 104 End Unit 3 Grades due @ 8:00 pm	14 Valentines Day																																																																																				
15	16 President's Day	17	18	19	20	21																																																																																				
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March 2009

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29	30 Day 129	31 Day 130 Progress Reports sent home																																																																																																						
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19	20Day 137	21Day 138	22Day 139	23Day 140	24Day 141	25																																																																																																			
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<div>3</div>	<div>Day 147</div> <div>4</div> <div>Begin Unit 5</div>	<div>Day 148</div> <div>5</div> <div>Report Cards go home</div>	<div>Day 149</div> <div>6</div> <div>1 pm Dismissal Parent Conferences</div>	<div>Day 150</div> <div>7</div>	<div>Day 151</div> <div>8</div>	<div>9</div>																																																																																																		
<div>10</div> Mother's Day	<div>Day 152</div> <div>11</div>	<div>Day 153</div> <div>12</div>	<div>Day 154</div> <div>13</div>	<div>Day 155</div> <div>14</div>	<div>Day 156</div> <div>15</div>	<div>16</div>																																																																																																		
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<div>24</div>	<div>25</div> Memorial Day NO SCHOOL	<div>Day 162</div> <div>26</div>	<div>Day 163</div> <div>27</div> <div>Grades due @ 8:00 pm for progress reports</div>	<div>Day 164</div> <div>28</div>	<div>Day 165</div> <div>29</div> <div>Progress Reports sent home</div>	<div>30</div>																																																																																																		
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Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Deborah Keany

Name of Charter School Harlem Village Academy Leadership (Leadership Village Academy)

Charter Entity SUNY

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative): treasurer

2. Is the trustee an employee of the School? ☒ Yes ☐ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Executive Director - no salary - August 2005 - present

4. Is the trustee an employee or agent of the management company? ☐ Yes ☒ No

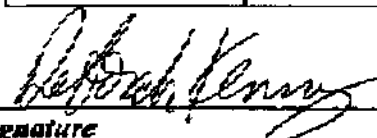
5. Is the trustee an employee or agent of any institutional partner of the School? ☒ Yes ☐ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

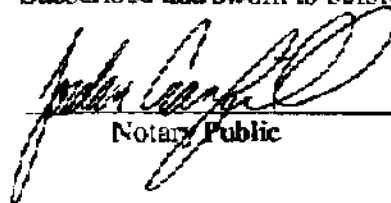
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none		


 Signature

 Date

Subscribed and sworn to before me this 30th day of July, 2007


 Notary Public

JORDAN CRANFILL
 Notary Public, State of New York
 No. 01CR61930-9
 Qualified in Kings County
 Commission Expires Sept. 8, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Andrew August

Name of Charter School Hackensack Village Academy Leadership (Leadership Village Academy)

Charter Entity SUNY

Home Address [REDACTED]

Business Address [REDACTED]

Daytime Phone [REDACTED]

E-Mail Address [REDACTED]

1. List all positions held on board (e.g., chair, treasurer, parent representative): board member

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

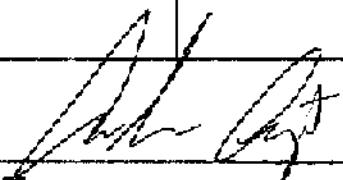
5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

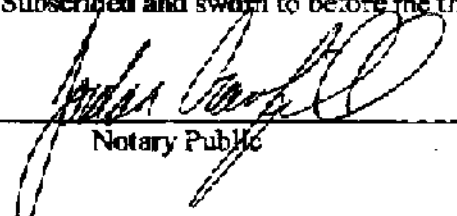


 Signature

7/30/09

 Date

Subscribed and sworn to before me this 30th day of July, 2009



 Notary Public

JORDAN CRANFILL
 Notary Public, State of New York
 No. 01 CR6193012
 Qualified in Kings County
 Commission Expires Sept. 8, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Catherine Viscardi Johnston

Name of Charter School Harken Village Academy Leadership (Leadership Village Academy)

Charter Entity SUNY

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): chair, co-chair

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

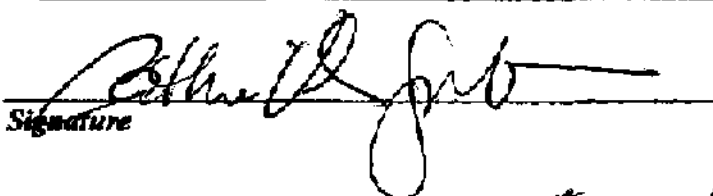
5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none			

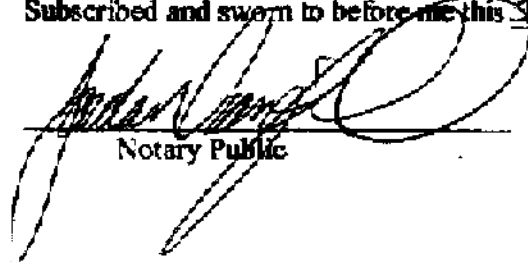
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			


Signature

7-30-09
Date

Subscribed and sworn to before me this 30th day of JULY, 2009


Notary Public

JORDAN CRANFILL
Notary Public, State of New York
No. 01CF6183019
Qualified in Kings County
Commission Expires Sept. 8, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) James Thompson

Name of Charter School Harlem Village Academy Leadership

Charter Entity SUNY

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? Yes / No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes / No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes / No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		

P. [Signature] on behalf of school
 Signature Date

Subscribed and sworn to before me this _____ day of _____, 20__.

 Notary Public

Section V

NEW YORK STATE EDUCATION DEPARTMENT

**Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09**

Name (print) Donna Wilson

Name of Charter School Harken Village Academy Leadership

Charter Entity SUVV

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): _____

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No


5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify **each** interest/transaction (and provide the requested information) that **you or** any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been **no** such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	None		


on behalf of school
Signature Date

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) DAVID ZWIEBER
Name of Charter School HARLEM VILLAGE ACADEMY Leadership (Leadership Village Academy)
Charter Entity SNY
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): CHAIR - LEADERSHIP VILLAGE ACADEMY
MEMBER - HARLEM VILLAGE ACADEMY

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

N/A

4. Is the trustee an employee of agent of the management company? ☒ Yes ☐ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
DAVID ZWISER RESIDENCE DEVELOPMENT	CONSULTANT SERVICES REPRESENTING HUA'S INTERESTS IN NEW HIGH SCHOOL CONSTRUCTION PROJECT	NOT TO EXCEED \$60,000 -	DAVID ZWISER
*conducting business with which has	no formal relationship with	Harlem Village Academies network	the school

Signature [Signature]

Date 7/30/07

Subscribed and sworn to before me this 30th day of July, 2007

[Signature]
Notary Public

CAROLYN RICCI
Notary Public, State of New York
No. 0184680363
Qualified in Westchester
Commission Expires April 24, 2011

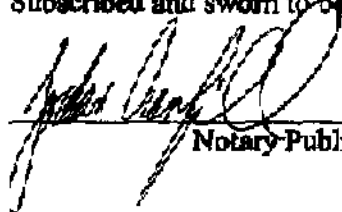
Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.


Deborah Kenny, Executive Director

Signature and Date

Subscribed and sworn to before me this 2nd day of August, 2009


Notary Public

JORDAN CRANFILL
Notary Public, State of New York
No. 01CF6193019
Qualified in Kings County
Commission Expires Sept. 5, 2012


David Zwiebel, Chair, Board of Trustees

2/20/09

Signature and Date

Subscribed and sworn to before me this 30th day of July, 2009


Notary Public

CAROLYN RICCI
Notary Public, State of New York
No. 01R14960883
Qualified in Westchester
Commission Expires April 24, 2011