



# Renewal Recommendation Report Harlem Village Academy Leadership Charter School

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# TABLE OF CONTENTS

INTRODUCTION	1
SCHOOL BACKGROUND and EXECUTIVE SUMMARY	2
RENEWAL RECOMMENDATION	4
REQUIRED FINDINGS	4
CONSIDERATION OF SCHOOL DISTRICT COMMENTS	5
RENEWAL BENCHMARK CONCLUSIONS	7
APPENDIX	
SCHOOL OVERVIEW	29
FISCAL DASHBOARD	33
SCHOOL PERFORMANCE SUMMARIES	37

# INTRODUCTION

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”) (revised September 4, 2013 and available at:

<http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

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: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL

### BACKGROUND

Harlem Village Academy Leadership Charter School (“HVAL”) opened in 2005 serving students in 5<sup>th</sup> grade. Currently the school serves 805 students in grades K-2 and 5-12. The school is now in its 10<sup>th</sup> year of operation and provides a quality school program in the Harlem community. The mission of HVAL is as follows:

We want our students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society.

HVAL is the second of two SUNY authorized schools that partner with the not-for-profit Village Academies Network, Inc. (“Village Academies” or the “network”). The flagship school, Harlem Village Academy Charter School, opened in 2003, and co-locates its high school grades with HVAL. Previously serving only secondary grades, HVAL successfully sought a charter revision granting the education corporation<sup>1</sup> authority to serve elementary grades in 2011. HVAL remains an independent not-for-profit education corporation.

Instruction for elementary and middle grades takes place in a co-located facility at 2351 First Avenue within New York City’s Community School District (“CSD”) 4. Also in the New York City Department of Education (“NYCDOE”) building is the Coalition School for Social Change, a district high school. HVAL’s high school grades are co-located in a private facility at 35 West 124<sup>th</sup> Street, physically located in CSD 5 with Harlem Village Academy Charter School.

### EXECUTIVE SUMMARY

HVAL has met its academic Accountability Plan goals and is an effective, viable and fiscally sound organization. HVAL’s middle school has met its key academic Accountability plan goals during the five years of the charter term. In 2012-13 and 2013-14, with its first two cohorts graduating after four years, HVAL’s high school is meeting its English language arts (“ELA”), mathematics, graduation, and college readiness goals. Taken together, HVAL met its key academic Accountability Plan goals throughout the charter term. The school’s elementary grades have not yet generated any student outcome data to measure progress toward meeting its Accountability Plan goals.

HVAL has benefited from consistent leadership of its education corporation board of trustees (the “board”). The board, in addition to the Village Academies network and staff, provides effective guidance in helping the school meet its academic goals.

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<sup>1</sup> Legally, charter schools in New York are not-for-profit education corporations. Throughout this report, the Institute uses both “education corporation” and “charter school” to indicate the same legal entity.

## NOTEWORTHY

Every graduate from both of HVAL's 4-year graduating cohorts matriculated into a 2-year or 4-year college or university.

# RENEWAL RECOMMENDATION

## RECOMMENDATION: FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Harlem Village Academy Leadership Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 12<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 957 students.

To earn a Subsequent Full-Term Renewal of five years, a school must have met or come close to meeting its academic Accountability Plan goals during the Accountability Period.<sup>2</sup>

## 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:

- The school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- The education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- 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.<sup>3</sup>

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, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY<sup>4</sup> and the New York State Board of Regents (the "Board of Regents") finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the plans to

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<sup>2</sup> SUNY Renewal Policies, page 14.

<sup>3</sup> See New York Education Law § 2852(2).

<sup>4</sup> SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

## RENEWAL RECOMMENDATION

meet or exceed the targets, and the plans to educate students with disabilities, ELLs and FRPL students, satisfactory. The Institute also found the school to be making good faith efforts to attract and retain such students in accordance with the Act.

### 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. As of the date of this report, the Institute has received no district comments in response.

# RENEWAL RECOMMENDATION

## REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not for profit education corporation with the authority to operate the school. 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. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks,<sup>5</sup> 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.

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?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

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<sup>5</sup> The *State University of New York Charter Renewal Benchmarks* (version 5.0, the "SUNY Renewal Benchmarks"), available at <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.



# RENEWAL BENCHMARK CONCLUSIONS

## IS THE SCHOOL AN ACADEMIC SUCCESS?

HVAL is an academic success given its record of meeting its key Accountability Plan goals and based on evidence about the educational program compiled on school evaluation visits during the charter term and at the time of the renewal review using the SUNY Renewal Benchmarks.

Over the Accountability Period, the school has met its academic Accountability Plan goals and has a particularly strong and effective educational program in place. Notably, every graduate from both of HVAL's 4-year graduating cohorts matriculated into a 2-year or 4-year college or university.

At the beginning of the Accountability Period,<sup>6</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. 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"<sup>7</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>8</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by state wide 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 performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

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

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools' Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. Institute identifies the required measures (absolute

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<sup>6</sup> 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. In the case of subsequent renewal, the Accountability Plan covers the last year of the previous charter term through the second to last year of the charter term under review.

<sup>7</sup> Education Law § 2850(2)(f).

<sup>8</sup> Education Law § 2854(1)(d).

## RENEWAL BENCHMARK CONCLUSIONS

proficiency, absolute Annual Measurable Objective attainment,<sup>9</sup> comparison to local district, comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of the report.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

**Academic Attainment.** Throughout the five years of the current charter term, HVAL has met its key academic Accountability Plan goals in ELA and mathematics. While its middle school performance has declined, the school has posted two years of exceptionally strong ELA and mathematics data at the high school level. HVAL’s mathematics performance is particularly strong throughout its middle and high schools. In 2012-13 and 2013-14, with its first two graduating classes, the school met its high school graduation and college readiness goals. HVAL is also meeting its social studies goal at the high school level and its science goals and NCLB goals at the middle and high school levels.

At the middle school grades, the Institute analyzes key comparative and growth measures under the school’s ELA and mathematics goals to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of HVAL’s 5<sup>th</sup> through 8<sup>th</sup> grades relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore not dependent on any changes in New York’s assessment system. As such, the measure, and the school’s performance on the measure, is not relative to the test, but relative to how strong HVAL performs in improving student learning compared to other schools’ performance in improving student learning.

The growth measure provides an opportunity to see how HVAL performs in catching students in its 5<sup>th</sup> through 8<sup>th</sup> grades up to performing academically at grade level or at or above “proficiency.” It also provides a look at how well a school does at keeping students proficient, or on grade level, every year. For a student who is proficient, keeping up to grade level means the student should make one year’s progress in one year’s time. For a student below grade level, in order to reach proficiency, the school must help the student grow *more* than one grade level every year in order to catch up.

The Institute uses the state’s mean growth percentiles as a measure of a school’s comparative year-to-year growth in middle school student performance on the state’s ELA and mathematics

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<sup>9</sup> While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13. During 2012-13, the state revised its methodology for calculating a school’s Performance Index and the Institute did not. The Institute continues to use the same methodology in place when HVAL adopted its Accountability Plan to calculate a Performance Level Index and does not expect its results to match those of the state’s Performance Index.

## RENEWAL BENCHMARK CONCLUSIONS

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 last year's assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school's ability to help students make one year's worth of growth in one year's time the expected percentile performance is 50. To signal a school is catching students who were previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

Based on the results of the three middle school and four high school measures in its Accountability Plan, HVAL has met its ELA goal throughout the charter term. According to the middle school's comparative and growth measures alone, HVAL's middle school met its ELA goal during the charter term. The middle school consistently outperformed CSD 4 spanning the state's transition to a new assessment system. According to the Institute's comparative effect size measure, HVAL performed higher than expected to a meaningful degree throughout the charter term. HVAL's middle school posted growth exceeding that of the state's median score of 50 during three years. During the first and most recent years of the charter term, HVAL's middle school fell just short of the state's median score, posting scores of 48 during both years.

Based on the four high school measures, which have been applicable for the last two years in the charter term, HVAL's high school is meeting its ELA goal with *all* students in both of the school's graduating cohorts scoring at or above proficiency and thereby exceeding all targets in the high school measures.

HVAL's mathematics performance is strong. Based on the results of the three middle school measures, HVAL's middle school met its mathematics goal consistently throughout the charter term. The middle school outperformed CSD 4 and performed higher than expected to a large degree compared to demographically similar schools throughout the state during each year. The middle school's growth exceeded the state's median growth of 50, indicating that HVAL's middle school mathematics program effectively accelerates the learning of students who enter the school below grade level and keeps students performing at or above grade level expectations.

Based on the results of the high school mathematics measures, HVAL has met each measure with *all* students scoring at or above proficiency on a Regents mathematics exam in the requisite four years and thereby exceeding all the targets in the high school mathematics measures.

With four-year high school cohorts graduating in 2012-13 and 2013-14, the school has met its graduation goal. Almost all students in the two cohorts graduated after entering the school four years earlier. HVAL's graduation rates exceeded those of CSD 4 during both years. Each year, nearly all students in the second year cohort (10<sup>th</sup> grade) scored at or above proficiency on at least three Regents exams enabling them to concentrate more readily on college preparation.

HVAL has met its college preparation goal. Its Preliminary Scholastic Aptitude Test ("PSAT") and SAT scores approach statewide averages. The percentage of students meeting the state's

## RENEWAL BENCHMARK CONCLUSIONS

Aspirational Performance Measures, which currently include scoring a 75 on the Regents English exam and scoring 80 on a Regents mathematics exam, exceeds that of CSD 4. Although HVAL fell short of surpassing CSD 4's percentage of students earning a Regents diploma with advanced designation, every HVAL graduate from both cohorts enrolled in either a two-year or four-year college or university during the fall following high school graduation.

# RENEWAL BENCHMARK CONCLUSIONS

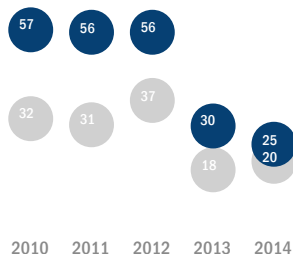
## DESCRIPTION

### Comparative Measure:

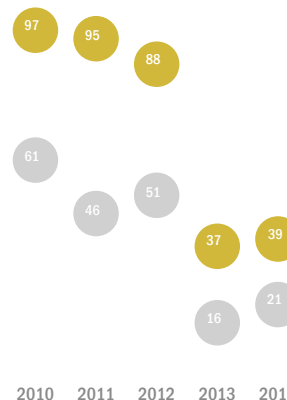
#### District Comparison.

Each year, the percent of students enrolled at the school in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in the **local school district**.

## ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL



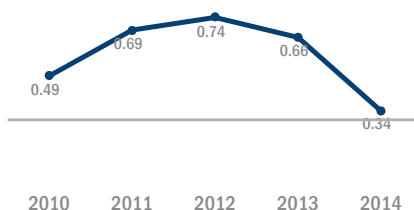
## MATHEMATICS ACCOUNTABILITY PLAN GOAL



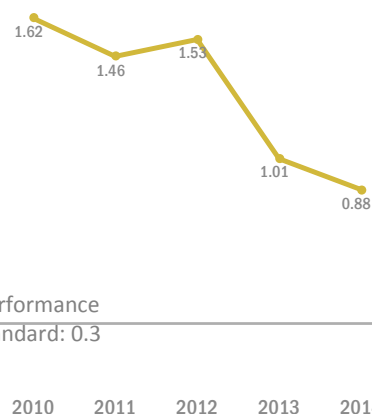
### Comparative Measure:

#### Effect Size.

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

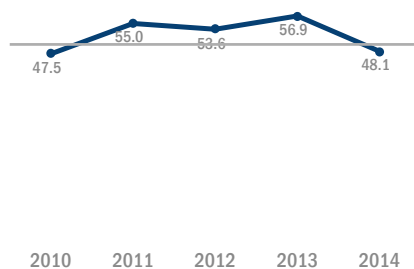


Performance  
Standard: 0.3

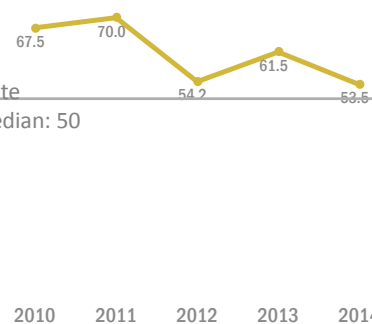


### Comparative Growth Measure:

Mean Growth Percentile. Each year, the school's unadjusted mean growth percentile for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile in **ELA** and **mathematics**.



State  
Median: 50



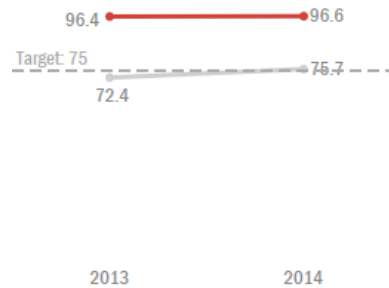
# RENEWAL BENCHMARK CONCLUSIONS

## DESCRIPTION

### Comparative Measure: Graduation Rate.

Each year, the **percent of students graduating from HVAL** after the completion of their fourth year will exceed that of the **local school district**.

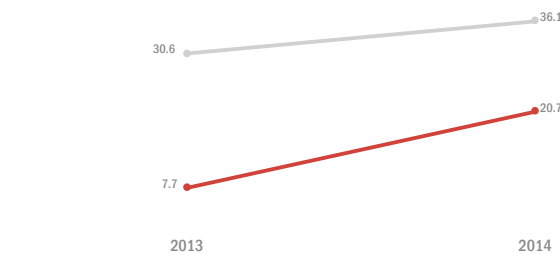
## 4-YEAR GRADUATION RATE



## ADVANCED REGENTS DIPLOMA ATTAINMENT

### College Preparation Measure: Advanced Regents Diploma.

Each year, the percent of **students graduating from HVAL** with and Advanced Regents diploma will exceed that of the **local school district**.



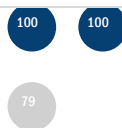
## COLLEGE MATRICULATION

### College Attainment Measure: Matriculation into College.

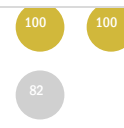
Each year, **75 percent of HVAL's graduating students** will enroll in a college or university.



## ENGLISH LANGUAGE ARTS



## MATHEMATICS



### Comparative Measure: District Comparison.

Each year, the percent of students passing the **Regents English** or a **Regents math** exam with a score of 65 at HVAL will exceed that of students in the **local school district**.

2013 2014

2013 2014

## RENEWAL BENCHMARK CONCLUSIONS

**Instructional Leadership.** The chief executive officer, who founded the school and Harlem Village Academy Charter School, provides coherence for, and a vision of, teacher development that enables the school to maintain high levels of student achievement.

- The school's leadership establishes an environment of high expectations for teacher performance in content knowledge and pedagogical skills. Teachers report that instructional leaders continually communicate the paramount importance of quality instruction. The leadership expects teachers to be reflective in their classroom practice, to provide intrinsic motivation for student learning and to enable students to understand the purpose of learning tasks.
- The instructional leadership is adequate to support the development of the teaching staff. Under the direction of the chief executive officer, HVAL operates elementary, middle and high school components – each with a principal who has operational responsibilities in addition to overseeing the instructional program. Academic directors, teacher mentors and high school department chairs provide instructional support to teachers.
- Instructional leaders provide ongoing coaching to improve teachers' instructional effectiveness. The academic directors and teacher mentors observe classroom lessons, provide feedback to teachers, model instruction, collaborate with teachers on curriculum development, identify supplemental curriculum materials, and work with teachers on reviewing student work samples and analyzing assessment results. The principals oversee these coaching efforts developing individualized teacher growth plans. HVAL has a system of peer review as a key method of professional development in which teachers have responsibility for regularly observing their colleagues' lessons and providing written feedback.
- Instructional leaders continue to provide regular opportunities and guidance for teachers to plan curricula including four weeks of professional development during the summer and daily planning time during the first month of the school year. In addition, elementary and middle school teachers participate throughout the year in weekly planning meetings in content areas and grade teams. The high school has weekly departmental and grade-team meetings, as well as weekly opportunities for co-planning.
- The school implements a comprehensive professional development program that develops the competencies and skills of all teachers. It holds a four-week summer institute, in which subject area teams, composed of staff from both HVAL and Harlem Village Academy Charter School, its sister school also supported by Village Academies and authorized by SUNY, collaborate on curriculum development. The summer program also focuses on staff culture and classroom behavior management, prescribed lesson components, grading procedures and implementing the school's discipline system. The school's professional development priorities during the school year include developing higher order thinking skills through rigorous questioning, developing student centered projects and developing innovative assessment techniques.
- HVAL continues not to conduct formal evaluations, but rather bases the continued employment decisions on informal performance evaluations. Leaders report that the absence of formal evaluations fosters a successful and positive culture of continual learning, emphasizing a more professional environment. Principals assert that

## RENEWAL BENCHMARK CONCLUSIONS

notwithstanding the absence of formal evaluations, they provide substantive ongoing feedback in a team oriented environment. Teachers report that the principals meet with them early in the school year to voice any concerns about their performance and then meet with them mid-year to discuss rehiring for the following school year.

- Instructional leaders hold teachers accountable for quality instruction and student achievement. The school regularly places a handful of teachers on a focused action plan to improve their pedagogical competencies. School leaders report that the improvement plans intensify coaching support.

**Curriculum and Assessment.** HVAL's collaborative curriculum development process continues to support teachers in their instructional planning.

- Teachers in each grade create their own scope and sequence documents in collaboration with colleagues and their academic director, using the New York State standards as their framework. Each grade and subject team uses its own approach.
- The school relies heavily on its teachers to select, develop and review its curriculum documents. Throughout the month of August every year, teachers and their academic directors convene to develop curricular maps and units of study for the upcoming school year. Over the course of the year during common-planning time built into the schedule, teachers individually or with their colleagues complete additional curriculum units and lessons. Coaches provide feedback on units and lesson plans.
- Besides aligning the curriculum with state standards, the school is now modifying its framework because of greater school-wide emphasis on student-centered learning and a high school focus on gaining International Baccalaureate accreditation.
- Teachers know what to teach and when to teach it based on these documents.
- Teachers in all grades plan focused and purposeful lessons based on the curriculum maps and unit plans.
- The school regularly administers assessments aligned to the school's curriculum and state standards. HVAL elementary school teachers administer the Fountas and Pinnell Benchmark Assessment System to evaluate student reading ability assessments and implement the Marie Clay Observation Survey of Early Literacy Achievement to examine the young children's writing behaviors. At the middle school, teachers administer annually at least five Fountas and Pinnell progress monitoring assessments, as well as teacher-developed interim assessments in other subjects. Middle school teachers are beginning to utilize portfolio assessments and rubric-based writing activities. High school teachers administer end-of-term assessments and have begun instituting performance tasks based on project work developed as an interdisciplinary collaboration.
- HVAL utilizes valid and reliable processes for scoring and analyzing writing assessments. Middle school teachers use the same rubrics to evaluate writing samples and jointly score writing tasks with their middle school colleagues from the SUNY authorized Harlem Village Academy Charter School. In contrast, middle school math and science teachers score their own assessments and record the results on school-developed data collection forms. At the



## RENEWAL BENCHMARK CONCLUSIONS

high school, teachers are mostly responsible for individually grading their students' project work.

- Teachers use assessment data to make changes to the instructional program. The middle school moves students into, and out of, guided reading groups based on their Fountas and Pinnell levels. Its academic director and English teachers jointly review student work portfolios to determine if students are making sufficient progress; if not, they make adjustment to curriculum units and lesson plans. The math academic director collaborates with math and science teachers to review assessment analyses on data collection forms to determine if they need to re-teach learning objectives or reassign students. At the high school, teachers analyze interim assessment results to determine which content they should re-teach or reinforce through daily practice activities and homework assignments.
- School leaders use assessment results to develop coaching strategies. At the elementary school, teachers and the academic director review interim assessment results to pinpoint areas for improving teacher effectiveness. The academic director focuses her classroom observations on these identified areas. The high school principal has begun to monitor interim assessments results in particular classrooms to uncover and remedy reasons for low student performance.
- The school regularly communicates to parents/guardians information on their children's progress and growth in report cards issued at the end of each term, through an online student information system and at regular parent-teacher conferences.

**Pedagogy.** High quality instruction is evident throughout the school. As shown in the chart below, during the renewal visit, Institute team members conducted 34 classroom observations following a defined protocol used in all school renewal visits.

### CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE											Total
		K	1	2	5	6	7	8	9	10	11	12	
CONTENT AREA	ELA	1			4	1	1	1	3	2	1		14
	Math		1		3	2	1		1	2	1		11
	Writing												
	Science						1		2		1		4
	Soc Stu								1	2		2	5
	Specials												
Total		1	1		7	3	3	1	7	6	3	2	34

## RENEWAL BENCHMARK CONCLUSIONS

- Most teachers deliver purposeful lessons with clear objectives that align to the school's current curriculum materials (28 of 34 classrooms observed). Teachers deliberately review students' previous skill and knowledge to provide context for meeting learning objectives. Teachers present concepts with accuracy and in clear and age-appropriate terms with a marked emphasis on academic vocabulary. Lesson activities are generally thoughtful and relevant to students' lives. In the elementary school, co-teachers cooperate in helping students reach lesson objectives.
- Teachers regularly and deliberately use techniques to check for student understanding (26 of 34 classrooms observed). Some teachers use cold-calling questioning techniques to gauge knowledge and understanding. Teachers circulate around the room to monitor students' written work during the course of a lesson. Teachers adjust lesson pacing based upon their assessment of student interaction with the assignments. Teachers regularly use exit tickets to evaluate learning at the end of their lessons.
- Most teachers include opportunities in their lessons to challenge students with questioning activities that develop depth of understanding (27 of 34 classrooms observed). Lessons often develop students' higher-order thinking and problem solving skills. At times teachers encourage students to defend and elaborate their answers, to engage in peer-to-peer interaction and to apply concepts to real-life situations.
- Teachers establish and maintain a classroom environment with a consistent focus on academic achievement by building on the school's scholarly culture (30 of 34 classrooms observed). They communicate a sense of urgency for learning and provide clear directions to students. Teachers are well prepared with materials readily available and use appropriate pacing to minimize transition time. While teachers communicate clear behavioral expectations, a few teachers are less effective in anticipating and redirecting misbehavior.

**At-Risk Students.** HVAL has systems and procedures in place to identify and support students with disabilities, ELLs and students who are struggling academically; however, at the high school academy, its remedial services and individualized interventions are insufficient to meet student needs.

- The school has some clear procedures for identifying at-risk students in place. At the elementary and middle academies, grade level teams use diagnostic exams and teacher-created assessment results to identify students for targeted interventions. At the high school academy, teachers use classroom assessment data and observations to identify students in need of tutoring. At elementary and middle academies, the special education coordinator, special education teachers and general education teachers collaborate to review student performance data, recommend targeted strategies and make referrals for special education evaluations. However, the high school academy has no clearly articulated process to identify or refer students for special education evaluations or services. In contrast to previous years, the school now has an ELL coordinator and English as a second language ("ESL") teacher on staff that reviews the results of the home language survey all new entrants complete during the registration process, and when

## RENEWAL BENCHMARK CONCLUSIONS

necessary, administers the New York State Identification Test for English Language Learners (“NYSITELL”) to identify students in need of language acquisition support.

- At the elementary and middle academies, general education teachers and certified special education teachers at each grade level provide support services and targeted interventions. Struggling students receive at least one block of small group instruction daily within their classrooms and some receive pull out support from the special education teacher support services (“SETSS”) teacher, based on level of need. Optional after-school tutoring and an extended Friday program are also available. At the high school academy, in the absence of a systematized intervention program, teachers encourage struggling students to attend after school tutoring sessions in specific content areas.
- At the elementary and middle academies, students with disabilities receive in-classroom small group instruction and pull-out individualized SETSS instruction. The school also has integrated co-teaching (“ICT”) classroom models at most grade levels to provide supports in a more restrictive setting. At the high school academy, students with disabilities receive a daily block of SETSS in mixed-grade, mixed-ability groups of up to eight students. This arrangement limits teachers’ ability to personalize supports. The ESL coordinator and teacher provide push in and pull out small group instruction based on a research based, oral language acquisition curriculum (“Let’s Talk About It!”) for elementary students. At the middle and high school academies, students receive a combination of push in and pull out one-to-one supports to strengthen students’ academic language fluency, writing skills and pre-teach content area vocabulary.
- Teachers regularly track students’ reading levels and academic progress on classroom assessments, while SETSS teachers track students’ progress towards their Individualized Education Program (“IEP”) goals. The ELL coordinator and teacher regularly track students’ reading levels, academic progress and performance on classroom assessments.
- During extensive pre-service training and periodically throughout the school year, teachers receive limited professional development on IEPs, testing accommodations and scaffolding academic material. Teachers also attend several professional development sessions tailored to support ELL students including language goals in lesson plans and using effective strategies to pre-teach vocabulary for abstract concepts.
- The school provides regular opportunities for coordination between classroom teachers and at-risk program staff. Grade level teams meet weekly to monitor students’ academic growth and share effective strategies for supporting struggling students. SETSS and ESL teachers meet informally with classroom teachers at least once a week to discuss student progress, adjust interventions as necessary and plan lessons paralleled to the general curriculum.

# RENEWAL BENCHMARK CONCLUSIONS

GRADES 5-8		2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services		(41)	(60)	84
RESULTS	Tested on State Exams (N)	(34)	(36)	(50)
	Percent Proficient on ELA Exam	17.7	2.8	6
	Percent Proficient Statewide	15.2	5.0	5.2

GRADES 5-8		2011-12	2012-13	2013-14
ELL Enrollment (N)		(13)	(21)	(16)
RESULTS	Tested on NYSESLAT <sup>10</sup> Exam (N)	(N/A)	(10)	(16)
	Percent 'Proficient' or Making Progress <sup>11</sup> on NYSESLAT	N/A	60	37.5

GRADES 9-12		2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services		N/A	2	2
RESULTS	School Percent Graduating in 4 years	N/A	s <sup>12</sup>	s
	District Percent Graduating in 4 years	26.4	39.9	39

GRADES 9-12		2011-12	2012-13	2013-14
ELL Enrollment (N)		N/A	0	2
RESULTS	School Percent Graduating in 4 years	N/A	N/A	s
	District Percent Graduating in 4 years	19.2	29.3	27

<sup>10</sup> New York State English as a Second Language Achievement Test, a standardized state exam.

<sup>11</sup> Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

<sup>12</sup> 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.

# RENEWAL BENCHMARK CONCLUSIONS

## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

HVAL is an effective and viable organization. The education corporation board carries out its oversight responsibilities with clear focus on the school's mission and the network's aim of revolutionizing public education. The school organization effectively supports the delivery of the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

## ORGANIZATIONAL STRUCTURE

**Board Oversight.** The education corporation board works effectively to provide oversight for the school to meet its mission and Accountability Plan goals.

- Board members utilize a wide breadth of skills and expertise, particularly in critical skill areas such as fundraising, real estate, higher education and finance to effectively govern the school. Board members leverage their professional expertise to achieve the organization's goals, especially in enabling the schools to complete its new high school facility during the current charter term. Several founding board members remain on the board and also serve on the board of Harlem Village Academy Charter School, HVAL's sister school.
- Through the executive director's quarterly reports, the board monitors student achievement and fiscal data in sufficient depth to provide adequate oversight of the school's programs and finances.
- The board relies heavily on the executive director to establish clear priorities, objectives and long-range goals for its schools, as well as to manage day-to-day matters.
- The board supports the executive director in recruiting, hiring and retaining key personnel, but does not actively review or select candidates.
- The board does not formally evaluate its own performance or that of the executive director; instead, the board gauges the executive director's effectiveness in terms of the overall academic performance of the school.

**Organizational Capacity.** The school organization effectively supports the delivery of the educational program.

- Although part of the Village Academies Network, HVAL has autonomous operational systems, policies and procedures that allow it to carry out its academic program. The elementary, middle and high school academies each have their own director of operations. The elementary and middle school directors of operations are responsible for interacting with the administrators of their co-located NYCDOE school (the high school resides in its own standalone facility with Harlem Village Academy Charter School's high school). Three directors of operations ensure that teachers have ample technology resources and supplies, enabling the principals to focus on classroom instruction and student achievement.

## RENEWAL BENCHMARK CONCLUSIONS

- The school establishes clear lines of accountability and roles for staff. The principal is the head of instruction in each school with deans of students focusing on student behavior and the implementation of behavior management systems. The director of operations is responsible for the operational and logistical aspects of the school organization at each site.
- HVAL uses different behavior management systems at different grade levels. At the elementary level teachers emphasize understanding and empathy at students' various developmental phases and focus on positive reinforcement. The middle school uses a demerit system to hold students accountable for misbehavior. The number of demerits students receive determines the severity of the consequences. For example, students report to the dean of students if they receive three demerits in one day. The high school has begun to accentuate intrinsic motivation rather than compliance with specific behavioral rules in order to prepare students for self-sufficiency and post-secondary success.
- The school organization allocates sufficient resources to support the achievement of goals. The high school now operates in a new facility which also houses office space for network personnel. Teachers and operational staff report having access to ample supplies to support classroom instruction and the overall academic program.
- Through a rigorous hiring process, the school recruits self-initiating, collaborative and reflective candidates with teaching experience. Teacher turnover has fluctuated during the charter term with an increased number of teachers leaving recently. While the middle and high school have many new teachers, half the teaching staff school-wide has at least four years experience.
- HVAL enrollment as of September 30, 2014 was 805 students. The school only accepts new students in Kindergarten and 5<sup>th</sup> grade and has a waitlist that totals 183 children. Because the school is better able to inform parents and students about the school's promotional requirements, students have become more accepting of repeating a grade. As a result, the student turnover rate has decreased since the last charter term.
- HVAL's operations staff work to ensure that the school meets its enrollment and retention targets by coordinating parent information nights and placing advertisements about the school on Spanish language radio stations.
- HVAL's leaders and staff are reflective about program implementation. Although they do not have a method in place to evaluate systematically the overall program, members of the school administration continually review informally the effectiveness of specific components. As a result, the school continues to modify the curriculum, update assessment procedures and incorporate additional measure of student performance. This year, the school started the ICT teacher program after determining that SETSS program services were inadequate.

# RENEWAL BENCHMARK CONCLUSIONS

## FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial applications and their Applications for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the schools. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school's charter.

Key Design Elements	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, Saturday and after-school programs for students needing extra attention;	+
A small, safe, nurturing environment where every adult knows every child;	+
A school culture emphasizing traditional values such as kindness, integrity, responsibility and community service;	+
A personal advisor for each student and family;	+
School uniforms that promote a culture of respect, scholarship and community; and,	+
Teachers who are masters of- and passionate about- their subject areas.	+

**Parent Satisfaction.** Parents/guardians and students are satisfied with the school. The Institute compiled data from the 2013-2014 NYC School Survey. NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. With 79 percent of families enrolled at HVAL responding, the survey response rate is sufficiently high enough that it is useful in framing the results as representative of the school community. Results from the 2013-2014 survey indicate parents/guardians and students are satisfied with the school's instruction, systems for improvement, and culture.

2013-14
Response Rate: 79%
Instructional Core: 95%
Systems for Improvement: 95%
School Culture: 94%

## RENEWAL BENCHMARK CONCLUSIONS

**Persistence in Enrollment.** The Institute derived the following statistical information from its database. No comparative data from NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district wide or by CSD context. As such, the data presented is for information purposes but does not allow for comparative analysis.

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year	89.6	95.1	88.3

### COMPLIANCE

**Governance.** In material respects, the HVAL board has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school. The board demonstrates a thorough understanding of its role in holding the school leadership accountable for both academic results and fiscal soundness.

- The board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws and code of ethics.
- The board successfully sought and implemented a charter amendment to add an elementary program to its middle and high school programs.
- The board has a functioning finance committee.
- The board receives reports on academic and fiscal performance and keeps close tabs on the school’s overall academic and fiscal soundness, and its co-location of high school grades with Harlem Village Academy Charter School.

**Legal Requirements.** The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter.

- **Complaints.** The school has generated one informal complaint, which was reviewed by the Institute. In that case, the Institute found the school properly provided due process to a student receiving a short-term suspension and directed the family to follow the school’s complaint policy if they wished to pursue their complaint further. The Institute has received no formal complaints regarding the school.

The Institute noted exceptions to the school’s compliance in the following areas.

- **Special Education Compliance.** Federal regulations, 34 C.F.R. § 300.111 (Child Find), mandate that students with disabilities be identified and located in all New York schools. As HVAL’s high school academy does not have a clearly articulated process to identify or refer students for special education evaluations or services, the school (and the co-located Harlem Village Academy Charter School) must develop such protocols to be in



## RENEWAL BENCHMARK CONCLUSIONS

compliance. The Institute will review such procedures prior to submitting the renewal charter to the Board of Regents.

# RENEWAL BENCHMARK CONCLUSIONS

## IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected in the renewal review, HVAL is fiscally sound. Although the education corporation has relied upon grants from Village Academies to successfully manage cash flow and maintain adequate financial resources to ensure stable operations. The education corporation engages in effective budgeting practices and routinely conducts monitoring of revenues and expenses, making appropriate adjustments when necessary. The projected budgets for the next charter term are reasonable and feasible. The SUNY Fiscal Dashboard, a multi-year financial data and analysis for SUNY authorized charter schools appears below in the Appendix.

**Budgeting and Long-Range Planning.** Throughout the charter term, HVAL has maintained fiscal soundness by implementing effective budgeting practices and routine monitoring of revenues and expenses along with relying upon network grants to address working capital shortfalls during two school years. Net assets have increased in each school year.

- On May 21, 2010, the school signed a promissory note to loan the network \$750,000, the note was due May 31, 2013. The HVAL board approved a note extension to September 30, 2015. During the years ended June 30, 2013 and 2012, the network granted \$710,000 and \$470,000, respectively, to support school operations during construction of a new facility.
- For operational efficiency and purchasing power, shared services with Harlem Village Academy Charter School, another education corporation within the network, was owed \$770,055 as of June 30, 2014. In addition, as of June 30, 2014, the network owed HVAL \$53,586 for shared services costs.
- HVAL develops its annual budget with input and analysis from its controller, principal, executive director and other personnel.
- The board approves the annual operating budget and considers any significant adjustment to the budget on a quarterly basis for approval.
- The controller prepares financial reports on a regular basis that include a current balance sheet, a profit and loss statement, a budget-versus-actual-expenditure report, and personnel expenditure projections. The principal, executive director and/or the chief financial officer review these reports on a regular basis. The reports are presented for consideration by the full board on a quarterly basis.
- The school's accounting procedures manual does not include a section on long-range planning. Best financial practices recommend that long-range planning processes be adopted by a board of trustees.
- The Institute considers the projected budgets for the next charter term to be reasonable and feasible.

**Internal Controls.** HVAL has established and maintains fiscal policies, procedures and controls. Written policies address key issues including financial reporting, revenues, procurement, expenditures, payroll, banking and capital assets. The education corporation utilizes an accrual system of accounting, for use in recording and tracking revenue and expenses related to all grants

## RENEWAL BENCHMARK CONCLUSIONS

and contracts, recording all accounts payable invoices and cash receipts. It prepares all vendor checks, reconciling checking accounts each month. Payroll services are outsourced to a third party payroll processor. The board selects the independent external auditor. Processes are in place to review all audits and any management or advisory letters by the controller, executive director and members of the board.

- HVAL has accurately recorded and appropriately documented transactions in accordance with established policies. These policies are comprehensive and updated as needed on an annual basis.
- HVAL's audit reports of internal controls related to financial reporting and compliance with laws, regulations and grants, disclosed no material weaknesses, or instances of non-compliance.

**Financial Reporting.** HVAL has complied with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete and follow generally accepted accounting principles ("GAAP").

- HVAL presents its annual financial statements in accordance with GAAP and the independent audits of those statements have received unqualified opinions.
- HVAL has generally filed key reports timely and accurately including audit reports, budgets, cash-flow statements, un-audited reports of revenue, expenses, enrollment, and grant expenditure reports.

**Financial Condition.** HVAL maintains adequate financial resources to ensure stable operations.

- HVAL has posted fiscally strong composite-score ratings on the SUNY Fiscal Dashboard indicating a consistent level of fiscal stability over the charter term.<sup>13</sup>
- The network has entered into a long-term 30 year sublease arrangement whereby the education corporation occupying the space is required to meet certain academic performance targets. The sublease agreement requires no rent; however, the education corporation must pay operating expenses and fund a replacement reserve.
- HVAL maintains cash flow that has at times been less than one month of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve and best practices recommendation would be a one month reserve. Therefore, the SUNY Fiscal Dashboard shows a medium risk in this category. Likewise, due to low cash reserves the education corporation reflects poor scores for Working Capital and Quick (Acid Test) Ratio.
- Related party transactions have affected the financial health of the school, the loan to the network and extension on repayment affected the education corporation's ability to pay current liabilities, which created the need for the network to provide grants back to the

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<sup>13</sup> The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performances on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

## RENEWAL BENCHMARK CONCLUSIONS

education corporation to support daily operations. Long term, this is a benefit to the school, but it yields short term negative fiscal impacts.

- HVAL has no long-term debt.
- SUNY authorized charter agreements have changed to include a required \$75,000 Dissolution Reserve Fund for the purpose of covering legal and administrative costs associated with the closure/dissolution of a school to be funded, at a minimum, by reserving \$25,000 per year during the first three years of the charter term. The funds need to be put aside by the school and identified in the financial statements and audit report notes to the financial statements.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color coded tables and charts indicating that HVAL has demonstrated fiscal soundness over the course of its charter term.<sup>14</sup>

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<sup>14</sup> 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.

## RENEWAL BENCHMARK CONCLUSIONS

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

To the extent that HVAL has met or come close to meeting its academic Accountability Plan goals, has in place a particularly strong and effective educational program that supports achieving those goals, operates as an effective and viable organization and the education corporation is fiscally sound, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

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

### MISSION FOR THE NEXT CHARTER TERM

*The mission of Harlem Village Academy Leadership Charter School is for students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society.*

**Plans for the Educational Program.** With an additional charter term, HVAL plans to continue to implement the same core elements of the educational program that has enabled it to meet its key Accountability Plan goals in the current term. The school will add one additional grade in each of the next two years as the elementary academy grows to serve 3<sup>rd</sup> and 4<sup>th</sup> grades. The school will continue to partner with Village Academies, and co-locate its high school program with Harlem Village Academy Charter School.

	Current Charter Term	End of Next Charter Term
Enrollment	805	957
Grade Span	K-2, 5-12	K-12
Teaching Staff	88.5 (Grades K-2, 5-12)	98 (Grades K-12)
Days of Instruction	181	181

**Plans for Board Oversight and Governance.** Board members express an interest in continuing to serve HVAL in the next charter term and may add additional members in the future.

## RENEWAL BENCHMARK CONCLUSIONS

**Fiscal & Facility Plans.** HVAL plans to continue to provide instruction in its two current facilities.

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. The school has amended or will amend other key aspects of the renewal application -- including bylaws, code of ethics and method for identifying and serving students with disabilities in its high school program -- to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

## APPENDIX: SCHOOL OVERVIEW

### Mission Statement

The mission of Harlem Village Academy Leadership Charter School is for students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society.

### Board of Trustees<sup>15</sup>

Board Member Name	Position
David Zweibel	Chair
Daniel Pianko	Treasurer
Dr. Deborah Kenny	Secretary
Dr. Andrew August	Trustee
Judith Tuner Hamerschlag	Trustee
James Thompson	Trustee
Donna Wilson	Trustee

### School Characteristics

School Year	Proposed Enrollment	Actual Enrollment <sup>16</sup>	Proposed Grades	Actual Grades
2010-11	324	341	5-10	5-10
2011-12	362	388	5-11	5-11
2012-13	551	567	5-12, K	5-12, K
2013-14	663	680	5-12, K-1	5-12, K-1
2014-15	773	805	5-12, K-2	5-12, K-2

<sup>15</sup> Source: The Institute's board records at the time of the renewal review.

<sup>16</sup> Source: The Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## APPENDIX: SCHOOL OVERVIEW

### Student Demographics

	2011-12		2012-13		2013-14 <sup>17</sup>
	% of School Enrollment	% of NYC CSD 4 Enrollment	% of School Enrollment	% of NYC CSD 4 Enrollment	% of School Enrollment
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	0	1	0	1	0
Black or African American	68	28	66	27	66
Hispanic	31	62	32	62	32
Asian, Native Hawaiian, or Pacific Islander	1	6	1	6	1
White	1	3	1	3	1
Multiracial	0	0	1	1	0
<b>Special Populations</b>					
Students with Disabilities	10	21	11	21	12
English Language Learners	3	12	4	12	2
<b>Free/Reduced Lunch</b>					
Eligible for Free Lunch	63	79	68	75	-- <sup>18</sup>
Eligible for Reduced-Price Lunch	12	6	12	4	--
Economically Disadvantaged	79	90	75	91	74

<sup>17</sup> The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

<sup>18</sup> No school free or reduced priced lunch data has been released for the 2013-14 school year.



## APPENDIX: SCHOOL OVERVIEW

### School Leaders

School Year(s)	Name(s) and Title(s)
2005-06 to Present	Dr. Deborah Kenny, Executive Director
2011-12	Samuel Fragomeni, Middle Academy Principal Laurie Warner, High School Academy Principal
2012-13	Samuel Fragomeni, Elementary Academy Principal Lisa Fromelt, Middle Academy Principal Laurie Warner, High School Academy Principal
2013-14	Samuel Fragomeni, Elementary Academy Principal Ariella Diamond, Middle Academy Principal Jason Griffiths, High School Academy Principal Cari Winterich, High School Academy Principal
2014-15	Melanie Bryon, Elementary Academy Principal Ariella Diamond, Middle Academy Principal Cari Winterich and Chanika Perry, High School Academy Co-Principals

## APPENDIX: SCHOOL OVERVIEW

### School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
<b>2012-13</b>	Evaluation Visit	Institute	February 27-28, 2013
<b>2013-14</b>	Subsequent Renewal Visit	Institute	May 20-21, 2014

### Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
<b>May 20-21, 2014</b>	Ron Miller, PhD	Executive Deputy Director for Accountability
	Aaron Campbell	Senior Analyst
	Heather Wendling	Senior Analyst
	Adam Aberman	External Consultant

# APPENDIX: FISCAL DASHBOARD



## Harlem Village Academy Leadership Charter School

### SCHOOL INFORMATION

#### FINANCIAL POSITION

##### 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**

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

#### ACTIVITIES

##### Operating Revenue

Resident Student Enrollment  
Students with Disabilities

##### Grants and Contracts

State and local  
Federal - Title and IDEA  
Federal - Other  
Other

Food Service/Child Nutrition Program

##### Total Operating Revenue

##### Expenses

Regular Education  
SPED  
Regular Education & SPED (combined)  
Other

##### Total Program Services

Management and General  
Fundraising

##### Total Expenses - **GRAPHS 2, 3 & 4**

##### Surplus / (Deficit) From School Operations

##### 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**

#### Opened 2005-06

	2009-10	2010-11	2011-12	2012-13	2013-14
Cash and Cash Equivalents - <b>GRAPH 1</b>	366,251	835,874	349,887	92,254	882,764
Grants and Contracts Receivable	153,038	12,883	31,596	67,798	335,435
Accounts Receivable	5,626	-	-	-	-
Prepaid Expenses	63,717	40,588	46,246	40,984	59,654
Contributions and Other Receivables	-	-	278,319	-	-
<b>Total Current Assets - GRAPH 1</b>	<b>588,632</b>	<b>889,345</b>	<b>706,048</b>	<b>201,036</b>	<b>1,277,853</b>
Property, Building and Equipment, net	146,546	128,138	206,493	897,503	823,499
Other Assets	750,000	750,000	750,000	750,000	750,000
<b>Total Assets - GRAPH 1</b>	<b>1,485,178</b>	<b>1,767,483</b>	<b>1,662,541</b>	<b>1,848,539</b>	<b>2,851,352</b>

Accounts Payable and Accrued Expenses	120,463	122,020	115,010	107,256	297,066
Accrued Payroll and Benefits	298,633	252,144	265,357	351,125	408,085
Deferred Revenue	2,538	36,393	1,773	1,727	6,087
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	80,876	87,748	-	96,053	823,641
<b>Total Current Liabilities - GRAPH 1</b>	<b>502,510</b>	<b>498,305</b>	<b>382,140</b>	<b>556,161</b>	<b>1,534,879</b>
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
<b>Total Liabilities - GRAPH 1</b>	<b>502,510</b>	<b>498,305</b>	<b>382,140</b>	<b>556,161</b>	<b>1,534,879</b>

Unrestricted	982,668	1,269,178	1,280,401	1,292,378	1,316,473
Temporarily restricted	-	-	-	-	-
<b>Total Net Assets</b>	<b>982,668</b>	<b>1,269,178</b>	<b>1,280,401</b>	<b>1,292,378</b>	<b>1,316,473</b>
<b>Total Liabilities and Net Assets</b>	<b>1,485,178</b>	<b>1,767,483</b>	<b>1,662,541</b>	<b>1,848,539</b>	<b>2,851,352</b>

Resident Student Enrollment	3,563,900	4,688,683	5,596,855	8,184,953	10,210,605
Students with Disabilities	203,808	287,744	-	-	-
<b>Grants and Contracts</b>					
State and local	43,293	27,261	31,408	43,807	50,724
Federal - Title and IDEA	232,696	174,179	172,256	244,398	458,941
Federal - Other	13,557	-	-	-	-
Other	-	-	472,728	712,154	-
Food Service/Child Nutrition Program	-	-	-	-	-
<b>Total Operating Revenue</b>	<b>4,057,254</b>	<b>5,177,867</b>	<b>6,273,247</b>	<b>9,185,312</b>	<b>10,720,270</b>

Regular Education	3,055,777	3,989,780	4,774,269	7,348,176	8,328,564
SPED	178,040	262,682	323,253	381,213	702,483
Regular Education & SPED (combined)	-	-	-	-	-
Other	385,869	381,020	635,065	647,605	780,724
<b>Total Program Services</b>	<b>3,619,686</b>	<b>4,633,482</b>	<b>5,732,587</b>	<b>8,376,994</b>	<b>9,811,771</b>
Management and General	248,997	261,846	529,437	796,341	886,721
Fundraising	-	-	-	-	-
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	<b>3,868,683</b>	<b>4,895,328</b>	<b>6,262,024</b>	<b>9,173,335</b>	<b>10,698,492</b>
<b>Surplus / (Deficit) From School Operations</b>	<b>188,571</b>	<b>282,539</b>	<b>11,223</b>	<b>11,977</b>	<b>21,778</b>

Contributions	-	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	6,602	3,971	-	-	2,317
Net assets released from restriction	-	-	-	-	-
<b>Total Support and Other Revenue</b>	<b>6,602</b>	<b>3,971</b>	<b>-</b>	<b>-</b>	<b>2,317</b>

<b>Total Unrestricted Revenue</b>	<b>4,063,856</b>	<b>5,181,838</b>	<b>6,273,247</b>	<b>9,185,312</b>	<b>10,722,587</b>
<b>Total Temporarily Restricted Revenue</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	<b>4,063,856</b>	<b>5,181,838</b>	<b>6,273,247</b>	<b>9,185,312</b>	<b>10,722,587</b>
<b>Change in Net Assets</b>	<b>195,173</b>	<b>286,510</b>	<b>11,223</b>	<b>11,977</b>	<b>24,095</b>
<b>Net Assets - Beginning of Year - GRAPH 2</b>	<b>787,495</b>	<b>982,668</b>	<b>1,269,178</b>	<b>1,280,401</b>	<b>1,292,378</b>
Prior Year Adjustment(s)	-	-	-	-	-
<b>Net Assets - End of Year - GRAPH 2</b>	<b>982,668</b>	<b>1,269,178</b>	<b>1,280,401</b>	<b>1,292,378</b>	<b>1,316,473</b>

# APPENDIX: FISCAL DASHBOARD



## Harlem Village Academy Leadership Charter School

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service					
Administrative Staff Personnel	500,469	860,173	639,065	607,522	-
Instructional Personnel	2,016,319	2,372,518	3,563,003	4,586,838	8,317,955
Non-Instructional Personnel	60,808	35,413	-	733,890	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	2,577,595	3,268,104	4,202,068	5,928,250	8,317,955
Fringe Benefits & Payroll Taxes	585,202	635,701	800,018	1,079,911	-
Retirement	24,554	41,016	41,017	114,703	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease	87,012	122,416	196,976	299,875	372,693
Staff Development	32,412	73,288	108,215	186,927	248,341
Professional Fees, Consultant & Purchased Services	60,910	54,563	68,786	68,652	85,854
Marketing / Recruitment	6,333	20,917	9,796	27,370	62,299
Student Supplies, Materials & Services	271,045	349,215	417,693	488,175	911,180
Depreciation	39,616	104,951	117,955	275,613	380,374
Other	184,003	225,157	299,501	703,859	319,796
<b>Total Expenses</b>	<b>3,868,683</b>	<b>4,895,328</b>	<b>6,262,024</b>	<b>9,173,335</b>	<b>10,698,492</b>

### SCHOOL ANALYSIS

#### ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	242	324	362	401	417
Revised Enroll	-	-	-	551	663
Actual Enroll - GRAPH 4	286	341	388	567	680
Chartered Grades	5-9	5-10	5-11	5-12	5-12
Revised Grades	-	-	-	5-12, K	5-12, K-1

#### Primary School District: NYC

##### Per Pupil Funding (Weighted Avg of All Districts)

	2009-10	2010-11	2011-12	2012-13	2013-14
Per Pupil Funding	12,443	13,527	13,527	13,527	13,527
Increase over prior year	0.0%	8.7%	0.0%	0.0%	0.0%

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	14,186	15,184	16,164	16,192	15,770
Other Revenue and Support	23	12	-	-	3
<b>TOTAL - GRAPH 3</b>	<b>14,209</b>	<b>15,196</b>	<b>16,164</b>	<b>16,192</b>	<b>15,773</b>

##### Expenses

Program Services	12,656	13,588	14,771	14,767	14,433
Management and General, Fundraising	871	768	1,364	1,404	1,304
<b>TOTAL - GRAPH 3</b>	<b>13,527</b>	<b>14,356</b>	<b>16,135</b>	<b>16,171</b>	<b>15,738</b>
% of Program Services	93.6%	94.7%	91.5%	91.3%	91.7%
% of Management and Other	6.4%	5.3%	8.5%	8.7%	7.4%
% of Revenue Exceeding Expenses - GRAPH 5	5.0%	5.9%	0.2%	0.1%	0.2%

Average -  
5 Yrs.  
OR Charter  
Term

15,499
8
15,507

14,043
1,142
15,185
92.6%
7.4%
2.1%

##### Student to Faculty Ratio

10.2	9.7	8.9	14.7	-
------	-----	-----	------	---

##### Faculty to Admin Ratio

3.5	3.7	3.4	6.4	-
-----	-----	-----	-----	---

#### Financial Responsibility Composite Scores - GRAPH 6

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

2.7	2.7	2.1	1.6	1.5
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

2.0
Fiscally Strong

#### Working Capital - GRAPH 7

Net Working Capital  
As % of Unrestricted Revenue  
Working Capital (Current) Ratio Score  
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)  
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)

86,122	391,040	323,908	(355,125)	(257,026)
2.1%	7.5%	5.2%	-3.9%	-2.4%
1.2	1.8	1.8	0.4	0.8
HIGH	MEDIUM	MEDIUM	HIGH	HIGH
Poor	Good	Good	Poor	Poor

37,784
1.7%
1.2
HIGH
Poor

#### Quick (Acid Test) Ratio

Score  
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)  
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)

1.0	1.7	1.7	0.3	0.8
MEDIUM	MEDIUM	MEDIUM	HIGH	HIGH
Good	Good	Good	Poor	Poor

1.1
MEDIUM
Good

#### Debt to Asset Ratio - GRAPH 7

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

0.3	0.3	0.2	0.3	0.5
LOW	LOW	LOW	LOW	MEDIUM
Excellent	Excellent	Excellent	Excellent	Good

0.3
LOW
Excellent

#### Months of Cash - GRAPH 8

Score  
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)  
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)

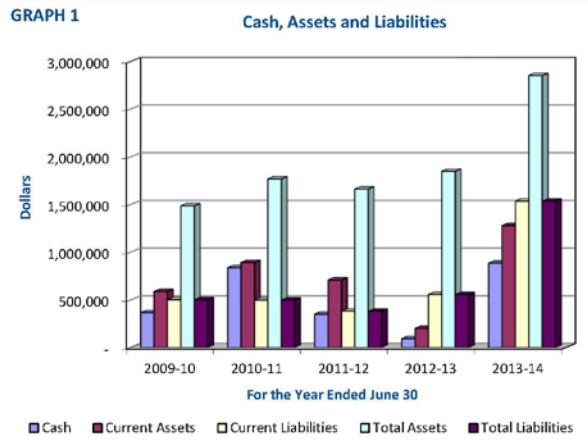
1.1	2.0	0.7	0.1	1.0
MEDIUM	MEDIUM	HIGH	HIGH	MEDIUM
Good	Good	Poor	Poor	Good

1.0
MEDIUM
Good

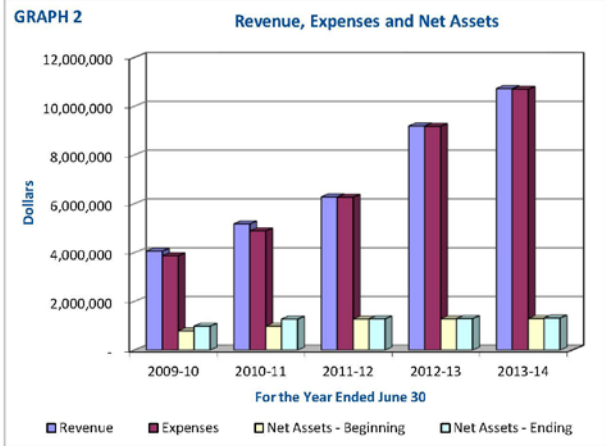
# APPENDIX: FISCAL DASHBOARD



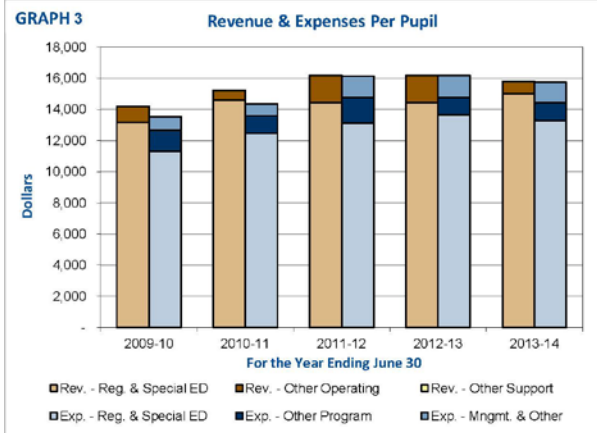
## Harlem Village Academy Leadership Charter School



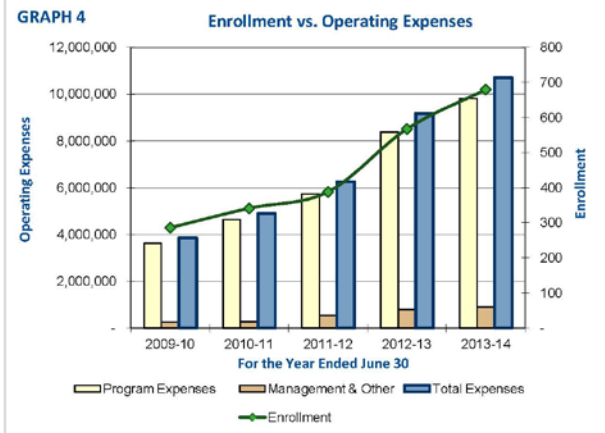
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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.



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.



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.

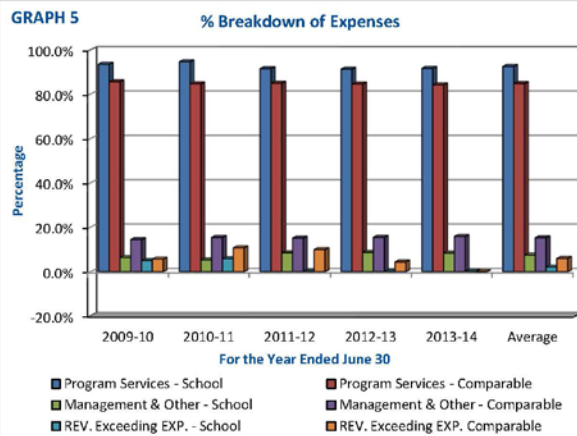
# APPENDIX: FISCAL DASHBOARD



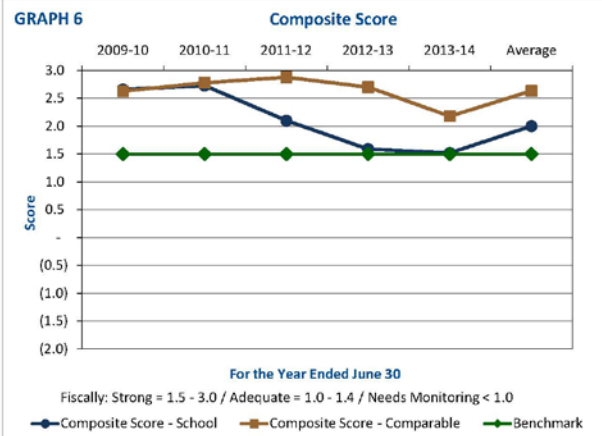
## Harlem Village Academy Leadership Charter School

Comparable School, Region or Network: New York City & Long Island Schools

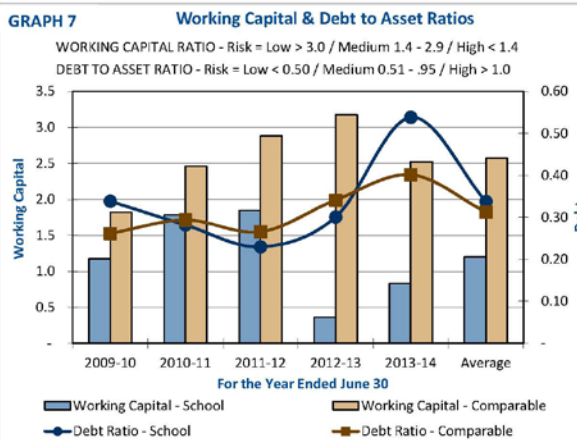
\* Average = Average - 5 Yrs. OR Charter Term



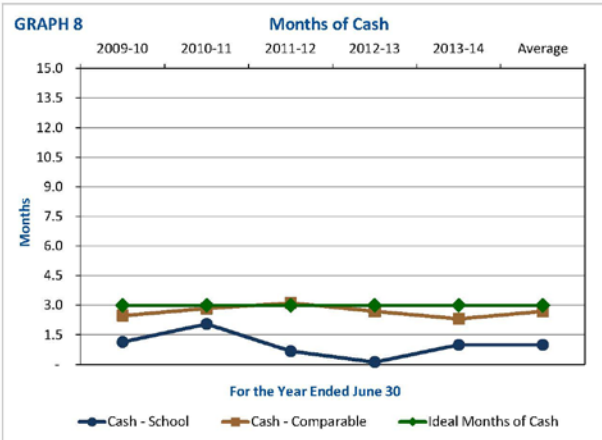
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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.



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.



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: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Harlem Village Academy Leadership Charter School



	2011-12 Grades Served: 5-12			MET	2012-13 Grades Served: 5-12			MET	2013-14 Grades Served: 5-12			MET		
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)			
<b>ABSOLUTE MEASURES</b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)			
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)			
	5	46.0 (87)	13.3 (15)		5	10.4 (77)	0.0 (9)		5	11.4 (70)	0.0 (9)			
	6	57.1 (77)	57.5 (73)		6	19.5 (77)	19.5 (77)		6	18.9 (59)	18.9 (59)			
	7	58.9 (73)	58.9 (73)		7	38.2 (76)	38.2 (76)		7	26.3 (76)	26.3 (76)			
	8	63.5 (52)	63.5 (52)		8	37.3 (67)	37.3 (67)		8	33.8 (71)	33.8 (71)			
	All	55.4 (289)	56.3 (213)	NO	All	25.9 (297)	30.1 (229)	NA	All	22.5 (276)	25.1 (215)	NA		
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PI	AMO			
	5-8	151	135	YES	5-8	96			5-8	90	89	NA		
<b>COMPARATIVE MEASURES</b>														
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan District 4				Comparison: Manhattan District 4				Comparison: Manhattan District 4					
	Grades	School	District		Grades	School	District		Grades	School	District			
	6-8	56.3	35.5	YES	6-8	30.1	18.0	YES	6-8	25.1	20.4	YES		
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size		
	63.2	55.4	43.5	0.74	YES	82.6	25.9	18.2	0.66	YES	86.0	22.5	17.7	0.34
<b>GROWTH MEASURE</b>														
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State			
	4				4	0.0			4	0.0				
	5				5	48.6			5	32.5				
	6				6	51.9			6	53.1				
	7				7	62.8			7	58.7				
	8				8	64.2			8	45.1				
	All	53.6	50.0	YES	All	56.9	50.0	YES	All	48.1	50.0	NO		

# APPENDIX: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Harlem Village Academy Leadership Charter School



	2011-12 Grades Served: 5-12			MET	2012-13 Grades Served: 5-12			MET	2013-14 Grades Served: 5-12			MET
	All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)		All Students % (N)		2+ Years Students % (N)	
	Grades				Grades				Grades			
<b>ABSOLUTE MEASURES</b> 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)	YES	3	(0)	(0)	NA	3	(0)	(0)	NA
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)	
	5	83.9 (87)	86.7 (15)		5	19.5 (77)	0.0 (9)		5	22.9 (70)	11.1 (9)	
	6	84.4 (77)	84.9 (73)		6	36.4 (77)	36.4 (77)		6	39.0 (59)	39.0 (59)	
	7	91.8 (73)	91.8 (73)		7	36.8 (76)	36.8 (76)		7	43.4 (76)	43.4 (76)	
	8	86.5 (52)	86.5 (52)		8	43.3 (67)	43.3 (67)		8	38.0 (71)	38.0 (71)	
	All	86.5 (289)	87.8 (213)		All	33.7 (297)	37.1 (229)		All	35.9 (276)	39.1 (215)	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO	YES	Grades	PLI	AMO		Grades	PI	AMO	NA
	5-8	186	148		5-8	116			5-8	118	86	
<b>COMPARATIVE MEASURES</b> 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Manhattan District 4			YES	Comparison: Manhattan District 4			YES	Comparison: Manhattan District 4			YES
	Grades	School	District		Grades	School	District		Grades	School	District	
	6-8	87.8	49.3		6-8	37.1	16.1		6-8	39.1	21.0	
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	YES	% ED	Actual	Predicted	YES	% ED	Actual	Predicted	YES
	Effect Size				Effect Size				Effect Size			
	63.2	86.5	55.4		82.6	33.7	17.5		86.0	35.9	20.1	
<b>GROWTH MEASURE</b> 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State	YES	Grades	School	State	YES	Grades	School	State	YES
	4				4	0.0			4	0.0		
	5				5	60.7			5	48.6		
	6				6	59.9			6	48.7		
	7				7	66.8			7	66.5		
	8				8	58.2			8	47.6		
	All	54.2	50.0		All	61.5	50.0		All	53.5	50.0	



# APPENDIX: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY Harlem Village Academy Leadership Charter School



<u><b>English Language Arts</b></u>	<b>2012-13</b>				<b>MET</b>	<b>2013-14</b>				<b>MET</b>
	<b>2009 Cohort N</b>		<b>%</b>			<b>2010 Cohort N</b>		<b>%</b>		
<b>ABSOLUTE MEASURES</b> 1. Each year, 75 percent of students will score at least 65 on the Regents English exam.	25		100		YES	30		100		YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 <sup>th</sup> grade ELA exam will score at least 65 on the Regents English exam.	<b>Low Performing Entrants N</b>		<b>%</b>			<b>Low Performing Entrants N</b>		<b>%</b>		NO
	1		100			15		60		
3. Each year, the Accountability Performance Level (APL) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	<b>APL</b>		<b>AMO</b>		YES	<b>APL</b>		<b>AMO</b>		YES
	200		163			200		166		
<b>COMPARATIVE MEASURE</b> 4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.	<b>Comparison: Manhattan District 4 School</b>				YES	<b>Comparison: Manhattan District 4 School</b>				(YES)
	100 79					100 N/A				
<b>GROWTH MEASURES</b> 5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	<b>2011 Cohort N</b>	<b>Base</b>	<b>Target</b>	<b>Result</b>		<b>2012 Cohort N</b>	<b>Base</b>	<b>Target</b>	<b>Result</b>	
<u><b>Mathematics</b></u>										
<b>ABSOLUTE MEASURES</b> 1. Each year, 75 percent of students will score at least 65 on a NYS Regents mathematics exam.	<b>2009 Cohort N</b>		<b>%</b>			<b>2010 Cohort N</b>		<b>%</b>		YES
	25		100			30		100		
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8th grade ELA exam will score at least 65 on the Regents English exam.	<b>Low Performing Entrants N</b>		<b>%</b>			<b>Low Performing Entrants N</b>		<b>%</b>		
	0		--			0		--		
3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	<b>APL</b>		<b>AMO</b>		YES	<b>APL</b>		<b>AMO</b>		YES
	200		142			200		148		
<b>COMPARATIVE MEASURE</b> 4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.	<b>Comparison: Manhattan District 4 School</b>				YES	<b>Comparison: Manhattan District 4 School</b>				(YES)
	100 82					100 N/A				
<b>Growth Measure</b>	<b>2011 Cohort N</b>	<b>Base</b>	<b>Target</b>	<b>Result</b>		<b>2012 Cohort N</b>	<b>Base</b>	<b>Target</b>	<b>Result</b>	
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.										

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.  
( ) indicates the data source is the 2011-12 data while 2012-13 data is not yet available.

# APPENDIX: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY Harlem Village Academy Leadership Charter School



	2012-13			MET	2013-14			MET		
<b>High School Graduation</b>										
<b>ABSOLUTE MEASURES</b>	Cohort	N	% promoted		Cohort	N	% promoted			
1. Each year, 75 percent of students in each Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	2009				2010	29	100	YES		
	2010				2011	34	97.1	YES		
	2011	34	94.1	YES	2012	43	97.7	YES		
	2012	46	100	YES	2013	55	100	YES		
	All	80	97.5	YES	All	161	98.8	YES		
2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort.	2011 Cohort N		% passing $\geq$ 3 Regents		2012 Cohort N		% passing $\geq$ 3 Regents			
	34		91.2	YES	43		88.4	YES		
3. Each year, 75 percent of students will graduate after the completion of their fourth year.	2009 Cohort N		%		2010 Cohort N		%			
	25		96.4%	YES	29		96.6	YES		
4. Each year, 95 percent of students will graduate after the completion of their fifth year.	2008 Cohort N		% Graduating		2009 Cohort N		% Graduating			
					28		96.4	YES		
<b>COMPARATIVE MEASURE</b>	Comparison: Manhattan District 4 School				Comparison: Manhattan District 4 School					
5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	96.4%		73	YES	96.6%		76	YES		
<b>College Preparation</b>										
<b>COMPARATIVE MEASURES</b>		N	School	State		N	School	State		
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Reading	30	39.6	42.5	NO	Reading	43	40.1	41.1	NO
	Math	30	42.6	44.0	NO	Math	43	41.9	42.8	NO
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.		N	School	State		N	School	State		
	Reading	23	484	496	NO	Reading	25	491.6	488	YES
	Math	23	508	514	NO	Math	25	519.2	502	YES
<b>SCHOOL DESIGNED MEASURES</b>	N			%		N			%	
3. College Preparation	N			%		N			%	
Each year, 50 percent of students in the graduation cohort will receive an Advanced Regents Diploma after their fourth year.	23		7.7%	NO	29		21%	NO		
4. College Attainment and Achievement	N			%		N			%	
Each Year, 75 percent of graduates will enroll in a two- or four-year college or university.	23		100	YES	28		100	YES		

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.  
( ) indicates the data source is the 2011-12 data while 2012-13 data is not yet available.