

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
HARLEM VILLAGE ACADEMY EAST
CHARTER SCHOOL*

*HARLEM VILLAGE ACADEMY WEST
CHARTER SCHOOL AUTHORITY TO
OPERATE:*

*HARLEM VILLAGE ACADEMY WEST
CHARTER SCHOOL*

*HARLEM VILLAGE ACADEMY WEST 2
CHARTER SCHOOL*

Report Date: March 7, 2023

Review Date: November 2 – 4, 2022

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Charter Schools Institute
The State University of New York

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EDUCATION CORPORATION BACKGROUND

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL



MISSION

Harlem Village Academy's mission 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.

CURRENT EDUCATION CORPORATIONS SNAPSHOT

First Charter Opened:
2002

Total Number of Affiliated Charters:

3

Number of Students Served:
1,799

PROPOSED FUTURE EDUCATION CORPORATIONS SNAPSHOT

Serves: Kindergarten – 12th

Proposed Future Charter Enrollment: 1,563

Information about each charter is found below in the Charter School Background section of this report.

KEY DESIGN ELEMENTS

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;



EDUCATION CORPORATION BACKGROUND

KEY DESIGN ELEMENTS CONTINUED

Tutoring and after school programs for students needing extra attention;



A school culture emphasizing our CIRCLES values: Community, Integrity, Respect, Contribution, Loving-Kindness, Emotional Self-Management, and Social Justice;



Frequent communication between school and families;



School uniforms that promote a culture of respect, scholarship, and community; and,



Teachers who are masters of—and passionate about—their subject areas.



EDUCATION CORPORATION BACKGROUND

Harlem Village Academy West Charter School (“HVA West Schools”) and Harlem Village Academy East Charter School (“HVA East Schools”) are two separate charter school education corporations that operate replicated



educational programs and contract Village Academies Network, Inc. (“Village Academies” or the “network”), a common charter management organization (“CMO”). The State University of New York (“SUNY”) Trustees approved the original charter schools, Harlem Village Academy West Charter School (“HVA West”) and Harlem Village Academy East Charter School (“HVA East”), in June 2002. In June 2018, the SUNY Trustees approved Harlem Village Academy West 2 Charter School (“HVA West 2”), a replication of the original schools of the network’s model under the HVA West Schools education corporation. For the purposes of this report, both education corporations, and subsequently the three affiliated charters, will be referred to as “HVA Charter Schools” as both education corporations

implement replicated educational programs. For purposes of analysis and the renewal findings, the report will indicate the findings for each charter and education corporation in the Executive Summary, Compliance, and Fiscal Analysis sections.

EDUCATION CORPORATION BACKGROUND

HVA East, HVA West, and HVA West 2 partner with Village Academies, a New York not-for-profit corporation, which provides all charters with back office support, professional development support, operation services, human resources support, budgeting, financial services, and instructional leadership development. Village Academies has a strong foundation of financial fundraising and operates under a memorandum of agreement with both education corporations at no cost to the charters.

HVA Charter Schools also contracts with the New York City Department of Education (“NYCDOE”) to provide a universal pre-Kindergarten (“pre-K”) program. State statute requires the Institute to conduct ongoing monitoring of full day universal pre-K programs at all SUNY authorized charter schools. The Institute evaluated both HVA Charter Schools’ pre-K programs at the same time as the renewal review. The Institute used the New York State PreKindergarten Program Quality Assurance Protocol to evaluate the program, as well as data from the Classroom Assessment Scoring System (“CLASS”) and the Early Childhood Environment Rating Scale – Revised (“ECERS-R”), previously collected by the NYCDOE. The Institute team finds the program meets the statutory requirements. The program made improvements to its program since the Institute’s spring 2022 visit in that all classrooms now implement the Montessori model with fidelity. Both HVA Charter Schools’ pre-Kindergarten evaluation reports from the 2022-23 school year are included after this report for the SUNY Trustees’ review.

NOTEWORTHY

In its commitment to infuse learners with the joy of reading, HVA Charter Schools implements a passion reading program for elementary and middle school students. Each week, students can go “shopping” for books that meet their interests and reading level with individual support from a teacher. At the time of the Institute’s visit, team members observed students enthusiastically shopping for books and reading independently for extended periods during passion reading blocks. HVA Charter Schools successfully implements the passion reading program across all sites, and teachers and leaders cite enthusiasm for the program. During the parent and family focus group, parents and caretakers shared gratitude and excitement for the passion reading program’s impact on students’ interest in reading.

RESPONSE TO INTERRUPTED INSTRUCTION CAUSED BY COVID-19

HVA Charter Schools made adjustments to its educational program to support students’ academic needs resulting from interrupted instruction during the pandemic. Noting a decline in student academic performance in mathematics and English language arts (“ELA”) assessments with increased turnover in instructional coaches, Village Academies and HVA Charter Schools recognized the need to increase capacity for instructional coaching, observation, and feedback. To immediately support teachers and instructional leaders, HVA Charter Schools secured coaching and leadership support through a two year contract with the Lavinia Group. Network leaders and board members are proactively planning for the gradual release of services from the Lavinia Group. In the first year of the contract, the Lavinia Group and network leaders work together to strengthen coaching and feedback systems and routines, while simultaneously identifying various staff members to grow into leadership roles. In year two of the contract, network leaders and the Lavinia Group will work together to train staff members to fulfill their respective leadership roles full time.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through 2027-28. *The SUNY Charter Schools Institute (the “Institute”) recommends the SUNY Trustees’ Charter Schools Committee approve the three Applications for Charter Renewal:*

Harlem Village Academy East Charter School;

Harlem Village Academy West Charter School; and,

Harlem Village Academy West 2 Charter School.

If each charter is renewed, Harlem Village Academy West Charter School and Harlem Village Academy East Charter School will be granted the authority to continue to operate HVA West for a period of five years, HVA West 2 for four years, and HVA East for three years with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in 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 (“SUNY Renewal Policies”).¹ The Table below presents more information about the schools.

The Institute further recommends the SUNY Trustees renew for a full term of five years the provisional charter of Harlem Village Academy West Charter School, the New York not-for-profit charter school education corporation, with the authority to operate HVA West and HVA West 2.

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
HVA East	K-12	527	Subsequent Renewal
HVA West	K-12	764	Subsequent Renewal
HVA West 2	K-5	295	Initial Renewal

1. SUNY Renewal Policies (p. 14) are available on the [Institute’s website](#).

RENEWAL RECOMMENDATION

To earn an **Initial Full-Term Renewal**, a charter school must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,² is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.³

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

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

1:

each charter, as described in the Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2:

each education corporation can demonstrate the ability to operate each charter in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs it will offer, its structure, and its purpose, approving each charter to operate for another charter term is likely to improve student learning and achievement and materially further the purposes of the Act.³

As part of the corporate charter renewal review process and as required by Education Law §2851(4), the Institute reviewed the progress of each of the education corporation's operating schools in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each school operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the schools. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

2. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the [Institute's website](#).

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

RENEWAL RECOMMENDATION

- 4: | the charter school education corporations, as described in the Corporate Renewal Application, meet the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: | the education corporations can demonstrate the ability to operate its schools in an educationally and fiscally sound manner in the next charter term; and,
- 6: | approving the education corporations to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During their charter terms, HVA East, HVA West, and HVA West 2 are academic successes having met or come close to meeting their key Accountability Plan goals. The information below presents the key findings for the SUNY Trustees and highlights the successes of the charters.

FINDINGS & INFORMATION

Is the education corporation an academic success?

HVA East, HVA West, and HVA West 2 are each an academic success. During the charter term, HVA Charter Schools met or came close to meeting its key Accountability Plan goals in ELA and mathematics, as demonstrated by the following:

- HVA Charter Schools posted proficiency rates in ELA and mathematics that surpassed the local districts in every year during the charter term with state data suitable for analysis;
- HVA Charter Schools posted effect sizes far above the target in both ELA and mathematics in all years with available data indicating higher than expected performance compared to similar schools; and,
- The charters, with the support of the network, have effective teaching and learning in place across the majority of classrooms. Over the charter term, the network solidified its progressive education model and has detailed guidance documents in the form of the HVA faculty guide, which outlines HVA Charter Schools' philosophy and approach to teaching and learning.

Is the education corporation an effective, viable organization?

HVA Charter Schools is an effective, viable organization supported by Village Academies. The network team focuses on continually building and refining the educational program to ensure strong outcomes for students. The board maintains a highly effective level of governance and oversight.

Is the education corporation fiscally sound?

HVA Charter Schools, as well as each individual charter, continue to maintain a fiscally adequate level based on the evidence collected through the renewal review. The education corporations each present a reasonable and appropriate fiscal plan for each charter over the next charter term.

If the SUNY Trustees renew each charter, are the education corporation's plans for each charter reasonable, feasible, and achievable?

HVA Charter Schools' plans for each charter are reasonable, feasible, and achievable. The charters plan to maintain the effective instructional programs to ultimately support students academic, social, and emotional success to and through post secondary pathways.

Over the past 19 years, HVA Charter Schools has created a community of charters that provides an educational program that serves New York City's Harlem neighborhoods. The schools provide a rigorous Kindergarten – 12th grade program that is grounded in progressive classroom culture, student ownership, and restorative discipline. These characteristics carve out a framework for student learning that provides a school community in which high quality teaching and

EXECUTIVE SUMMARY

learning thrive. Over the past charter term, the organization launched three new academic initiatives that build on the success of the program to date. HVA East and HVA West opened pre-Kindergarten Montessori programs expanding access to the HVA Charter Schools model to younger students, accelerated mathematics offerings began in the middle and high school grades, and the International Baccalaureate (“IB”) program is now an IB for All program, providing access to the rigorous IB coursework to all students.

In the spring of 2021-22, the board and network worked quickly to bring in additional instructional leadership at the network level through partnership with the Lavinia Group to further the coaching and development offerings to teachers and leaders in response to internal academic data. This strategic action demonstrates effective oversight to ensure the charters are meeting or coming close to meeting the key Accountability Plan goals.

Notably, the network continues to demonstrate strong post secondary matriculation and persistence rates. Ninety-five percent of HVA Charter Schools students were accepted to college. Acceptances includes schools such as Dartmouth, Carnegie Mellon, Northeastern, American, Franklin & Marshall, Haverford, and Boston College.

Based on the Institute’s review of the education corporations’ performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charters’ academic programs, the Institute finds that the education corporations and each charter meet the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant HVA East and HVA West each a Full-Term Subsequent Renewal through July 31, 2028, and HVA West 2 a Full-Term Initial Renewal through July 31, 2028 to align the charter expiration dates of HVA Charter Schools.

CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

2351 1st Avenue, New York, New York | Grades: K-8 | Community School District 4
35 West 124th Street, New York, New York | Grades: 9-12 | Community School District 5

The SUNY Trustees approved the original charter for HVA East on June 25, 2002. The charter opened its doors in fall 2005, serving 56 students in 5th grade.

PROGRAM

HVA East implements the same program elements of all HVA Charter Schools. For more information on the educational program, please see the Benchmark Summary below.

In addition to HVA East implementing an effective educational program in the elementary and middle grades, it also serves students in 9th – 12th grade alongside HVA West students. The elementary and middle school leaders collaborate frequently since Kindergarten – 8th grade are co-located. Similarly, the middle school grades also meet regularly with the high school instructional leaders to ensure coherence across the middle and high school curricula. HVA East teachers and leaders meet weekly with the HVA West and West 2 teams to ensure best practices across the network are maximized and the educational programs remain in alignment across schools.

CURRENT CHARTER

Serves: Kindergarten – 12th

*Chartered Enrollment:
634*

*Charter Expires on:
July 31, 2025*

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12th

*Chartered Enrollment:
527*

*Charter Expiration:
July 31, 2028*

CHARTER LEADERS

PRINCIPAL

Kimberly Clincy, Elementary School Principal (2020-21 to Present)
Migdalia Arciniegas, Middle School Principal (July 2022 to Present)
Tori Noha, Middle School Principal (2021-22 to July 2022)
Yohana De Los Santos, High School Principal (2018-19 to Present)
Brandi Womack, Elementary School Principal (2019-20)
Kelly Ortagus, Elementary School Principal (2017-18 to 2018-19)

CHARTER SCHOOL BACKGROUND

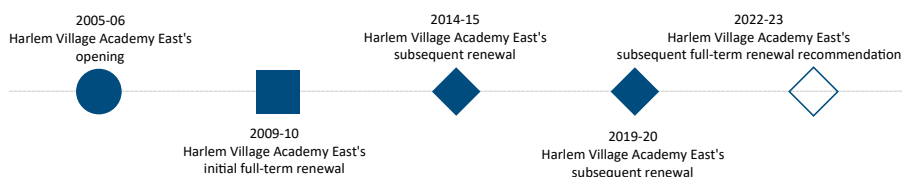
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	967	625	65%	K-12
2019-20	634	638	101%	K-12
2020-21	634	647	102%	K-12
2021-22	634	557	88%	K-12
2022-23	634	472	74%	K-12

NOTEWORTHY

Historically, HVA Charter Schools' high school IB program served as the high school honors program. Beginning in 2021-22, the high school program expanded the model to IB for All, offering IB coursework to all high school students, to push a more ambitious course of study for students. HVA Charter Schools is the only high school in Harlem to offer the IB program.

TIMELINE OF CHARTER RENEWAL

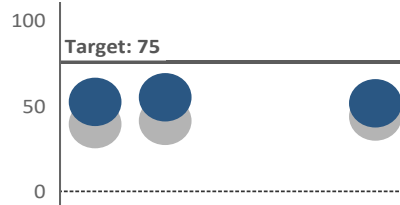


CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

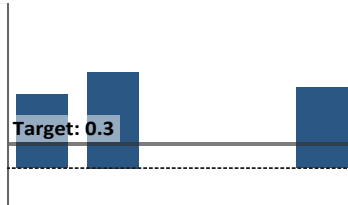
ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	40	53
2019	3-8	42	55
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	44	52

Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	0.89
2019	3-8	1.18
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.97

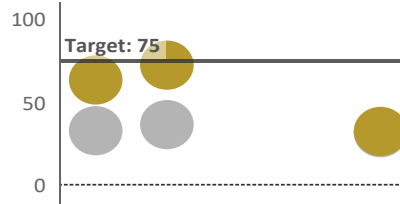
Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.



Test Year	Charter Mean Growth
2018	60.0
2019	54.5
2020	N/A
2021	N/A
2022	N/A

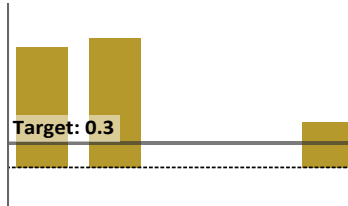
MATHEMATICS ACCOUNTABILITY PLAN GOAL

District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Test Year	Comp Grades	District %	Charter %
2018	3-8	33	64
2019	3-8	37	73
2020	N/A	N/A	N/A
2021	N/A	N/A	N/A
2022	3-8	32	33

Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Test Year	Test Grades	Effect Size
2018	3-8	1.47
2019	3-8	1.57
2020	N/A	N/A
2021	N/A	N/A
2022	3-8	0.55

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

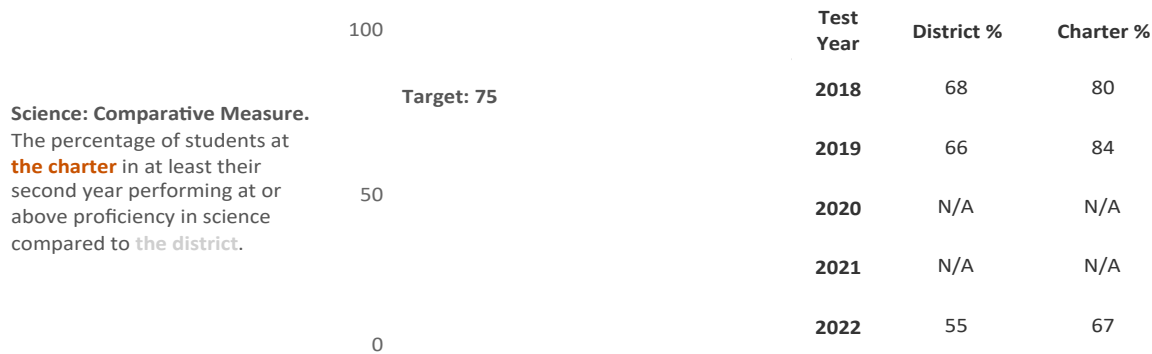


Test Year	Charter Mean Growth
2018	64.4
2019	58.9
2020	N/A
2021	N/A
2022	N/A

CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL



SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	182	147	126
Tested on State Exam	68	57	61
Charter Percent Proficient on ELA Exam	19.1	22.8	31.1
District Percent Proficient	11.6	12.5	16.1
ELL Enrollment	10	5	14
Tested on NYSESLAT Exam	8	5	7
Charter Percent 'Commanding' or Making Progress	62.5	s	0.0

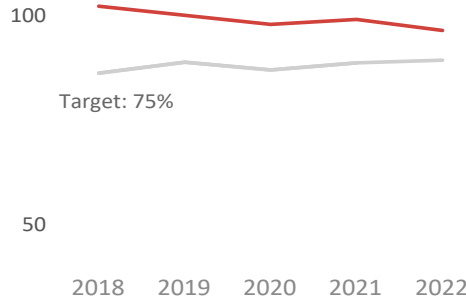
* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

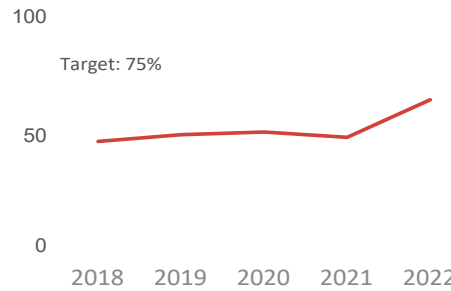
HIGH SCHOOL GRADUATION RATE

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

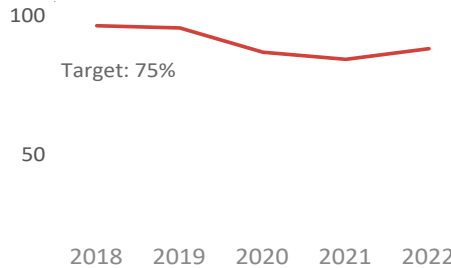


COLLEGE PREPARATION AND ATTAINMENT

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



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



ENGLISH LANGUAGE ARTS AND MATHEMATICS

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

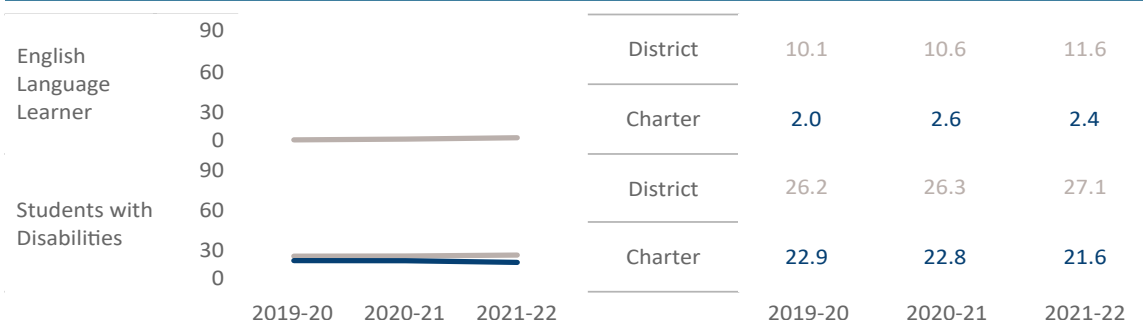


CHARTER SCHOOL BACKGROUND

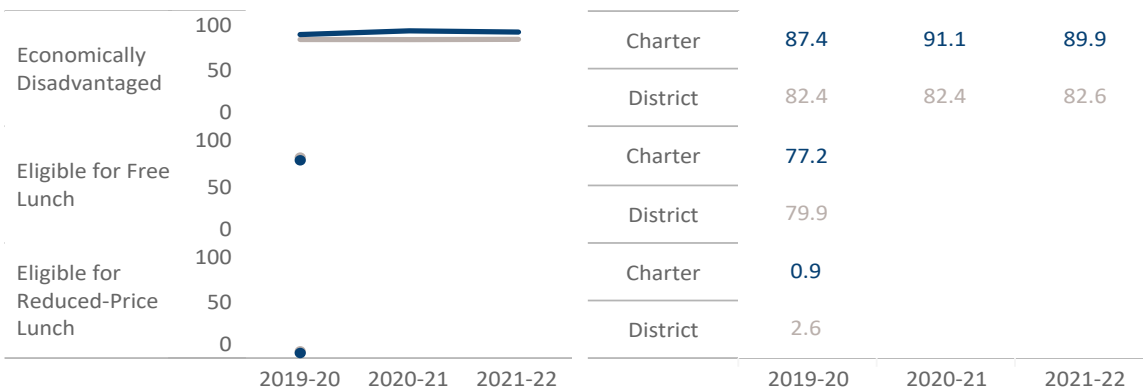
Harlem Village Academy East Charter School

Manhattan CSD 4

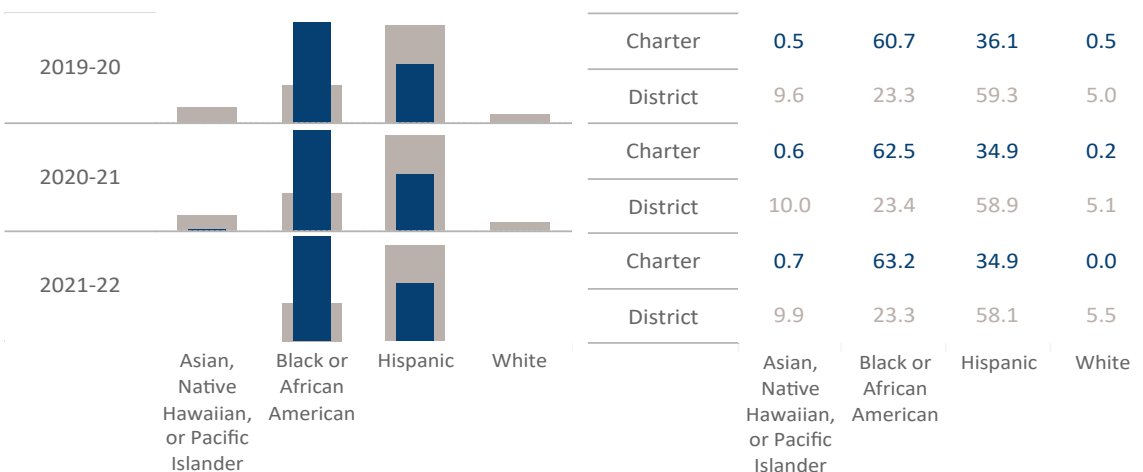
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



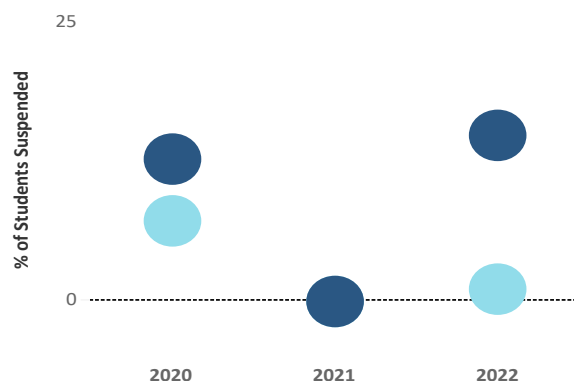
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

CHARTER SCHOOL BACKGROUND

Harlem Village Academy East Charter School



Manhattan CSD 4

	ISS Rate	OSS Rate
2020	7.2	12.7
2021	0.0	0.0
2022	1.1	14.8

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

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

		2020	2021	2022
2019-20	82.2			
2020-21	88.4	0	0	1
2021-22	81.5			

Harlem Village Academy East Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	87.3	78.2
	English language learners	11.7	6.2
	students with disabilities	21.6	19.9
retention	economically disadvantaged	92.2	82.8
	English language learners	92.7	83.3
	students with disabilities	91.9	82.3

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL

74 West 124th Street, New York, New York | Grades: K, 3-5 | Community School District 5
132 West 124th Street, New York, New York | Grades: 1-2 | Community School District 5
244 West 144th Street, New York, New York | Grades: 6-8 | Community School District 5
35 West 124th Street, New York, New York | Grades: 9-12 | Community School District 5

The SUNY Trustees approved the original charter for HVA West on June 25, 2002. The charter opened its doors in fall 2003, serving 76 students in 5th grade.

PROGRAM

HVA West implements the same program elements of all HVA Charter Schools. For more information on the educational program, please see the Benchmark Summary below.

HVA West demonstrates effective leadership with support from the network. With set targets for student achievement and consistent structures and procedures, the school continues to develop sustainable improvement in its academic program. HVA West has a strong leadership team and teachers benefit from effective coaching and feedback cycles. With support from the network and the Lavinia Group consultants, leaders fully support teachers with intellectual preparation, and the Institute observed high quality instruction across the school. HVA West teachers and leaders meet weekly with the HVA East and West 2 teams to ensure best practices across the network are maximized and the educational programs remain in alignment across schools.

CURRENT CHARTER

Serves: Kindergarten – 12th

*Chartered Enrollment:
915*

*Charter Expires on:
July 31, 2023*

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12th

*Chartered Enrollment:
764*

*Charter Expiration:
July 31, 2028*

CHARTER LEADERS

PRINCIPAL

Melissa Ortiz, K-2 (January 2021 to Present)

Kevin Tallat-Kelpsa, 3-5 (2021 to Present)

Christine Walkowicz, 6-8 (2018-19 to Present)

Yohana De Los Santos, 9-12 (2018-19 to Present)

Meg Lembo, K-5 (2016-16 to December 2020)

Nordia Hewitt, 6-8 (2016-17 to 2017-18)

Jason Epting, 6-8 (2011-12 to 2015-16)

Abe Correa, 9-12 (2016-17 to 2017-18)

Nathan Smith, 9-12 (2015-16)

CHARTER SCHOOL BACKGROUND

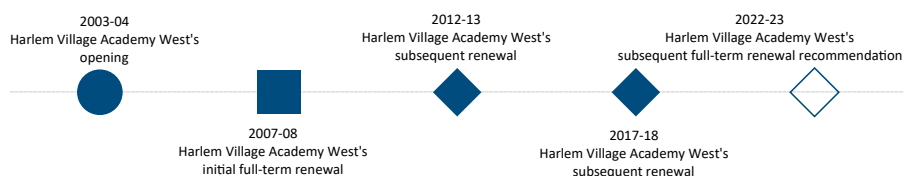
CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	911	831	91%	K-12
2019-20	902	819	91%	K-12
2020-21	909	816	90%	K-12
2021-22	914	747	82%	K-12
2022-23	915	615	67%	K-12

NOTEWORTHY

In preparation for the Math IB exam, HVA West is developing a pre-Kindergarten – 12th grade accelerated mathematics program. The goal is to prepare students to excel in and graduate from selective colleges with science, technology, engineering, and mathematics (“STEM”) degrees by providing advanced mathematics coursework, cognitively demanding instruction, and robust student support and enrichment.

TIMELINE OF CHARTER RENEWAL

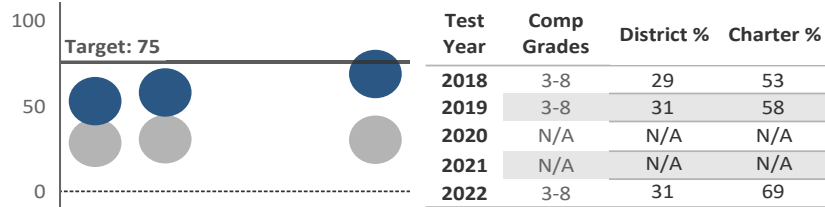


CHARTER SCHOOL BACKGROUND

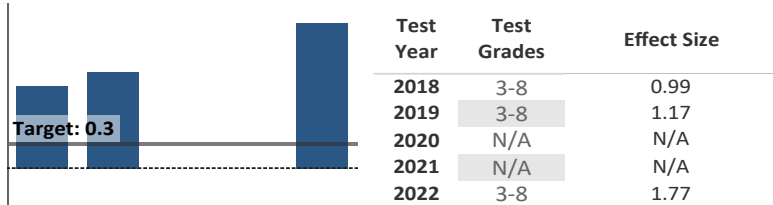
HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

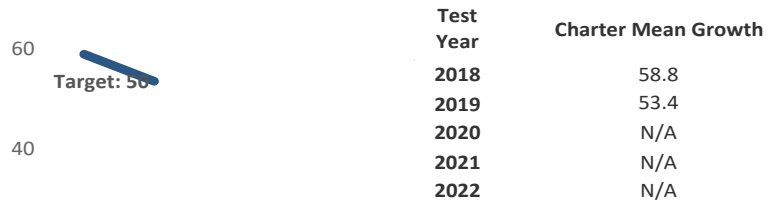
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

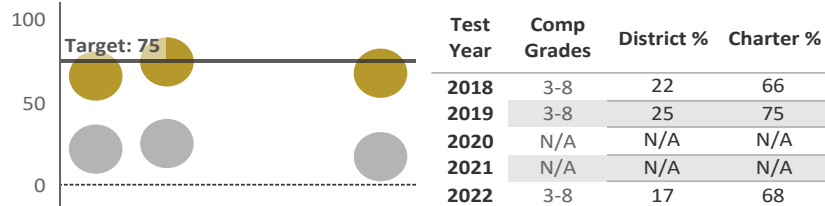


Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

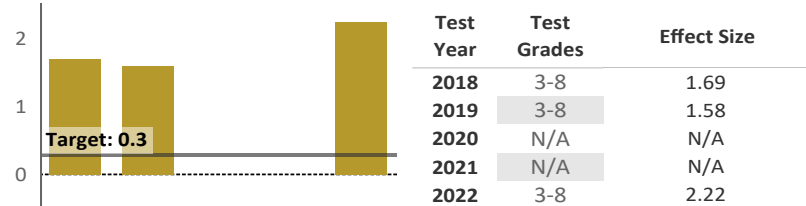


MATHEMATICS ACCOUNTABILITY PLAN GOAL

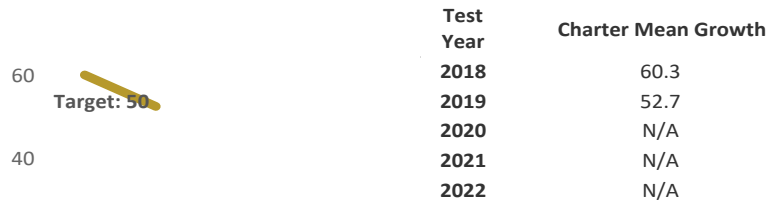
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

	100	Test Year	District %	Charter %
	Target: 75	2018	54	78
Science: Comparative Measure. The percentage of students at the charter in at least their second year performing at or above proficiency in science compared to the district.	50	2019	52	67
		2020	N/A	N/A
		2021	N/A	N/A
	0	2022	46	63

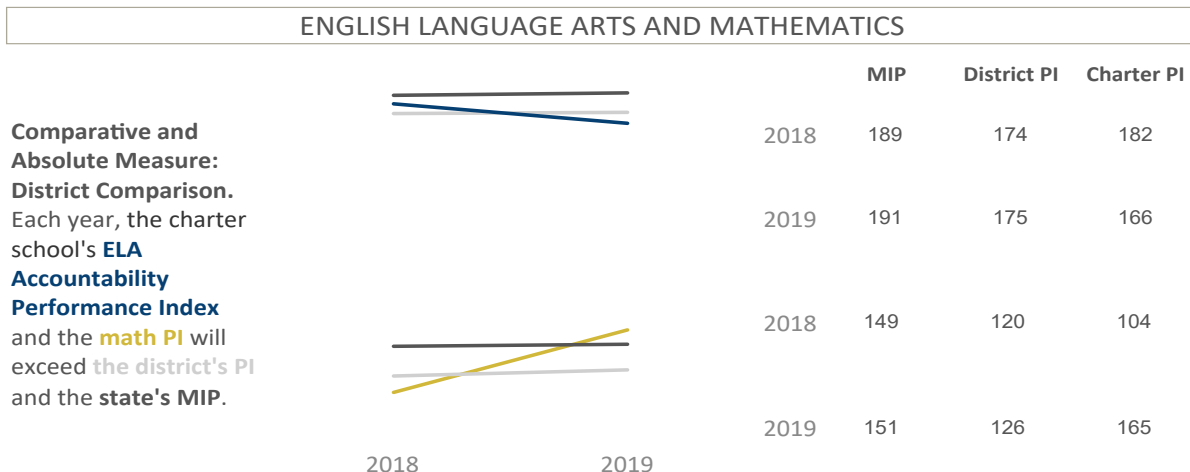
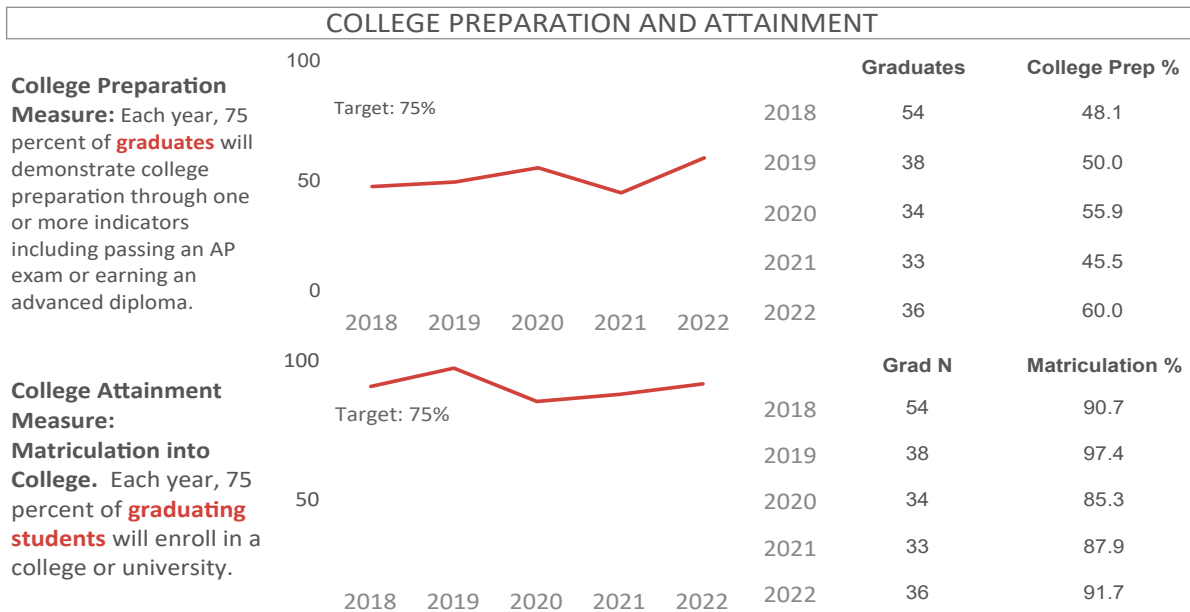
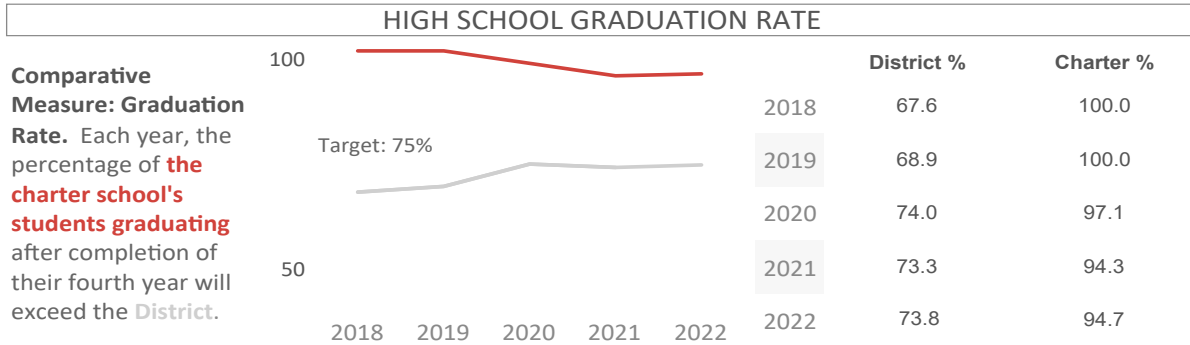
SPECIAL POPULATIONS PERFORMANCE*

	2018	2019	2022
Students with Disabilities Enrollment	202	173	170
Tested on State Exam	79	70	78
Charter Percent Proficient on ELA Exam	31.6	28.6	37.2
District Percent Proficient	12.1	14.1	13.3
ELL Enrollment	38	30	30
Tested on NYSESLAT Exam	34	29	23
Charter Percent 'Commanding' or Making Progress	23.5	0.0	39.1

* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

CHARTER SCHOOL BACKGROUND

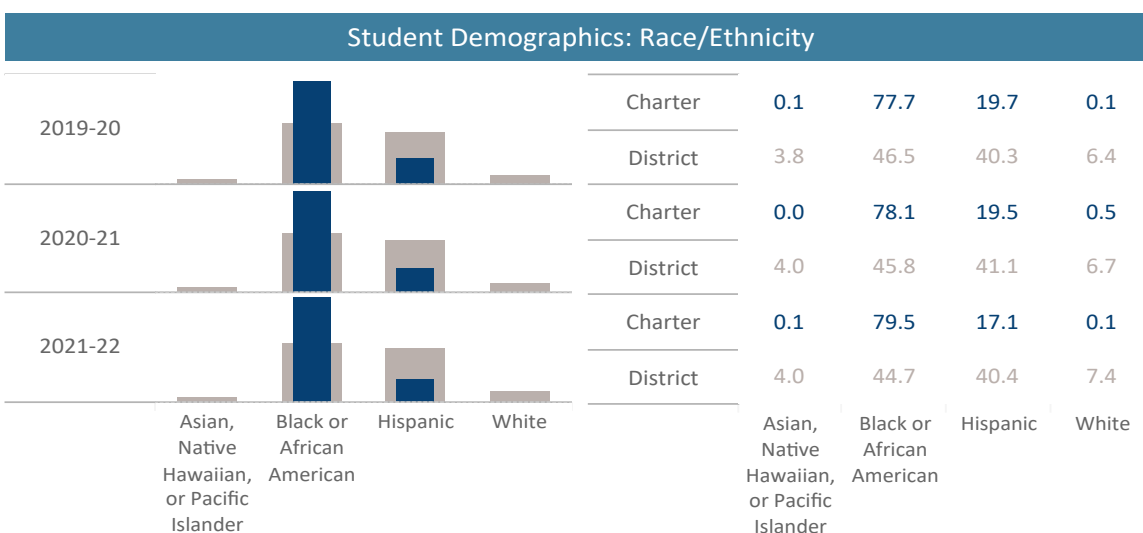
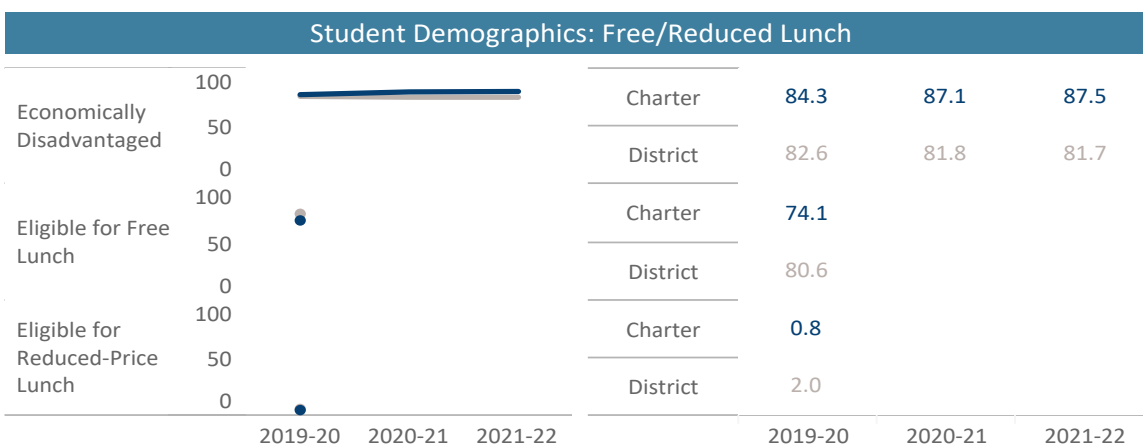
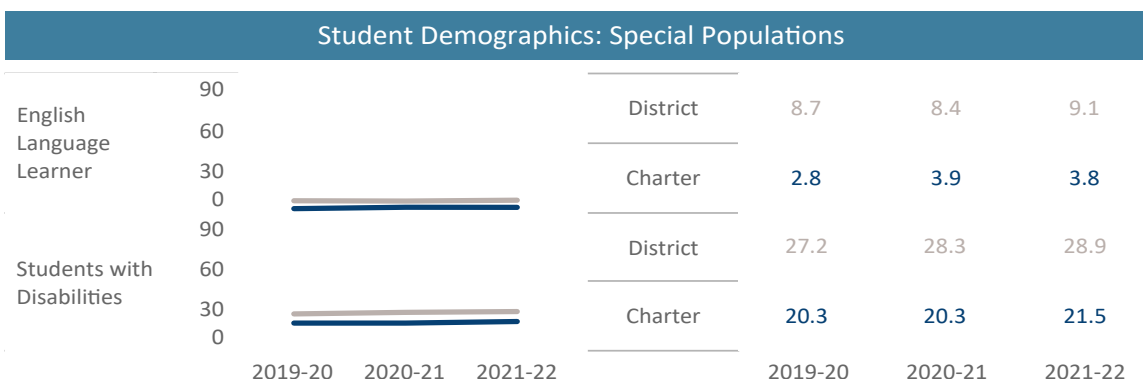
HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL



CHARTER SCHOOL BACKGROUND

Harlem Village Academy West Charter School

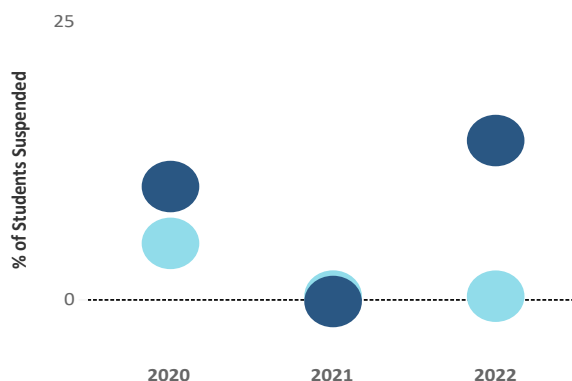
Manhattan CSD 5



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

CHARTER SCHOOL BACKGROUND

Harlem Village Academy West Charter School



Manhattan CSD 5

	ISS Rate	OSS Rate
2020	5.2	10.3
2021	0.5	0.0
2022	0.5	14.4

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

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

		2020	2021	2022
2019-20	81.5			
2020-21	88.3	0	0	0
2021-22	80.7			

Harlem Village Academy West Charter School's Enrollment and Retention Status: 2021-22

		Target	Charter
enrollment	economically disadvantaged	85.7	78.1
	English language learners	11.1	6.1
	students with disabilities	18.2	20.5
retention	economically disadvantaged	88.7	80.9
	English language learners	87.1	79.2
	students with disabilities	88.0	83.4

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.

CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL

74 West 124th Street, New York, New York | Grades: K, 3-4 | Community School District 5
132 West 124th Street, New York, New York | Grades: 1-2 | Community School District 5

The SUNY Trustees approved the original charter for HVA West 2 on June 6, 2018. The charter opened its doors in fall 2019, serving 100 students in Kindergarten and 1st grade.

PROGRAM

HVA West 2 implements the same program elements of all HVA Charter Schools. For more information on the educational program, please see the Benchmark Summary below.

HVA West 2, at the time of the renewal visit, incubates in the same sites as HVA West. The charter program delivers HVA Charter Schools' progressive education model. One content area that exemplifies HVA Charter Schools' progressive education model is the program's implementation of Cognitively Guided Instruction ("CGI"). During CGI, teachers present students with a word problem and allow students to use as many strategies to solve the problem. Then, teachers strategically select students to share responses and strategies and discuss in detail how each student arrived at an answer.

CURRENT CHARTER

Serves: Kindergarten – 5th

Chartered Enrollment:
250

Charter Expires on:
July 31, 2024

PROPOSED FUTURE CHARTER

Serves: Kindergarten – 12th

Chartered Enrollment:
295

Charter Expiration:
July 31, 2028

CHARTER LEADERS

PRINCIPAL

Melissa Ortiz, K-2 (January 2021 to Present)

Kevin Tallat-Kelpsa, 3-5 (2021 to Present)

Meg Lembo, K-5 (2016-16 to December 2020)

CHARTER SCHOOL BACKGROUND

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2018-19	Planning Year	N/A	N/A	N/A
2019-20	100	109	109%	K-1
2020-21	150	134	89%	K-2
2021-22	200	161	81%	K-3
2022-23	250	204	82%	K-4

NOTEWORTHY

The HVA West 2 elementary grades prioritize family engagement and providing opportunities for families to participate in school events during the 2022-23 school year. At the time of the visit, the school had already hosted several opportunities for family engagement such as back to school night, coffee and conversations with school leaders, and a Saturday night out at a Brooklyn farm with over 70 families in attendance.

TIMELINE OF CHARTER RENEWAL

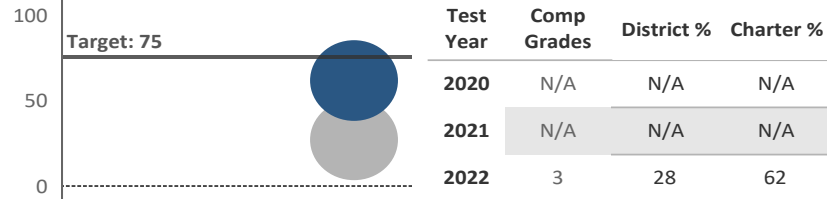


CHARTER SCHOOL BACKGROUND

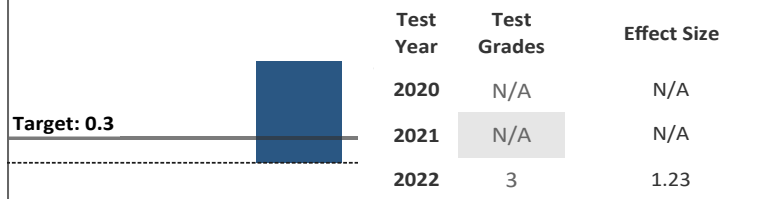
HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL

ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL

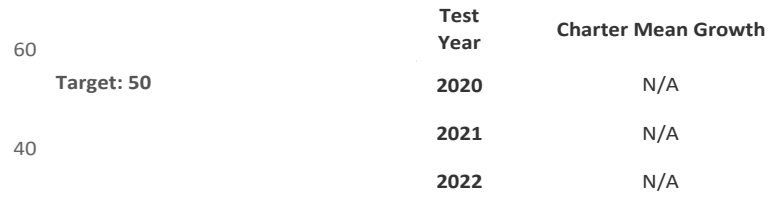
District Comparison. The percentage of students at **the charter** performing at or above proficiency in ELA compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **ELA** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

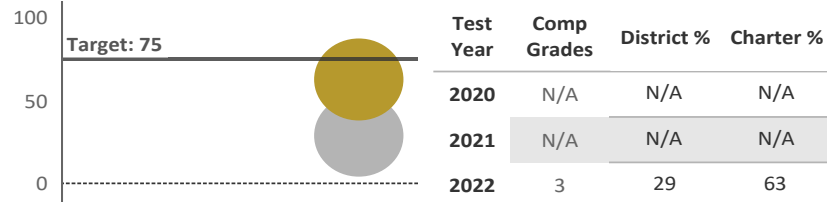


Comparative Growth Measure: Mean Growth Percentile. The charter's unadjusted mean growth percentile for all students in grades 4-8 will be above target of 50 in **ELA**.

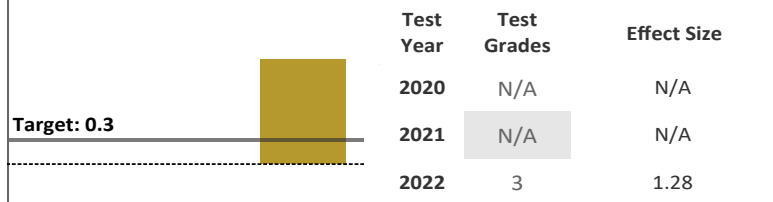


MATHEMATICS ACCOUNTABILITY PLAN GOAL

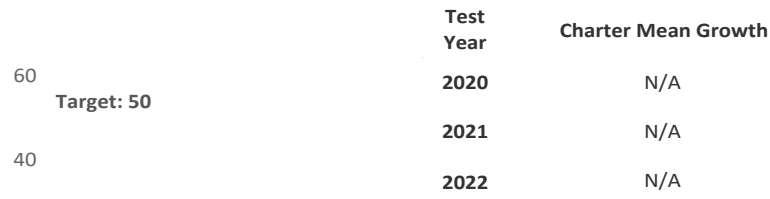
District Comparison. The percentage of students at **the charter** performing at or above proficiency in mathematics compared to the district.



Effect Size. The chart shows charter's effect size above its predicted level of performance in **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



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



CHARTER SCHOOL BACKGROUND

HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL

SCIENCE ACCOUNTABILITY PLAN GOAL

Science: Comparative Measure.

The percentage of students at **the charter** in at least their second year performing at or above proficiency in science compared to **the district**.

NA

SPECIAL POPULATIONS PERFORMANCE*

	2022
Students with Disabilities Enrollment	35
Tested on State Exam	7
Charter Percent Proficient on ELA Exam	28.6
District Percent Proficient	10.4
ELL Enrollment	14
Tested on NYSESLAT Exam	13
Charter Percent 'Commanding' or Making Progress	15.4

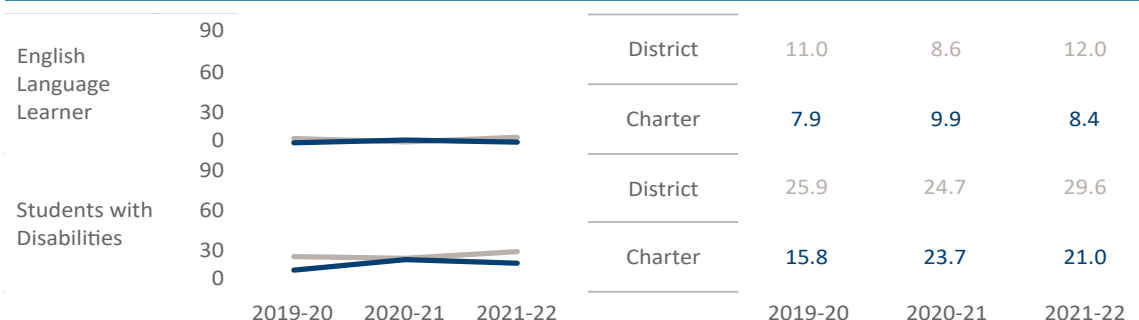
* The academic outcome data about the performance of students receiving special education services and English language learners ("ELLs") above is not tied to separate goals in the charter school's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding. In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students and indicates this with an "s".

CHARTER SCHOOL BACKGROUND

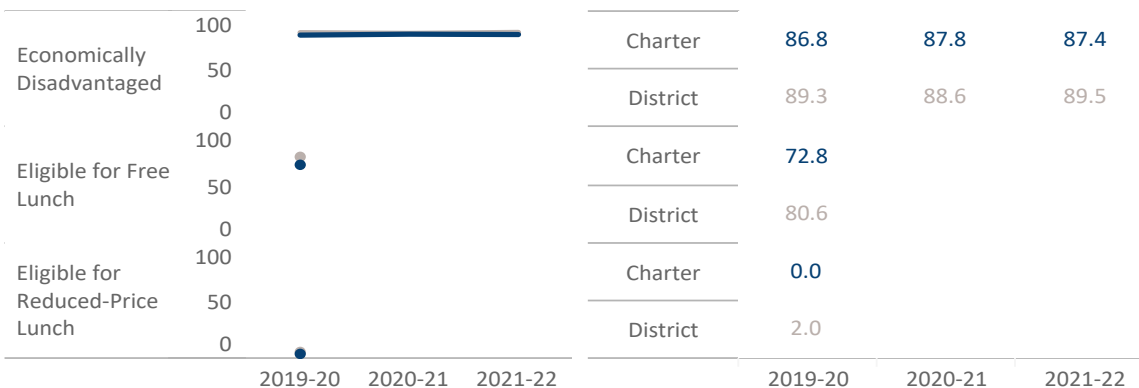
Harlem Village Academy West 2 Charter School

Manhattan CSD 5

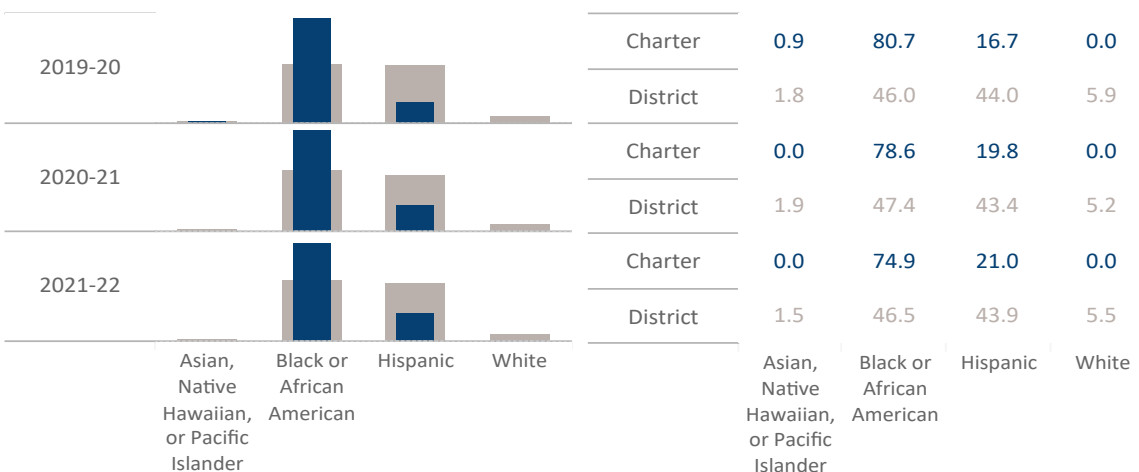
Student Demographics: Special Populations



Student Demographics: Free/Reduced Lunch



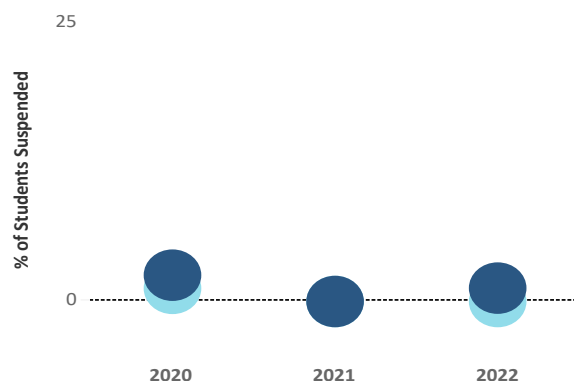
Student Demographics: Race/Ethnicity



* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

CHARTER SCHOOL BACKGROUND

Harlem Village Academy West 2 Charter School



Manhattan CSD 5

ISS Rate OSS Rate

2020	1.2	2.4
2021	0.0	0.0
2022	0.0	1.2

Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by NYCDOE: the total number of students receiving an in school or out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

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

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

		2020	2021	2022
2020-21	78.8	0	0	0
2021-22	77.1			

Harlem Village Academy West 2 Charter School's Enrollment and Retention Status: 2021-22

			Target	Charter
enrollment	economically disadvantaged	<div><div></div></div>	92.4	76.6
	English language learners	<div><div></div></div>	14.7	9.0
	students with disabilities	<div><div></div></div>	20.4	19.8
retention	economically disadvantaged	<div><div></div></div>	88.8	77.5
	English language learners	<div><div></div></div>	89.2	100.0
	students with disabilities	<div><div></div></div>	89.0	77.8

* Data reported in these charts reflect information reported by the education corporation and validated by the Institute.



DP

DATA PRESENTATION

PAGES: 30-44

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

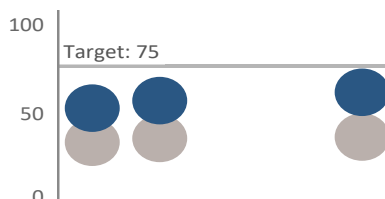
ACADEMIC PERFORMANCE

HVA CHARTER SCHOOLS

AGGREGATE ELA AND MATHEMATICS PERFORMANCE FOR ALL CHARTERS

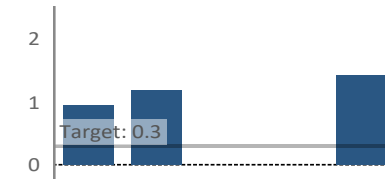
Harlem Village Academy EDUCATION CORPORATION AGGREGATE ENGLISH LANGUAGE ARTS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	35	53
2019	37	57
2020	N/A	N/A
2021	N/A	N/A
2022	37	62

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	0.95
2019	1.17
2020	N/A
2021	N/A
2022	1.42

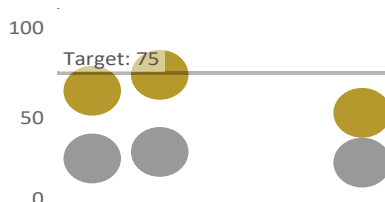
Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.



Test Year	Ed. Corp. Mean Growth Percentile
2018	59.3
2019	53.8
2020	N/A
2021	N/A
2022	N/A

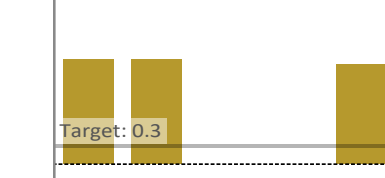
EDUCATION CORPORATION AGGREGATE MATHEMATICS PERFORMANCE

Composite District Comparison.* The chart shows the percentage of students enrolled in at least their second year at **the education corporation's charters** performing at or above proficiency in comparison to that of students in the same tested grades in those charters' local districts.



Test Year	Districts %	Ed.Corp. %
2018	28	65
2019	31	74
2020	N/A	N/A
2021	N/A	N/A
2022	25	53

Effect Size. Charters are expected to exceed the predicted level of performance by an effect size of 0.3 or above. The chart shows a weighted average effect size for **all education corporation charters** administering state exams.



Test Year	Ed. Corp. Weighted Effect Size
2018	1.59
2019	1.58
2020	N/A
2021	N/A
2022	1.50

Mean Growth Percentile. The chart shows the unadjusted mean growth percentile for all students in grades 4-8 among **all education corporation charters**.

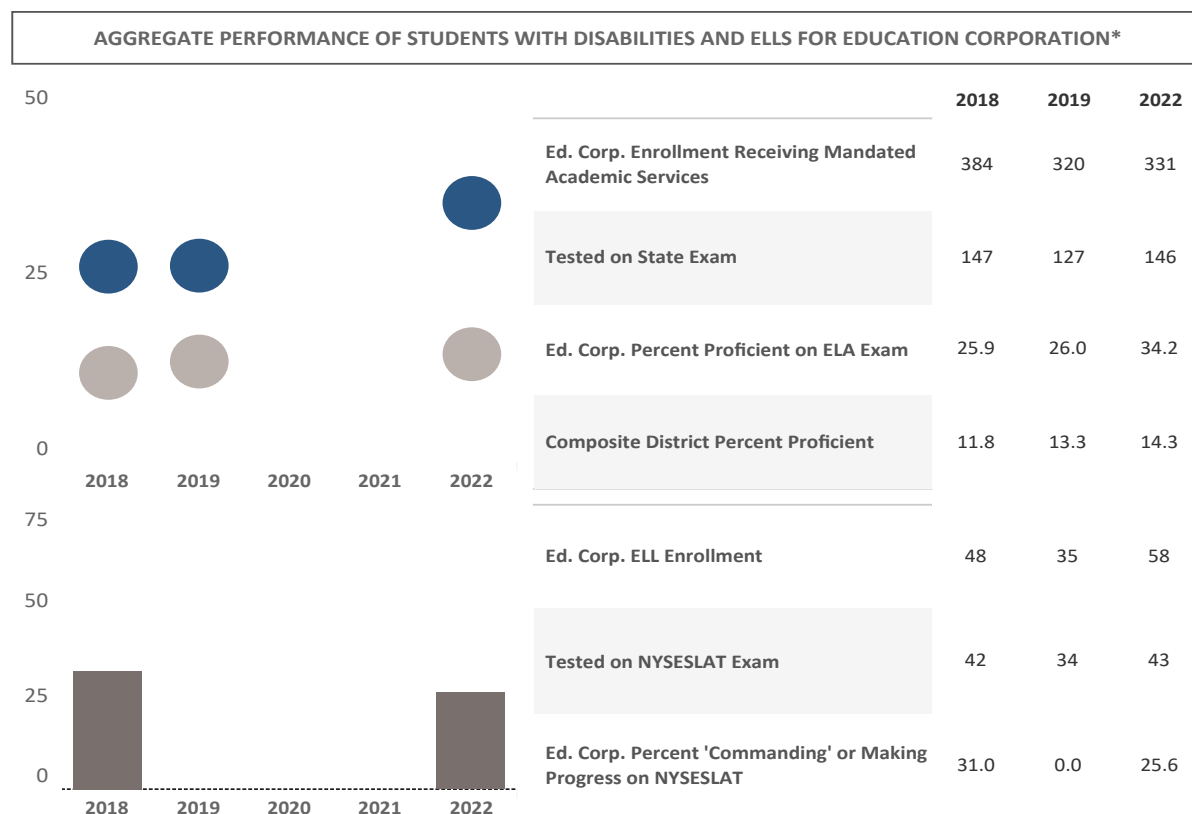
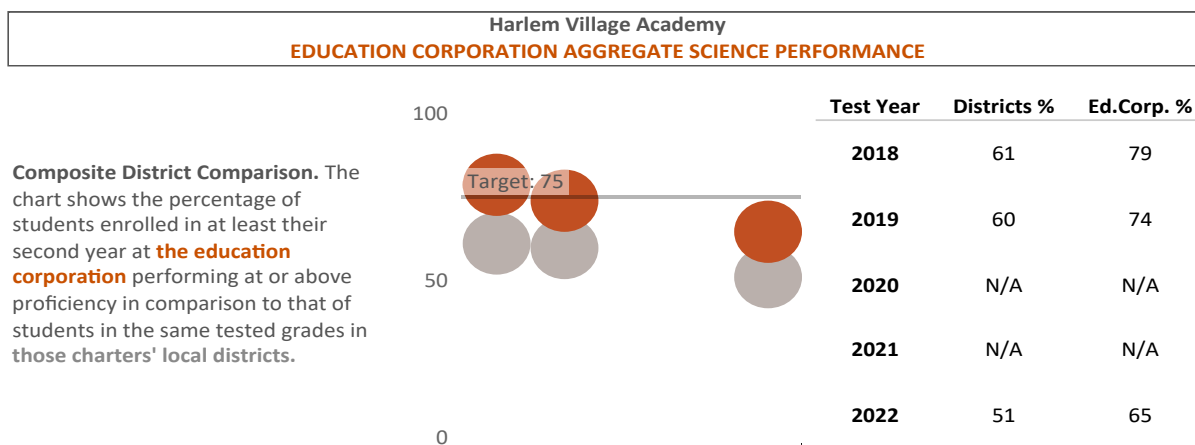


Test Year	Ed. Corp. Mean Growth Percentile
2018	62.2
2019	55.3
2020	N/A
2021	N/A
2022	N/A

* The composite district comparison is a weighted proficiency rate including all comparison grades from Districts/New York City Community School Districts ("CSDs") in which a charter in the education corporation is located. The data reflect results for all charters in the education corporation that have produced New York State exam results.

ACADEMIC PERFORMANCE

HVA CHARTER SCHOOLS AGGREGATE SCIENCE PERFORMANCE FOR ALL CHARTERS



*The academic outcome data about the performance of students receiving special education services and ELLs above is not tied to separate goals in a charter's formal Accountability Plan. The NYSESLAT, the New York State English as a Second Language Achievement Test, is a standardized state exam. "Making Progress" is defined as moving up at least one level of proficiency. Student scores fall into five categories/proficiency levels: Entering; Emerging; Transitioning; Expanding; and, Commanding.

ACADEMIC PERFORMANCE



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

HVA East, HVA West, and HVA West 2 are each an academic success, and the three charters met or came close to meeting their Accountability Plan goals over the charter term. Notably, all three charters exceeded all comparative and growth targets in ELA and mathematics in every year with available, credible data. The charters also met their science and Every Student Succeeds Act (“ESSA”) goals.

HVA East and HVA West met the graduation goal over the charter term and came close to meeting the college preparation goal. From 2017-18 through 2021-22, the charters posted four year graduation rates that surpassed the absolute target and the district comparison each year. Notably, HVA West outperformed the district by at least 21 percentage points in each year with available comparative data. Both charters posted high matriculation rates over the charter term. In every year, the charters matriculated graduates into two and four year college programs at rates that exceeded the target of 75% by at least nine percentage points.

HVA East and HVA West also posted a consistent record of high achievement in ELA and mathematics over the charter term. The charters’ students enrolled in at least their second year posted proficiency rates that exceeded the district in both subjects during every year with data suitable for analysis. Both charters posted effect sizes that exceeded the target of 0.3 over the term. This level of performance indicates that the charters performed higher than expected to a large degree in comparison to schools across the state enrolling similar percentages of economically disadvantaged students. The charters also posted ELA and mathematics mean growth percentiles that exceeded the target of 50 in each year with available data.

HVA West 2 first enrolled students in testing grades in 2021-22 and met its ELA and mathematics goals. That year, the charter’s students enrolled in at least their second year posted proficiency rates of 62% in ELA and 63% in mathematics. The charter outperformed the district by 34 percentage points in both subjects. In comparison to demographically similar schools across the state, HVA West 2 performed higher than expected to a large degree in both subjects.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

HVA Charter Schools administer valid and reliable assessments aligned with the charters' curricula and state performance standards, and staff members use assessment data to improve the effectiveness of the program. The charters administer the Fountas & Pinnell Benchmark Assessment System ("F&P") for reading four times annually, and internally developed internal assessments ("IAs") three times annually to collect information on student performance in ELA, mathematics, science, and history. At the time of the Institute's visit in the fall of 2022, leaders and teachers indicated that initial results from IAs administered in fall 2022 displayed strong gains in ELA and mathematics. Teachers, with the support of instructional leaders and content teams, also develop and deliver subject-specific unit assessments to assess student proficiency. Regular assessment delivery allows teachers and leaders to review information about student understanding at multiple points throughout the year and adjust instruction as needed.

During summer institute, the network's summer professional development program, leaders and teachers from across the network gather to norm high-quality student work and codify scoring procedures. Teachers also meet during weekly professional learning ("PL") and co-planning meetings to corroborate expected rigor and assessment scoring. The Lavinia Group consultants support principals and teachers in streamlining assessment systems and analysis tools that support expanding each charters' internal capacity to use assessment data to improve instruction. For example, with the Lavinia Group's support, HVA Charter Schools' instructional staff members prioritized improving the quality of student writing, and teachers use PL time to analyze student work against newly developed, network-wide rubrics for writing. As a result of developing systems around assessment scoring and analysis, teachers across the network have a shared understanding of high quality student work that meets the rigor of state standards.

HVA Charter Schools use Illuminate and PowerSchool to store student assessment results and generate reports that are shared with teachers, school leaders, and board members. Principals from all charters meet regularly to review assessment results and modify the educational program to address emergent needs. School leaders use assessment results to support professional development and coaching strategies and identify teachers in need of additional support. Teachers use assessment results to inform small group instruction and identify students for targeted support within lessons or additional interventions. Through regular coaching meetings, leaders hold teachers accountable for using assessment data in lesson planning and delivery, which allows teachers to address misunderstandings before the end of the lesson.

ACADEMIC PERFORMANCE

CURRICULUM

HVA Charter Schools provides a standards aligned curriculum grounded in deeper learning, inquiry, and authentic assessment. The network implements the Lavinia Group's Insight to Humanities ELA curriculum for Kindergarten – 5th grade. HVA Charter Schools' middle school programs began piloting the curriculum in the 2022-23 school year. To support early readers, the charters use Success for All phonics program. For guided reading groups, teachers create individualized learning plans and reading comprehension questions for students. At the elementary level, grade teams meet with the Lavinia Group coaches to unpack ELA and mathematics curricula, review the network created scope and sequence documents, and discuss unit launches and big concepts therein.

HVA Charter Schools internally develop units of study for mathematics based on resources and materials from various curricula such as Eureka, Contexts for Learning, and TERC Investigations. In elementary mathematics, the HVA network developed its scope and sequence and unit plan documents while pulling from a variety of resources to build out the curriculum. The network provides Kindergarten – 8th grade teachers with presentation slides, lesson plans, problem solving activities, and exit tickets. Teachers also meet on a weekly basis to prepare for mathematics workshops and problem solving time with students. The charters use Dreambox supplemental materials to support mathematics intervention blocks. HVA middle school programs use the Illustrative Mathematics curriculum, and leaders have recently revised 6th grade mathematics to include an accelerated program, Algebra I for All.

At the high school level, HVA Charter Schools' teachers and instructional leaders develop curricular materials using IB and NY state standards as a guide. Teachers and charter leaders receive support from Lavinia Group and IB consultants when designing 9th and 10th grade curricula to vertically align to IB expectations in 11th grade. To expand the reach of its curriculum, HVA Charter Schools recently reconfigured its IB honors coursework into an IB for All program in 11th and 12th grade.

The Institute observed evidence of HVA Charter Schools' efforts to develop and deliver rigorous standards and aligned curricular materials across classrooms. Across the charters, students engage in units of study centered around higher order thinking questions, and teachers plan lessons that include meaningful, complex discourse within each content area. Students regularly work through demanding text, cite evidence, and build arguments.

PEDAGOGY

Instruction across HVA Charter Schools' classrooms is rigorous and aligned to state and IB standards. The education corporation's pedagogical model is based on the principles of student centered learning, using the concepts of intrinsic motivation and student led learning cycles to drive this effort. For example, to encourage student investment in learning, teachers support students as they define learning goals and monitor progress toward the goals. Students engage in self-assessment and reflection each week during advisory to devise new strategies for meeting goals as needed.

ACADEMIC PERFORMANCE

Prior to lesson delivery, HVA Charter Schools requires teachers to engage in a significant amount of intellectual preparation, and leaders provide the opportunity to do so in a collaborative setting. Teachers across school sites regularly meet for PL to discuss performance trends and student misconceptions across grade bands and to adjust instruction accordingly.

To gauge the success of instruction, teachers analyze the quality of student writing, speaking, and problem solving using a variety of authentic assessment methods. In Kindergarten – 12th grade, teachers use conferencing to carefully observe students working while asking purposeful questions to determine depth of student understanding. Seminar coursework engages students in the close reading of great works of literature and important documents while inciting them to analyze literary significance and provide evidence-based answers to open ended questions. To demonstrate proficiency in writing, students submit portfolio assessments. As a result of significant planning and intellectual preparation, lessons across the network align with standards, and teachers regularly deliver purposeful lessons with opportunities to check for student understanding. In the coming charter term, if renewed, HVA Charter Schools can continue to build on the benefits of systems to support teacher intellectual preparation and planning to deliver rigorous lessons that encourage even more higher order thinking across all classrooms.

Across HVA Charter Schools' charters, most classrooms display strong classroom management such as efficient transitions, maximized learning time, and warm rapport between student and teacher. Teacher training related to classroom culture begins with summer institute where experienced teachers model classroom management and instructional techniques. Teachers also learn strategies pertaining to culturally responsive behavior management and language such as conferring and giving students the opportunity to take short breaks. Teachers consistently establish classroom environments focused on academic excellence, and students demonstrate high levels of engagement and excitement for learning.

INSTRUCTIONAL LEADERSHIP

HVA Charter Schools has strong instructional leadership at both the network level and also at each of the charters. The instructional leadership team at the elementary and middle school grades is led by the network executive director and buttressed by consultants from the Lavinia Group serving in an interim capacity as assistant superintendent and network directors for mathematics, ELA, data, and special education. The network has a two-year transitional plan where network leaders identify, cultivate, and develop current staff members with the potential to serve in future instructional leadership roles. At the time of the Institute's visit, Village Academies and the Lavinia Group identified the staff member who will serve as the lead of special education. The network plans to identify these internal team members in year one of the Lavinia contract and to focus year two on supporting the new leaders toward long term sustainability of the leadership capacity at the network level.

At the charter level, to ensure effective instructional leadership support, each charter has a differentiated number of Lavinia Group coaches working alongside the principal and the instructional and culture directors based on each program's needs. Instructional leaders hold teachers and students to ambitious goals of 95% of students achieving mastery in both mathematics and ELA. Instructional leaders provide sustained, systemic,

ACADEMIC PERFORMANCE

and effective coaching and supervision that improves teachers' instructional effectiveness. Instructional leaders routinely leverage student achievement data to support teachers in identifying what to reteach, how to set up groups in classrooms, and how to target interventions. Instructional leaders lead PL activities and focus on responding to assessment data. Classroom visits result in teachers receiving feedback in the moment followed by written summaries via email. Similarly, Lavinia Group coaches send a weekly email summary to school leaders that highlights the status of key initiatives, outcomes of teacher coaching, and PL topics. In the absence of a teacher evaluation rubric, these emails are sent to teachers to outline next steps in developing their practice and to school leaders from the Lavinia Group consultants to ensure alignment in support toward achieving the academic goals of the schools.

At the high school program, the network executive director temporarily serves as superintendent directly supporting the principal and two instructional leaders. All high school students pursue an IB diploma and teachers are supported in building their capacity to teach IB courses and support students in their development of skills to match IB standards. The leadership team effectively divides teachers across the team to provide coaching, development, and feedback to improve teachers' instructional effectiveness. PL is focused on reviewing student achievement, culture, and attendance data to identify practices that will work to improve outcomes. Based on data, teachers attempt new strategies to support students toward mastery and then continue the cycle of identifying areas where students struggle, developing intervention options, and monitoring progress to mastery. Instructional leaders share expectations for lesson planning and delivery with teachers then regularly observe instruction to vet fidelity in implementation. In the absence of a teacher evaluation tool, these lesson expectations are the core of the feedback that teachers receive as well as subsequent coaching for identified pedagogical weaknesses.

AT RISK PROGRAM

HVA Charter Schools uses clear procedures for identifying at-risk students including students with disabilities, English Language Learners ("ELLs") and those struggling academically.

Each charter uses a tiered Response to Intervention ("RTI") system to identify students in need of interventions and implements additional support as necessary. The charters deliver support through classroom targeted interventions, push-in and pull-out services, and other related services with a team of integrated co-teaching ("ICT") instructors, special education teacher support services ("SETSS") teachers, and related service providers as needed. Special education coordinators at each program side and the network director of special education support ICT and SETSS teachers. ICT and SETSS teachers meet regularly, either in co-planning time or in weekly meetings with school leadership, to monitor the progress of at-risk students. If students do not make adequate progress, the charters modify services to provide additional support as needed. If a student does not make progress with tier 1 and tier 2 interventions, the charters work with district committees on special education ("CSE") and families to evaluate the student for an Individualized Education Program ("IEP").

The charters track assessment results for different subgroups of students. Based on assessment results from the 2021-22 school year, network leaders identify the special education program as an area of improvement in the work with the Lavinia Group consultants and work with the consulting firm to improve systems and

ACADEMIC PERFORMANCE

interventions to meet the needs of students with disabilities, ELLs, and students at risk of academic failure. Specifically, the director of special education and a representative consultant from the Lavinia Group completed an inventory of systems and procedures to support students with disabilities in place at each program and then created streamlined systems for identification, RTI, special education referral, and progress monitoring based on best practices from across the network. At the time of the Institute's visit, HVA Charter Schools was finalizing updated systems and in the initial stages of network-wide implementation. Newly streamlined systems and procedures support teachers in adequately monitoring the progress and success of at-risk students.

General education teachers are aware of students' IEP goals and support at-risk providers in tracking students' progress toward meeting IEP goals. HVA Charter Schools recognize that the special education program needs to improve to offer a fully effective program. Charters and the network had yet to provide training and professional development on differentiation strategies and ICT models to instructional staff. However, the network director of special education and the Lavinia Group coach assigned to support the special education program identified ongoing professional development on differentiation and co-teaching strategies as a focus for upcoming PL to support general education and special education teachers in successfully planning for and implementing interventions that improve student learning.

Each charter administers the New York State Identification Test for English Language Learners ("NYSITELL") to students whose families indicate a language other than English is spoken at home upon enrollment to identify students in need of ELL program services. HVA Charter Schools provides limited ELL programming to students other than interventions provided within the general education classroom. For students that speak a language other than English, the charters provide Lexia accounts to improve English language acquisition. Based on a review of documents submitted as part of the charters' application for renewal and interviews conducted during the visit, the network's approach to supporting ELLs is inconsistent across charters. The network identifies this as an area of growth and recognizes the need to provide more consistent training to all sites on the organization's approach to tracking the academic performance of ELL students in a manner that supports overall student proficiency.

ORGANIZATIONAL CAPACITY

HVA Charter Schools have clear operational procedures and an organizational structure that supports the delivery of the academic program at each charter. Reporting structures integrate and clarify the temporary support role that Lavinia Group consultants play in supporting the leaders and staff members at both the charters and network. The faculty guide, HVA Charter Schools' internal training manual, is instrumental in clarifying expectations for key aspects of the culture of the schools. The progressive classroom culture expectations are outlined in the faculty guide and all staff members receive explicit training on how to implement the discipline model consistently and in a way that encourages students to take ownership of their own learning. Classroom environments demonstrate evidence that teachers are employing the progressive classroom culture expectations and receiving support from leaders at both the network and charter levels. Leaders, teachers, and support staff members shared that the network has an intentional focus on supporting students with social and emotional needs as they transition back to full days of school after the hybrid learning at the height of the pandemic.

ACADEMIC PERFORMANCE

School operations are strong on all campuses and there is a clear system for staff members to receive the resources needed to deliver the educational program. The operations team codifies operational systems and uses a network-wide tool used to analyze each system, identify areas that need support, and plan improvements. Operational leaders effectively ensure that the network maintains adequate student enrollment and the network has procedures in place to monitor progress toward meeting enrollment and retention targets for students in special populations. Given that the network only backfills in Kindergarten – 4th grade, middle and high school leaders create opportunities to collaborate with elementary leaders in feeder grades so that parents and students are aware of the option to continue with HVA Charter Schools through 12th grade. The network has built out a college readiness and an alumni support team that prepares students and parents with what students need to know and do in order to enroll in college, persist through college, and find success in their post-secondary endeavors. The network team maintains contact with alumni, conducts meetings, provides resources, and guides alumni toward the next steps to, through, and after college.

BOARD OVERSIGHT & GOVERNANCE

The two HVA Charter Schools' boards serve the HVA East Schools education corporation and HVA West Schools with the same members. The board works effectively to achieve the charters' Accountability Plan goals. The board is comprised of members with diverse backgrounds and areas of expertise including Kindergarten – 12th grade education, higher education, law, finance, and real estate development experience. The founding and current executive director of Village Academies is also on the board.

The boards effectively govern the charters through the charter term and thoughtfully balance its organizational priorities and long term goals while adjusting, when necessary, to support students, families, and staff members with additional challenges presented by the pandemic. During the charter term, the board oversaw the launch of three programmatic extensions to the charters' educational program, which include Montessori pre-Kindergarten, accelerated mathematics programming, and transitioning the IB program from an honors option to IB for All in the high school grades.

The board receives robust academic and non-academic information that it reviews regularly to inform the decision making process. The board relies heavily on the network executive director and chief financial officer to distill this information for its review and ultimately monitors the charters' academic results and the progress toward meeting the Accountability Plan goals using regular formal and informal reporting from network leaders.

Historically, the board has not conducted self-evaluations or formal evaluations for the network. At the time of the visit, the board had developed an evaluation tool for the executive director and intended to use the information it collected to serve as baseline data for future performance evaluations. Similarly, the board has not had a formal agreement in place with the network's board. At the time of the Institute's visit, a memorandum of understanding ("MOU") had been established and approved by the education corporations' board. The network board had not yet approved the MOU but the charters' board expected it to be fully executed within the 2022-23 school year.

COMPLIANCE REPORTING



HAS EACH CHARTER DUE FOR RENEWAL SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation, and each charter under renewal review, substantially complies with applicable laws, rules and regulations, and provisions of its charter. During the current charter term, the education corporation, and each charter under renewal review, demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

HVA CHARTER SCHOOLS

Admissions Policy

HVA Charter Schools' admissions policies for each charter must clarify the students of employees preference is limited to 15% of the student population in accordance with the Act. The Institute is working with the education corporation to ensure a more comprehensive policy is adopted.

Annual Report

The education corporations submitted its annual reports for HVA East, HVA West, and HVA West 2 to the Institute and NYSED on time but has not posted the most recent report to its website as required under the Act. The education corporations also did not incorporate the annual audit into charters' website postings in accordance with the charters and the Act. The Institute will ensure the education corporations posts its most recent annual reports with audits prior to the start of the next charter term.

Conflict of Interest

The education corporations' conflict of interest policies for HVA East, HVA West, and HVA West 2 is missing several required components. The Institute is working with the education corporations to ensure a more comprehensive policy is adopted.

FOIL

At the time of the renewal submission, the education corporations did not have a fulsome Freedom of Information Law ("FOIL") subject matter list with link to the Committee on Open Government available on its website for HVA East, HVA West, and HVA West 2. The Institute will work with the education corporations to update the policy prior to the next charter term.

Teacher Certification

The Act allows charters to hire up to 15 uncertified lead teachers contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

COMPLIANCE REPORTING

At the time of the visit, HVA East employed 27 uncertified lead teachers with six not meeting the appropriate qualifications under the Act.

HVA West employed 41 uncertified lead teachers with four not meeting the appropriate qualifications under the Act.

HVA West 2 was within the allowable limit and all uncertified teachers met the appropriate qualifications under the Act.

HVA Charter Schools partners with the New York City Charter Center to assist in tracking individual pathways to certification and is looking to engage a university partner to restart its Progressive Education Institute, which is Village Academies' state approved teacher certification and Masters degree awarding institution. During COVID-19, Village Academies paused its programming.

COMMUNITY SATISFACTION

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

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	TRUST	STRONG FAMILY & COMMUNITY TIES
7%	90%	92%	92%	87%

Parent Survey Data

The Institute compiled data from the NYCDOE's annual family survey from the 2021-22 school year for each charter under renewal review. In 2021-22, across the three charters, 7% of families who received the survey responded. Of the families who responded, 90% expressed satisfaction with the charters.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs. As a part of the renewal process, the Institute meets with families to discuss their satisfaction with the educational program. During the renewal visit, the Institute met with 27 representative families from all three charters. These family members spoke highly of teachers and the educational program at HVA Charter Schools noting that staff members are committed to communicating with parents and families at least every two weeks. Parents and families expressed universal satisfaction with HVA Charter Schools' pleasure reading program and note that students demonstrate true joy and excitement for reading. Families shared teachers and leaders are responsive to student needs. When asked how the network could improve the educational program, families shared a desire for more in-person engagement events, as well as additional college and career preparation programs including access to extracurricular programs and experiences students could list on college applications.

Public Comments

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

The NYCDOE held its required hearing about HVA East's, HVA West's, and HVA West 2's renewal on December 6, 2022 by joint videoconference. HVA Charter Schools' leaders spoke about the organization's 20 year history in the community, its new pre-Kindergarten program, and the opportunity to offer a Montessori program

COMMUNITY SATISFACTION

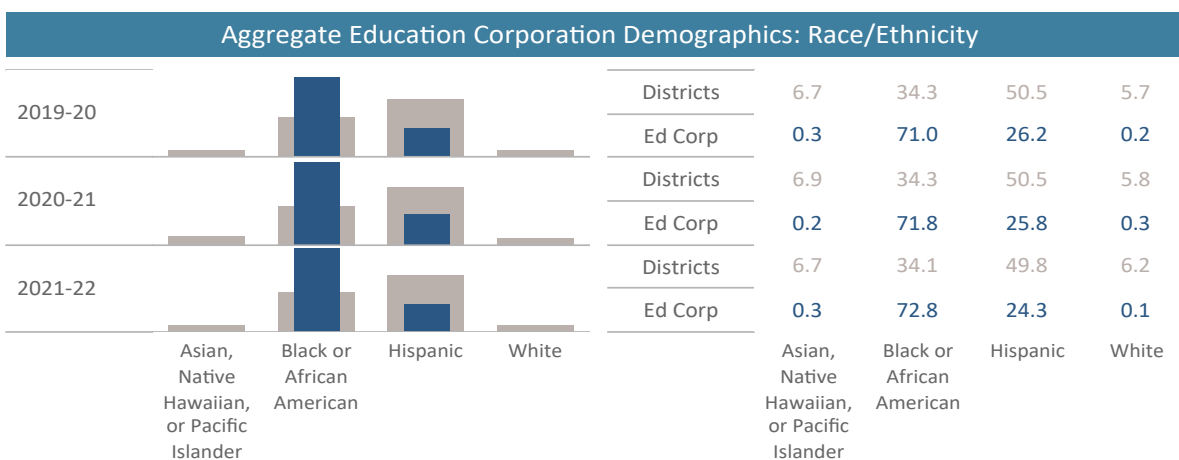
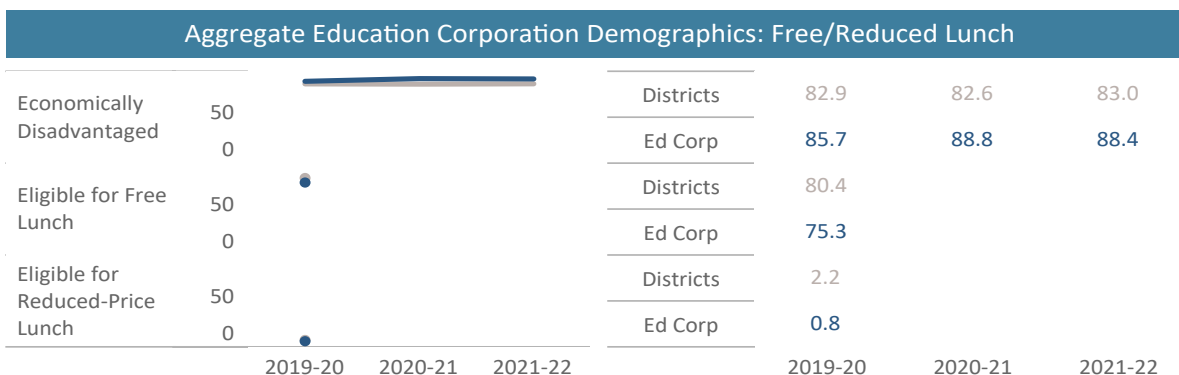
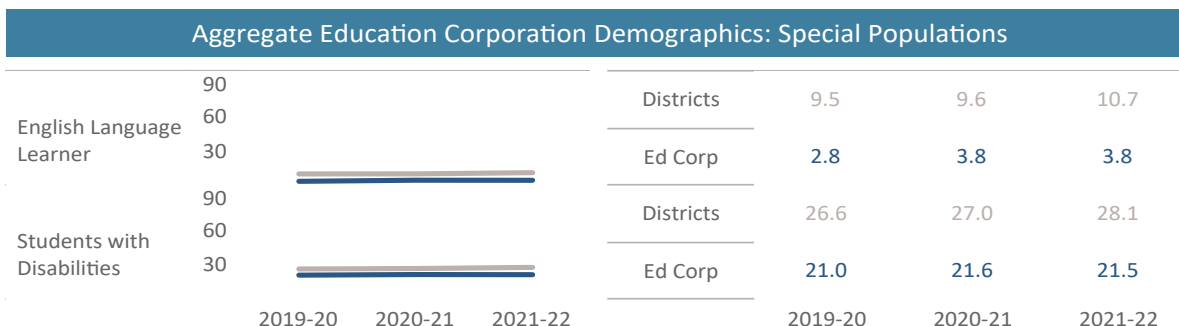
and IB Programme to low income students. Leadership also spoke of the college experience program and college alumni support group supporting students through college experiences culminating in a higher college persistence rate than schools with comparable student populations. No one spoke in opposition to the application.

Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2021-22, 79% of HVA Schools West and HVA Schools East students returned from the previous year. Student persistence data from previous years of the charter term is available in student demographics section of the report.

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

STUDENT DEMOGRAPHICS

Harlem Village Academy Aggregate Education Corporation Enrollment and Persistence



Aggregate Education Corporation Persistence in Enrollment

2019-20	81.8
2020-21	87.8
2021-22	80.7

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. The Institute examines each school's progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

HVA Charter Schools make good faith efforts toward meeting enrollment and retention targets. HVA Charter Schools works closely with the network and employ the following practices to recruit and retain students:

- Mailing flyers and postcards to prospective parents in languages other than English, particularly Spanish;
- Targeting mailings in zip codes with high concentrations of economically disadvantaged students and ELLs;
- Developing relationships with programs such as Head Start, the Children's Aid Society, and other schools and organizations that serve high needs populations;
- Attending community fairs that attract high needs populations;
- Conducting open houses in languages other than English and providing language interpretation;
- Conducting open houses focused on the special education services the charters offer;
- Canvassing and posting flyers at local neighborhood organizations and residences with information about the charters;
- Instituting a lottery preference for students eligible for free or reduced price lunch;
- Building relationships with families by conducting home visits, calling home on a regular basis, and hosting sessions at the charters; and,
- Soliciting referrals from parents of ELLs currently enrolled at HVA Charter Schools.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

HVA West Schools is fiscally sound as are its charters, HVA West and HVA West 2. HVA East Schools is also fiscally sound as is its charter, HVA East, based on the Institute's analysis of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and both education corporations have demonstrated fiscal soundness over the majority of the charter term.³ The fiscal dashboards for each charter and the combined dashboard for HVA West Schools can be found at the end of this section.



The two HVA Charter Schools education corporations partner with Village Academies. The network supports the charters by providing educational and operating materials, training, financial support, and other services. The three charter schools share personnel costs for education management, finance, operations, and recruitment. The education corporations allocate these expenses based on the number of students at each charter.



DO THE EDUCATION CORPORATIONS OPERATE PURSUANT TO A FISCAL PLAN IN WHICH THEY CREATE REALISTIC BUDGETS THAT THEY MONITOR AND ADJUST WHEN APPROPRIATE?

The education corporations operate pursuant to a long-range financial plan in which the education corporations create realistic budgets that they monitor and adjust when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporations have clear budgetary objectives and budget preparation procedures for each charter.	+
Each education corporation's board members, charter management, and staff members contribute to the budget process for each charter, as appropriate.	+
The education corporations frequently compare their long-range fiscal plan for each charter to actual progress and adjust the plans to meet changing conditions.	+

5. 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.

"+" : This indicator is generally present.

"-" : This indicator is generally not present.

"P" : The education corporation is progressing toward this indicator being present.

"N/A" : This indicator is not applicable.

FISCAL ANALYSIS

The education corporations routinely analyze budget variances for each charter; the education corporation's boards address material variances and make necessary revisions.

+

Actual expenses are equal to, or less than, actual revenue with no material exceptions.

+

DO THE EDUCATION CORPORATIONS MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporations maintain appropriate internal controls and procedures, which are implemented by each charter. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporations have a history of sound fiscal policies, procedures and practices, and appropriate internal controls at each charter.	+
The most recent education corporations' audit reports, which covers fiscal operations for each charter, was free of any significant deficiencies or material weaknesses in internal controls.	+
The education corporations review and update their Financial Policies and Procedures Manual ("FPPM"), which covers each charter, on a regular basis. The most recent review of the FPPM is found in the next column. The Institute recommends, as a best practice, that the FPPM be reviewed and updated on an annual basis.	MARCH 2022

DO THE EDUCATION CORPORATIONS COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporations comply 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. The following reports, which include information about each charter, are generally filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit report, if applicable.	+
Annual budgets.	+

FISCAL ANALYSIS

Un-audited quarterly reports of income, expenses, and enrollment.

+

Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.

+

Grant expenditure reports.

+

DO THE EDUCATION CORPORATIONS MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporations maintain adequate financial resources for each charter to ensure stable operations. Critical financial needs of each charter are not dependent on variable income (grants, donations, and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporations maintain sufficient cash on hand to pay current bills of each charter and those that are due shortly.	+
The education corporations maintain adequate liquid reserves to fund expenses, including those of each charter, in the event of income loss (generally 30 days).	+
The education corporations prepare and monitor cash flow projections for each charter.	+
If the education corporations includes philanthropy in its budget for each charter, they monitor progress toward its development goals on a periodic basis.	+
If necessary, the education corporations pursue district state aid intercepts with NYSED to ensure adequate per pupil funding for each charter.	N/A
The education corporations accumulate unrestricted net assets that are equal to or exceed two percent of each charter's operating budget for the upcoming year.	+
The education corporations are in compliance with all loan covenants related to each charter.	N/A

FISCAL ANALYSIS

HVA East Schools reported operating surpluses and is fiscally strong with \$3.4 million in net assets and 2 months of cash on hand to pay liabilities due shortly. The charter has funded and maintained the required \$75,000 in a separate dissolution reserve fund as per the charter agreement. The Institute reviewed the annual audit for June 30, 2022, which reports continued fiscal strength.

HVA West Schools reported operating surpluses after years of deficits, which resulted in a fiscally strong rating with \$3.6 million in net assets and 0.5 months of cash on hand to pay liabilities due shortly. As the HVA West 2 charter opened and grew to fill out grades and enrollment, the deficits were offset against the accumulated surpluses of the merged education corporation. HVA West Schools has funded and maintained the required \$150,000 in a separate dissolution account for the two operating charters. The Institute reviewed the annual audits for June 30, 2022, which report improved fiscal strength to fiscally strong.

FISCAL ANALYSIS

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

CHARTER INFORMATION

BALANCE SHEET

Opened 2005-06

Assets

Current Assets

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

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability

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

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

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
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
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

2017-18	2018-19	2019-20	2020-21	2021-22
133,338	805,101	3,351,814	4,159,859	2,490,088
718,825	328,083	403,058	673,449	2,025,213
-	-	-	-	-
498	-	-	78,524	507
649,415	350,419	498	-	-
1,502,076	1,483,603	3,755,370	4,911,832	4,515,808
171,160	146,176	71,921	118,112	178,028
825,000	825,006	825,024	875,006	825,013
2,498,236	2,454,785	4,652,315	5,904,950	5,518,849

215,088	220,635	147,949	132,457	119,485
467,378	363,615	401,037	380,051	327,223
-	6,260	-	-	-
-	-	-	-	-
-	-	-	-	-
461,614	498,964	893,565	1,554,200	1,386,633
1,144,080	1,089,474	1,442,551	2,066,708	1,833,341
-	-	-	-	-
-	-	1,475,270	1,475,270	-
1,144,080	1,089,474	2,917,821	3,541,978	1,833,341

1,279,156	1,290,305	1,734,494	2,362,972	3,685,508
75,000	75,006	-	-	-
1,354,156	1,365,311	1,734,494	2,362,972	3,685,508
2,498,236	2,454,785	4,652,315	5,904,950	5,518,849

10,880,168	9,895,774	10,429,157	10,457,497	10,128,057
1,799,824	1,191,298	1,574,038	1,562,013	976,872

55,583	50,302	50,611	65,883	50,328
663,708	534,901	463,974	463,997	1,858,279
-	-	-	456,148	1,423,552
-	-	-	-	423,514
-	-	-	-	-
-	-	-	-	-
13,399,283	11,672,275	12,517,779	13,005,538	14,860,602

11,803,414	9,825,119	9,645,819	10,011,495	10,684,732
1,456,237	1,497,083	1,742,101	1,421,018	959,175
248,643	226,935	17,539	100,671	1,039,503
13,508,294	11,549,137	11,405,459	11,533,185	12,683,410
709,681	664,442	756,991	861,412	885,670
-	-	-	-	-
14,217,975	12,213,579	12,162,450	12,394,597	13,569,080
(818,692)	(541,304)	355,329	610,941	1,291,522

828,251	551,409	5,734	2,704	-
-	-	-	-	-
-	1,050	8,120	14,833	31,014
-	-	-	-	-
828,251	552,459	13,854	17,537	31,014

14,227,534	12,224,734	12,531,633	13,023,075	14,891,616
-	-	-	-	-
14,227,534	12,224,734	12,531,633	13,023,075	14,891,616

9,559	11,155	369,183	628,478	1,322,536
1,344,597	1,354,156	1,365,311	1,734,494	2,362,972
-	-	-	-	-
1,354,156	1,365,311	1,734,494	2,362,972	3,685,508

FISCAL ANALYSIS

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
2,396,843	2,579,427	2,164,393	2,281,919	1,801,324
6,922,074	5,352,010	6,493,180	6,169,638	5,403,971
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
9,318,917	7,931,437	8,657,574	8,451,557	7,205,295
1,860,492	1,665,508	758,836	731,060	1,531,489
165,762	131,465	346,303	338,062	117,561
-	-	-	-	-
302,650	395,635	513,433	405,253	590,995
586,947	409,165	390,210	491,311	606,647
243,263	235,364	308,501	143,765	561,147
18,028	2,718	88,693	258,783	370,819
770,812	580,865	432,506	603,258	1,715,621
269,193	182,032	109,312	95,825	102,114
681,911	679,390	557,082	875,722	767,392
14,217,975	12,213,579	12,162,450	12,394,596	13,569,080

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
990	967	957	634	634
990	967	634	634	634
729	625	638	647	557
K-12	K-12	K-12	K-12	K-12
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

2017-18	2018-19	2019-20	2020-21	2021-22
14,527	15,307	16,150	16,150	16,844
3.4%	5.1%	5.2%	0.0%	4.1%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

2017-18	2018-19	2019-20	2020-21	2021-22
18,385	18,672	19,632	20,113	26,675
1,136	884	22	27	56
19,521	19,556	19,654	20,140	26,730

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3

2017-18	2018-19	2019-20	2020-21	2021-22
18,534	18,475	17,887	17,836	22,767
974	1,063	1,187	1,332	1,590
19,508	19,538	19,075	19,168	24,356

% of Program Services
% of Management and Other

2017-18	2018-19	2019-20	2020-21	2021-22
95.0%	94.6%	93.8%	93.1%	93.5%
5.0%	5.4%	6.2%	6.9%	6.5%

% of Revenue Exceeding Expenses - GRAPH 5

% of Revenue Expended on Facilities

2017-18	2018-19	2019-20	2020-21	2021-22
0.1%	0.1%	3.0%	5.1%	9.7%
2.3%	3.4%	4.1%	3.1%	4.0%

Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
6.9	8.2	8.4	8.5	8.7

Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
4.0	2.9	3.2	3.2	2.9

Financial Responsibility Composite Scores - GRAPH 6

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

2017-18	2018-19	2019-20	2020-21	2021-22
1.7	1.8	2.0	2.3	2.8
Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	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)

2017-18	2018-19	2019-20	2020-21	2021-22
357,996	394,129	2,312,819	2,845,124	2,682,467
2.5%	3.2%	18.5%	21.8%	18.0%
1.3	1.4	2.6	2.4	2.5
HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Poor	Good	Good	Good	Good

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)

2017-18	2018-19	2019-20	2020-21	2021-22
1.3	1.4	2.6	2.3	2.5
MEDIUM	MEDIUM	LOW	MEDIUM	LOW
Good	Good	Excellent	Good	Excellent

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)

2017-18	2018-19	2019-20	2020-21	2021-22
0.5	0.4	0.6	0.6	0.3
MEDIUM	LOW	MEDIUM	MEDIUM	LOW
Good	Excellent	Good	Good	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.)

2017-18	2018-19	2019-20	2020-21	2021-22
0.1	0.8	3.3	4.0	2.2
HIGH	HIGH	LOW	LOW	MEDIUM
Poor	Poor	Excellent	Excellent	Good

FISCAL ANALYSIS

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "Harlem Village Academy West Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - GRAPH 1	
Grants and Contracts Receivable	
Accounts Receivable	
Prepaid Expenses	
Contributions and Other Receivables	
Total Current Assets - GRAPH 1	
Property, Building and Equipment, net	
Other Assets	
Total Assets - GRAPH 1	

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	
Accrued Payroll and Benefits	
Deferred Revenue	
Current Maturities of Long-Term Debt	
Short Term Debt - Bonds, Notes Payable	
Other	
Total Current Liabilities - GRAPH 1	
Deferred Rent/Lease Liability	
All other L-T debt and notes payable, net current maturities	
Total Liabilities - GRAPH 1	

Net Assets

Without Donor Restrictions	
With Donor Restrictions	
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				
NYC DoE Rental Assistance				
Food Service/Child Nutrition Program				
Total Operating Revenue				

Expenses

Regular Education				
SPED				
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 Temporally 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 2003-04

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents - GRAPH 1	1,238,703	2,085,821	-	-	-
Grants and Contracts Receivable	781,238	837,164	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	68,487	47,662	-	-	-
Contributions and Other Receivables	461,614	498,964	-	-	-
Total Current Assets - GRAPH 1	2,550,042	3,469,611	-	-	-
Property, Building and Equipment, net	718,834	863,075	-	-	-
Other Assets	883,773	1,050,443	-	-	-
Total Assets - GRAPH 1	4,152,649	5,383,129	-	-	-

Accounts Payable and Accrued Expenses	263,401	670,187	-	-	-
Accrued Payroll and Benefits	801,169	689,243	-	-	-
Deferred Revenue	-	40,793	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	1,071,287	1,944,407	-	-	-
Total Current Liabilities - GRAPH 1	2,135,857	3,344,630	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	2,135,857	3,344,630	-	-	-

Without Donor Restrictions	1,720,636	1,676,307	-	-	-
With Donor Restrictions	296,156	362,192	-	-	-
Total Net Assets	2,016,792	2,038,499	-	-	-
Total Liabilities and Net Assets	4,152,649	5,383,129	-	-	-

Resident Student Enrollment	13,079,465	13,121,886	13,410,868	13,129,443	13,372,614
Students with Disabilities	2,332,942	1,383,539	1,797,605	1,716,728	1,387,471

State and local	67,018	65,263	64,015	60,107	38,611
Federal - Title and IDEA	699,938	605,885	534,600	491,264	2,345,416
Federal - Other	-	532,000	-	785,949	2,738,897
Other	-	-	-	-	-
NYC DoE Rental Assistance	912,000	912,000	1,144,224	1,151,913	975,406
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	17,091,363	16,620,573	16,951,312	17,335,404	20,858,415

Regular Education	14,661,140	12,668,458	13,241,535	14,213,156	15,029,382
SPED	1,624,159	2,940,924	2,788,004	1,897,326	1,720,319
Other	242,152	262,173	22,622	117,201	1,171,556
Total Program Services	16,527,451	15,871,555	16,052,161	16,227,683	17,921,257
Management and General	843,221	934,905	1,144,975	1,352,016	1,324,538
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	17,370,672	16,806,460	17,197,136	17,579,699	19,245,795

Surplus / (Deficit) From School Operations	(279,309)	(185,887)	(245,824)	(244,295)	1,612,620
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Support and Other Revenue	202,217	194,690	21,785	148,316	423,514
Contributions	-	-	-	-	-
Fundraising	-	-	-	-	-
Miscellaneous Income	87,556	12,904	26,256	8,406	32,441
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	289,773	207,594	48,041	156,722	455,955

Total Unrestricted Revenue	17,390,110	16,837,141	17,008,327	17,492,126	21,314,370
Total Temporally Restricted Revenue	(8,974)	(8,974)	(8,974)	-	-
Total Revenue - GRAPHS 2 & 3	17,381,136	16,828,167	16,999,353	17,492,126	21,314,370

Change in Net Assets	10,464	21,707	(197,783)	(87,573)	2,068,575
Net Assets - Beginning of Year - GRAPH 2	2,006,328	2,016,792	1,753,461	1,555,678	1,468,105
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	2,016,792	2,038,499	1,555,678	1,468,105	3,536,680

FISCAL ANALYSIS

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "Harlem Village Academy West Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
1,877,248	3,155,039	2,573,204	3,238,701	2,012,991
8,212,956	6,277,800	7,719,613	6,887,564	6,739,141
-	-	-	-	-
-	-	-	-	-
10,090,204	9,432,839	10,292,818	10,126,265	8,752,132
2,228,899	2,061,187	902,165	875,922	1,866,359
166,154	137,496	411,713	405,052	142,958
-	-	-	-	-
1,592,943	2,033,979	3,264,348	3,124,851	3,502,963
719,385	415,779	380,797	549,611	805,357
497,292	269,149	343,204	216,229	545,305
25,805	3,969	75,762	228,500	307,780
764,019	881,872	538,015	614,689	1,999,763
205,314	258,624	281,019	341,235	331,979
1,080,657	1,311,566	707,295	1,097,345	991,199
17,370,672	16,806,460	17,197,136	17,579,699	19,245,795

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - **GRAPH 4**
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
950	911	902	909	914
950	911	902	909	914
878	831	819	816	747
K-12	K-12	K-12	K-12	K-12
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

14,527	15,307	16,150	16,150	16,844
3.4%	5.1%	5.2%	0.0%	4.1%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support

TOTAL - GRAPH 3

19,463	20,009	20,691	21,245	27,931
330	250	59	192	611
19,793	20,259	20,750	21,437	28,541

Expenses

Program Services
Management and General, Fundraising

TOTAL - GRAPH 3

% of Program Services
% of Management and Other

18,821	19,107	19,594	19,888	23,998
960	1,125	1,398	1,657	1,774
19,781	20,232	20,991	21,545	25,771
95.1%	94.4%	93.3%	92.3%	93.1%
4.9%	5.6%	6.7%	7.7%	6.9%
0.1%	0.1%	-1.2%	-0.5%	10.7%
9.3%	12.2%	19.3%	18.0%	16.8%

% of Revenue Exceeding Expenses - GRAPH 5

% of Revenue Expended on Facilities

Student to Faculty Ratio

8.4	8.6	9.5	8.6	9.3
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Faculty to Admin Ratio

4.4	3.5	3.0	2.8	3.3
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Financial Responsibility Composite Scores - GRAPH 6

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

1.7	1.4	0.0	0.0	0.0
Fiscally Strong	Fiscally Adequate	N/A	N/A	N/A

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)

414,185	124,981	0	0	0
2.4%	0.7%	0.0%	0.0%	0.0%
1.2	1.0	0.0	0.0	0.0
HIGH	HIGH	N/A	N/A	N/A
Poor	Poor	N/A	N/A	N/A

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)

1.2	1.0	0.0	0.0	0.0
MEDIUM	MEDIUM	N/A	N/A	N/A
Good	Good	N/A	N/A	N/A

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)

0.5	0.6	0.0	0.0	0.0
MEDIUM	MEDIUM	N/A	N/A	N/A
Good	Good	N/A	N/A	N/A

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.)

0.9	1.5	0.0	0.0	0.0
HIGH	MEDIUM	N/A	N/A	N/A
Poor	Good	N/A	N/A	N/A

FISCAL ANALYSIS

HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL

NOTE: Effective 2019-20, the charter merged finances with the education corporation, "Harlem Village Academy West Charter School." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other

Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	490,134	527,231	466,078
-	-	1,470,402	1,121,231	1,326,528
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	1,960,536	1,648,462	1,792,606
-	-	171,841	142,591	382,266
-	-	78,421	65,939	29,281
-	-	-	-	-
-	-	621,788	508,802	717,475
-	-	72,533	89,471	164,953
-	-	65,373	35,200	111,688
-	-	14,431	37,198	63,039
-	-	93,105	99,961	409,590
-	-	53,528	55,550	67,996
-	-	144,092	178,637	203,017
-	-	3,275,648	2,861,811	3,941,911

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	100	150	200
-	-	100	150	200
-	-	109	134	161
-	Planning Year	K-1	K-2	K-3
-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	16,150	16,150	16,844
0.0%	0.0%	100.0%	0.0%	4.1%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	30,393	22,575	25,173
-	-	84	188	-
-	-	30,477	22,763	25,173

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	30,000	19,711	22,851
-	-	2,466	1,642	1,689
-	-	32,466	21,353	24,540
0.0%	0.0%	92.4%	92.3%	93.1%
0.0%	0.0%	7.6%	7.7%	6.9%
0.0%	0.0%	-6.1%	6.6%	2.6%
#DIV/0!	#DIV/0!	18.9%	16.8%	17.7%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

Student to Faculty Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	6.6	8.8	8.0

Faculty to Admin Ratio

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	3.1	2.8	2.9

Financial Responsibility Composite Scores - GRAPH 6

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

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A

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)

2017-18	2018-19	2019-20	2020-21	2021-22
0	0	0	0	0
0.0%	0.0%	0.0%	0.0%	0.0%
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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)

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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)

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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.)

2017-18	2018-19	2019-20	2020-21	2021-22
0.0	0.0	0.0	0.0	0.0
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

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

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net
Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

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

Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
With Donor Restrictions

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
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
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**

		MERGED	MERGED	MERGED
	2017-18	2018-19	2019-20	2020-21
Cash and Cash Equivalents - GRAPH 1	-	-	4,206,092	2,352,108
Grants and Contracts Receivable	-	-	740,758	1,093,889
Accounts Receivable	-	-	-	-
Prepaid Expenses	-	-	59,516	184,541
Contributions and Other Receivables	-	-	286,290	769,501
Total Current Assets - GRAPH 1	-	-	5,292,656	4,400,039
Property, Building and Equipment, net	-	-	915,104	1,295,877
Other Assets	-	-	1,086,138	1,111,138
Total Assets - GRAPH 1	-	-	7,293,898	6,807,054

2021-22	974,590	2,995,307	-	66,354	793,916	4,830,167	1,067,424	1,121,563	7,019,154
Accounts Payable and Accrued Expenses	-	-	647,632	756,947	1,137,843	-	-	-	-
Accrued Payroll and Benefits	-	-	858,138	826,221	743,102	-	-	-	-
Deferred Revenue	-	-	1,948	-	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	-	-	-	-
Other	-	-	1,707,467	834,036	1,227,040	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	3,215,185	2,417,204	3,107,985	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	209,693	299,664	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	2,738,897	2,738,897	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	5,954,082	5,365,794	3,407,649	-	-	-	-

Without Donor Restrictions	-	-	1,061,608	1,441,260	3,611,505
With Donor Restrictions	-	-	278,208	-	-
Total Net Assets	-	-	1,339,816	1,441,260	3,611,505
Total Liabilities and Net Assets	-	-	7,293,898	6,807,054	7,019,154

Operating Revenue	-	-	15,184,641	15,314,319	16,138,044
Resident Student Enrollment	-	-	1,979,047	1,950,239	1,671,652

Grants and Contracts	-	-	76,208	63,823	70,177
State and local	-	-	844,414	551,260	2,806,220
Federal - Title and IDEA	-	-	532,000	837,878	2,738,897
Federal - Other	-	-	-	-	-
Other	-	-	1,632,600	1,643,481	1,477,006
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	-	20,248,910	20,361,000	24,901,996

Expenses	-	-	15,961,185	16,526,923	18,107,690
Regular Education	-	-	3,319,055	2,206,194	2,072,671
SPED	-	-	26,930	136,281	1,411,513
Other	-	-	19,307,170	18,869,398	21,591,874
Total Program Services	-	-	1,412,576	1,572,112	1,595,832
Management and General	-	-	-	-	-
Fundraising	-	-	20,719,746	20,441,510	23,187,706
Total Expenses - GRAPHS 2, 3 & 4	-	-	(470,836)	(80,510)	1,714,290

Support and Other Revenue	-	-	25,934	172,461	423,514
Contributions	-	-	-	-	-
Fundraising	-	-	31,257	9,493	32,441
Miscellaneous Income	-	-	-	-	-
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	-	57,191	181,954	455,955

Total Unrestricted Revenue	-	-	20,315,075	20,542,954	25,357,951
Total Temporarily Restricted Revenue	-	-	(8,974)	-	-
Total Revenue - GRAPHS 2 & 3	-	-	20,306,101	20,542,954	25,357,951

Change in Net Assets	-	-	(413,645)	101,444	2,170,245
Net Assets - Beginning of Year - GRAPH 2	-	-	2,038,499	1,339,816	1,441,260
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	-	1,624,854	1,441,260	3,611,505

FISCAL ANALYSIS

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

Personnel Service
Administrative Staff Personnel
Instructional Personnel
Non-Instructional Personnel
Personnel Services (Combined)
Total Salaries and Staff
Fringe Benefits & Payroll Taxes
Retirement
Management Company Fees
Building and Land Rent / Lease / Facility Financing
Staff Development
Professional Fees, Consultant & Purchased Services
Marketing / Recruitment
Student Supplies, Materials & Services
Depreciation
Other
Total Expenses

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	3,063,338	3,765,932	2,479,069
-	-	9,190,015	8,008,795	8,065,669
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	12,253,353	11,774,727	10,544,738
-	-	1,074,006	1,018,513	2,248,625
-	-	490,134	470,991	172,239
-	-	-	-	-
-	-	3,886,136	3,633,653	4,220,438
-	-	453,330	639,082	970,310
-	-	408,577	251,429	656,993
-	-	90,193	265,698	370,819
-	-	631,120	714,650	2,409,353
-	-	334,547	396,785	399,975
-	-	851,387	1,275,982	1,194,216
-	-	20,472,784	20,441,510	23,187,706

CHARTER ANALYSIS

ENROLLMENT

Original Chartered Enrollment
Final Chartered Enrollment (includes any revisions)
Actual Enrollment - GRAPH 4
Chartered Grades
Final Chartered Grades (includes any revisions)

2017-18	2018-19	2019-20	2020-21	2021-22
-	-	1,002	1,059	1,114
-	-	1,002	1,059	1,114
-	-	928	950	907
-	-	-	-	-
-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)
Increase over prior year

-	-	-	-	-
0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating
Other Revenue and Support
TOTAL - GRAPH 3

-	-	21,826	21,433	27,442
-	-	62	192	502
-	-	21,887	21,624	27,945

Expenses

Program Services
Management and General, Fundraising
TOTAL - GRAPH 3
% of Program Services
% of Management and Other

-	-	20,811	19,863	23,795
-	-	1,523	1,655	1,759
-	-	22,333	21,517	25,553
0.0%	0.0%	93.2%	92.3%	93.1%
0.0%	0.0%	6.8%	7.7%	6.9%
0.0%	0.0%	-2.0%	0.5%	9.4%
#DIV/0!	#DIV/0!	19.2%	17.8%	16.9%

% of Revenue Exceeding Expenses - **GRAPH 5**

% of Revenue Expended on Facilities

Student to Faculty Ratio

-	-	9.0	8.6	9.1
---	---	-----	-----	-----

Faculty to Admin Ratio

-	-	3.0	2.8	3.2
---	---	-----	-----	-----

Financial Responsibility Composite Scores - GRAPH 6

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

0.0	0.0	0.8	1.0	2.3
N/A	N/A	Fiscally Needs Monitoring	Fiscally Adequate	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)

0	0	2,077,471	1,982,835	1,722,182
0.0%	0.0%	10.2%	9.7%	6.8%
0.0	0.0	1.6	1.8	1.6
N/A	N/A	MEDIUM	MEDIUM	MEDIUM
N/A	N/A	Good	Good	Good

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)

0.0	0.0	1.6	1.7	1.5
N/A	N/A	MEDIUM	MEDIUM	MEDIUM
N/A	N/A	Good	Good	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)

0.0	0.0	0.8	0.8	0.5
N/A	N/A	MEDIUM	MEDIUM	MEDIUM
N/A	N/A	Good	Good	Good

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.)

0.0	0.0	2.4	1.4	0.5
N/A	N/A	MEDIUM	MEDIUM	HIGH
N/A	N/A	Good	Good	Poor

FUTURE PLANS

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER DUE FOR RENEWAL, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

HVA West Schools and HVA East Schools, and the three charters affiliated with both education corporations, are an academic success. Both education corporations present reasonable, feasible, and achievable plans for a future charter term. The education corporations plan to merge into one education corporation to streamline compliance and reporting, as well as continue to grow the program at HVA West 2.

HVA CHARTER SCHOOLS

Plans for the Charters' Structures. The education corporations have provided all of the key structural elements for charter renewal, and those elements are reasonable, feasible, and achievable.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve HVA Charter Schools in the next charter term. The board is satisfied with its current composition and does not have plans to add any additional members at this time.

Fiscal Plans. Based on evidence collected through the renewal review, including a review of the five year financial plan, the two education corporations and each of the three individual charters present a reasonable and appropriate fiscal plan for the next charter term that are feasible and achievable.

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

Plans for the Educational Program. HVA East will continue implementing the core elements of its educational program that led the charter to meet or come close to meeting its Accountability Plan goals.

Facility Plans. HVA East will continue to operate its elementary and middle school program in NYCDOE co-located space during the next charter term. The high school program will continue in the existing private leased space.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	634	527
<i>Grade Span</i>	K-12	K-12
<i>Teaching Staff</i>	52	57
<i>Days of Instruction</i>	180	180

FUTURE PLANS

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL

Plans for the Educational Program. HVA West will continue implementing the core elements of its educational program that led the charter to meet or come close to meeting its Accountability Plan goals.

Facility Plans. HVA West plans to continue to operate its elementary program across two private leased facilities. The middle school grades will remain in NYCDOE co-located space, and the high school program will remain in the existing private leased space combining both HVA East and HVA West charters high school grades together.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	915	764
<i>Grade Span</i>	K-12	K-12
<i>Teaching Staff</i>	65	65
<i>Days of Instruction</i>	180	180

HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL

Plans for the Educational Program. HVA West 2 will continue implementing the core elements of its educational program that led the charter to meet or come close to meeting its Accountability Plan goals. The charter will continue to incubate its program alongside HVA West's Kindergarten – 5th grade program.

Facility Plans. HVA West 2 plans to continue to operate its elementary program in private leased facility that also houses HVA West elementary.

	CURRENT	END OF NEXT CHARTER TERM
<i>Enrollment</i>	250	295
<i>Grade Span</i>	K-4	K-5
<i>Teaching Staff</i>	16	20
<i>Days of Instruction</i>	180	180

Harlem Village Academy East Charter School
Harlem Village Academy West Charter School

Ax

APPENDICES

PAGES Ax 1-10

CO^A
CHARTER
OVERVIEW
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ED. CORP
OVERVIEW
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HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL BOARD OF TRUSTEES WITH AUTHORITY TO OPERATE HVA WEST AND HVA WEST 2; AND, HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL BOARD OF TRUSTEES

CHAIR

David Zweibel

VICE CHAIR

Andrew August

TREASURER

Daniel Pianko

SECRETARY

Erica Newman

TRUSTEES

Dr. Deborah Kenny

Aria Gee

Ronald Semau

VILLAGE ACADEMIES, INC., BOARD OF TRUSTEES

CHAIR

Jeffrey Mayer

VICE CHAIR

John Legend

TREASURER/SECRETARY

Jeffrey Verschleiser

TRUSTEES

Kofi Appenteng

Robert Barnett

Katie Couric

Jonathan Gray

Ellen Horing

Hugh Jackman

Thomas L. Kempner, Jr.

Edward Lewis

Lori Moore

Jane Och

Fiona Rudin

Jeff Wilpon

NETWORK LEADERS

PRINCIPAL

Dr. Deborah Kenny, Executive Director (2005-06 to Present)

CHARTER VISIT HISTORY

SCHOOL YEAR	VISIT TYPE	DATE
2003-04	First Year Visit - HVA West	May 4, 2004
2004-05	Evaluation Visit - HVA West	May 16, 2005
2005-06	First Year Visit - HVA East	April 4, 2006
	Evaluation Visit - HVA West	May 1-2, 2006
2006-07	Second Year Visit - HVA East	April 13, 2007
	Evaluation Visit - HVA East	September 24, 2007
2007-08	Initial Renewal - HVA West	October 1-5, 2007
	Evaluation Visit - HVA East	May 12-13, 2008
2009-10	Initial Renewal - HVA East	September 21-24, 2009
	Evaluation Visit - HVA West	March 24-25, 2010
2011-12	Subsequent Renewal - HVA -West	May 29-30, 2012
2012-13	Evaluation Visit - HVA East	February 27-28, 2013
2013-14	Subsequent Renewal - HVA East	May 20-21, 2014
2017-18	Subsequent Renewal - HVA West	November 8-9, 2017
2019-20	Subsequent Renewal - HVA East	December 3-4, 2019
2020-21	First Year - HVA West 2	May 17, 2021
2022-23	Subsequent Renewal - HVA East	November 2-4, 2022
	Subsequent Renewal - HVA -West	November 2-4, 2022
	Initial Renewal - HVA West 2	November 2-4, 2022

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
November 2 - 4, 2022	Hannah Hansen	External Consultant
	Andrew Kile	Managing Director of School Evaluation
	Erin Allen	Senior Analyst
	Ciani Jones	Senior Analyst
	Carl-Anthony Watson	External Consultant

EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

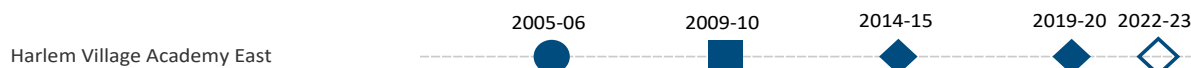
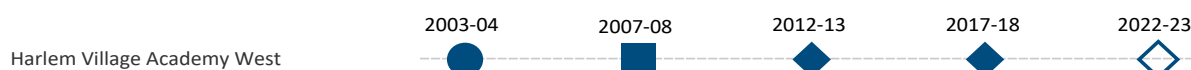
Charter school opening

Initial Renewal - Full-Term

Subsequent Renewal - Full-Term

Subsequent Renewal Recommendation - Full-Term

Initial Renewal Recommendation - Full-Term

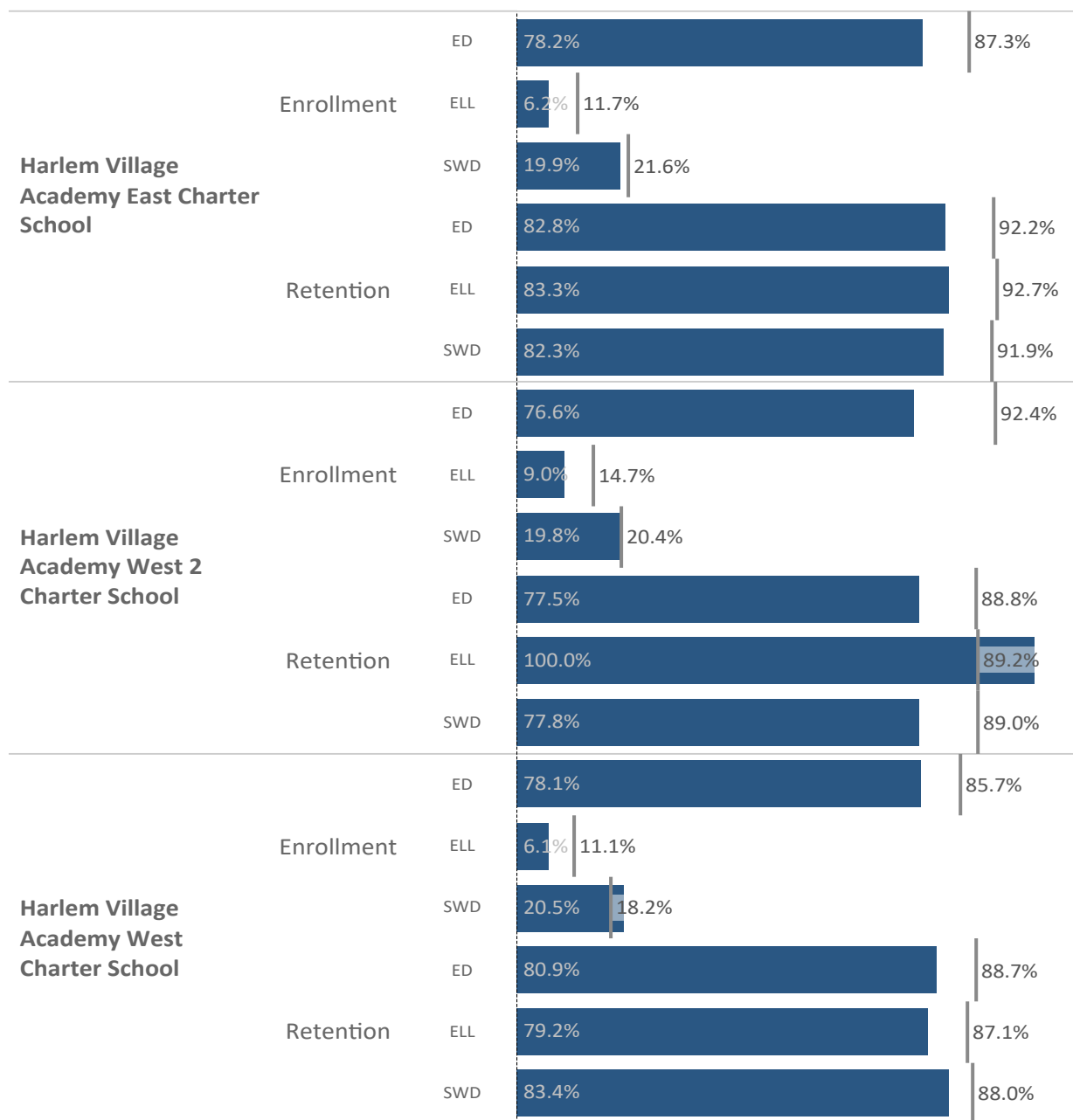


APPENDIX B: EDUCATION CORPORATION OVERVIEW

EDUCATION CORPORATION CHARTER CHARACTERISTICS

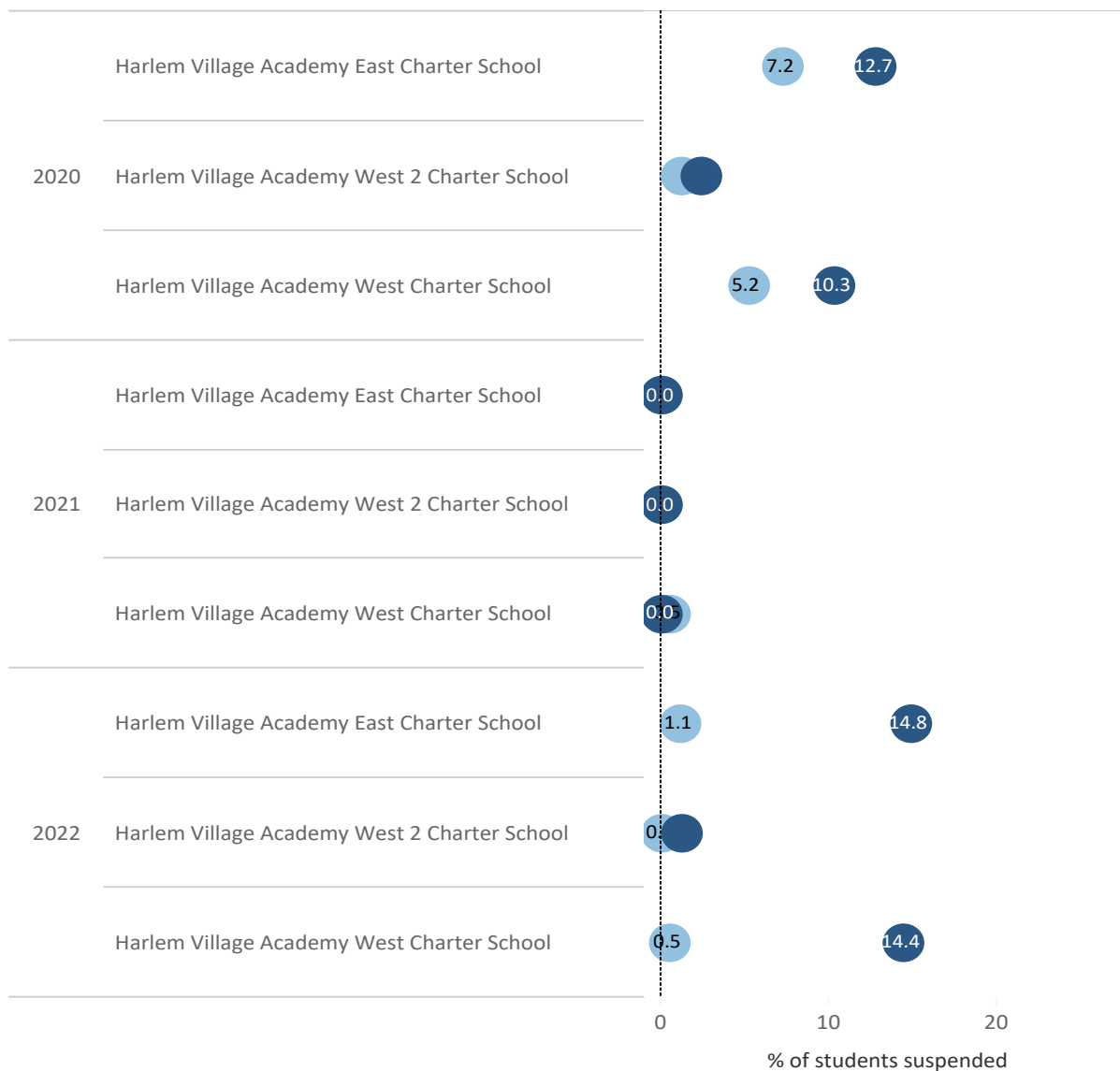
CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
Harlem Village Academy East Charter School	Manhattan CSD 4	Yes/No	634	K-12
Harlem Village Academy West Charter School	Manhattan CSD 5	No/Yes	915	K-12
Harlem Village Academy West 2 Charter School	Manhattan CSD 5	No	250	K-4

ENROLLMENT AND RETENTION TARGETS



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

Suspensions: The education corporation's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

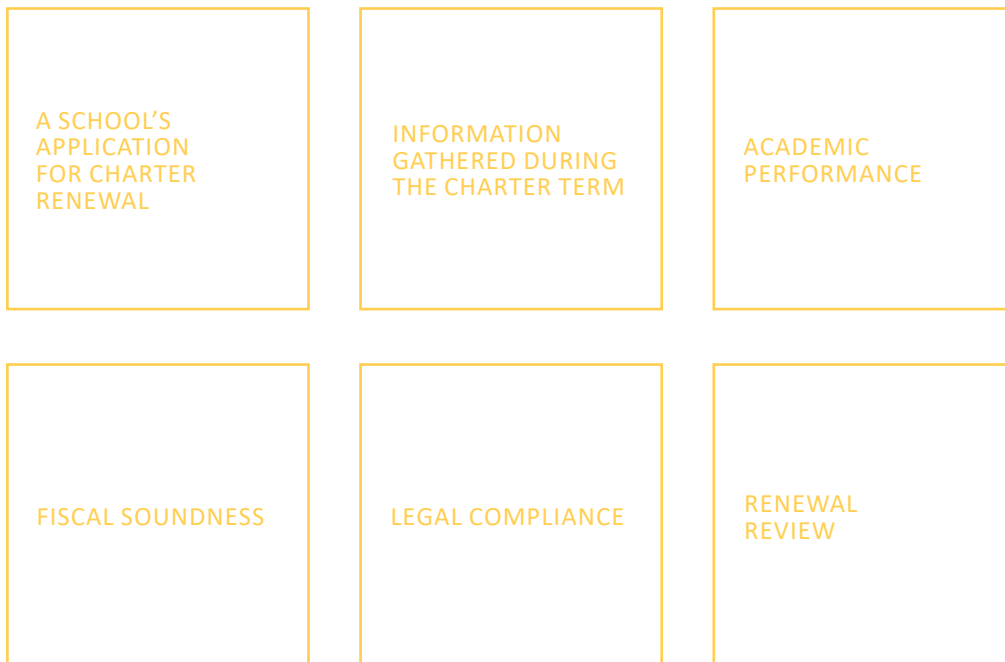
During the most recent school year, the education corporation expelled 1 students.

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

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

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



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

1. Revised September 4, 2013 and available on the [Institute's website](#).

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

RENEWAL QUESTIONS



IS EACH CHARTER AN ACADEMIC SUCCESS?

IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS EACH CHARTER FISCALLY SOUND?

**IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION’S
AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE
CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?**

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



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](#).

2. Version 5.0, May 2012, available on the [Institute’s website](#).



IS THE SCHOOL AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER SCHOOL.

At the beginning of the Accountability Period,³ the school developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

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

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

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

Absolute, comparative, and growth achievement provide a basis for triangulating school performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the school's board and approved by the Institute is included in the charter and frames the analysis of the school's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a school's Accountability Plan to determine its level of academic success, including the extent to which each school has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a school includes additional measures in its Accountability Plan, the Institute considers all available evidence of school performance at the time of renewal.

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

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state's cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of school academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, schools reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates school performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York