Office of Innovative School Models

Charter Schools

Renewal Report

School: Harlem Success Academy Charter School (HSACS)			
Date of Site-Visit:	September 23-24, 2010	**Members of Site-Visit Team:**	Kathryn Ahern, LoriAnn Curtin, Vickie Smith

1. CAN THE SCHOOL DEMONSTRATE THE ABILITY TO OPERATE IN AN EDUCATIONALLY SOUND MANNER?

MISSION OF THE SCHOOL	
Mission	The school is faithful to the mission, vision, and educational philosophy defined in the charter application and subsequent approved amendment(s), if applicable.

"The mission of the Harlem Success Academy Charter School is to provide New York City elementary students with the knowledge, skills, character and disposition to meet and exceed New York State standards and give them the resources to lead and succeed in the school and community at large. The Harlem Success Academy Charter School will implement New York State curriculum using the Success for All school design."

Evidence:

- Through classroom observations and interviews with students, school leaders, the Board of Trustees, teachers, parents and the one community partner available to meet with the renewal team, it appears that HSACS is successfully living its mission.
- The Board of Trustees (BoT) members interviewed have a strong sense of the mission of the school and are clearly aware of its role in achieving that mission. The Board expressed a desire to continue to work with the leadership team, teachers, parents and its management partner, the Success Charter Network, Inc. (SCN), in communicating and developing a process of continual growth in student academic achievement and appropriately differentiated instruction for students, as well as differentiated professional development opportunities for the leadership team and teachers.
- To achieve this continual growth in academic achievement, the Board chair has taken time at the end of each academic year to have an informal conversation with teachers. These conversations were voluntary on the part of the teachers and happened during a "teacher appreciation picnic" held around the end of the spring school term. Teachers were welcomed to meet individually with the Board chair and share their views and analyses of

the past school year. The Board chair noted that some of the ideas and suggestion that arose from these meetings were noted and incorporated the following fall.

EDUCATIONAL PROGRAM	
Academic Program	The school establishes an academic program, including pedagogical approach, curriculum, assessment, and other unique elements of the educational philosophy defined in the charter application or subsequent approved amendments.
Student Services	The school provides services for all students, including but not limited to those with special education, English Language Learner needs and those eligible for the federal free- and reduced-price lunch program, as defined in the charter application or approved amendments and as required by law.
Enrollment	The school's student recruitment and enrollment process is faithful to that intended in the charter and as defined by statute and regulation.

Evidence:

- The school has a clearly mapped and paced curriculum that is aligned to the NYS Standards. The renewal visit team observed third grade teachers in different classrooms teaching the same curriculum material and found consistent pacing across these classrooms. The renewal visit team observed similar consistent pacing by teachers in kindergarten through second grade. The team also observed special subject classes, science, art, music and dance were also observed.
- The team saw evidence of differentiation of instruction in both the first and second grade during dedicated morning sessions for English Language Arts (ELA). During both days of the renewal visit, the team observed second grade cognitively guided instruction (CGI) for problem solving focused on a mathematical story "problem of the day". The CGI strategy session in the second grade curriculum is a separate session scheduled earlier in the day than the dedicated math session. All the second grade classes had the same problem posted on an experience chart that was prominently displayed in the classroom.
- The NYS testing program for the third through fifth grades is administered according to the State exam schedule. Exam results for 2008-2009, the first year the school had students in Grade 3, showed that 95% of Grade 3 students were at Level 3 or Level 4 in ELA, while 100% of the students were proficient in math.
- Teachers meet collaboratively at least two times per week, and Wednesday afternoon has been reserved for differentiated professional development sessions to meet the needs of all teachers. The school could not produce records showing which teachers attended these sessions.
- In the principal's words, "Teachers are held to high expectations and goals, and all teachers know them and all goals are set comprehensively across the Success Charter Network."
- The school aims to keep consistency in systems and routines. While the application appeared to be consistent, student compliance with these systems and routines is not

100% in all classrooms. Students at the first grade level, with a grade level teacher and special area teachers, were particularly non-compliant, suggesting that in fact the application was not sufficiently consistent to yield 100% compliance.

- The team observed unevenness of rigor and uneven classroom management skills across the 14 classrooms visited. Reviewers observed unfocused, unengaged and misbehaving students and frustrated teachers.
- Services for students who are scoring low on NYS and other internal and external assessments includes intervention using the *Response to Intervention* (RTI) model, small group instruction, differentiation, tutoring, and after-school and before-school supplemental instruction.
- The school states that English language learners (ELL) students are taught using structured English immersion. The school produced a list of ELL students who were appropriately identified using the *Language Assessment Battery – Revised* and who appropriately exited from special language instruction based on their performance on the *New York State English as a Second Language Achievement Test* and the State ELA assessments. The list was further specialized to include the list of ELL students who also have special education (SPED) classifications.
- The school's charter states that English language instruction is provided through a structured English immersion program that the ELL coordinator, SPED coordinator and the leader-in-residence (the SCN equivalent of an assistant principal) acknowledge is in use. However, there is no evidence from the classroom observations or in classroom materials that this program exists. It is clear that teachers are teaching in English; however, this is not the same as teaching English to limited English proficient students.
- Additionally, the team found no evidence that the students are being tracked as stated in the charter to "determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students" and to track "the number of years it takes for this declassification to occur." This data is also important in terms of knowing what adjustments are needed in the structured English immersion program, including staff and materials.
- In March 2007, the school sought and received approval to modify its enrollment configuration. The charter school accepted one additional class of kindergarten students for the 2006-2007 academic year. To accommodate this growth through the term of the charter, the school's total enrollment would, on average, increase by 8.5% each year. The school sought this change to prepare for anticipated attrition, to prevent cuts to sports and arts programs, and to permit a greater number of students to attend the school.
- As indicated in its charter, the school continues to admit and to fill seats with students in kindergarten through grade two. The school currently maintains a waiting list across the entire Success Charter Network.
- Enrollment is conducted through a lottery system that is held at the Success Charter Network level. Parents list the top four Success Academy charter schools that they are interested in having their children attend.
- Both teachers and parents referred to three to six <u>mandatory</u> parent meetings for parents of students who are on the <u>waiting list</u>. The school leadership confirmed that attendance is taken at these meetings, and some parents believe that their attendance is a determining factor of whether their child would be accepted into the school. One parent stated that he was interviewed at the last mandatory meeting and asked what books from the mandatory summer reading list he had actually read to his child. He said that there was an

expectation that parents had to read to their child over the summer before they are certain that their child has received placement at the school. SED liaisons communicated that these meetings cannot be mandatory and that the school must avoid the appearance of pre-selecting and/or weeding out students based on parental participation in such meetings.

STATE MANDATED ASSESSMENT	
NYS Testing Program	Students at the school demonstrate Proficiency, or progress toward meeting proficiency targets on state standards, as measured by the NYS Testing Program assessments in all subject areas and at all grade levels tested for accountability purposes.
Accountability Goals	The school meets, or shows progress toward meeting, NYS Testing Program goals.
AYP	The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups. The school is not identified for accountability purposes (not designated as in Needs Improvement, Corrective Action, or Restructuring).

Evidence:

- NYS Testing Program data shows that the school is demonstrating proficiency in all grades and subject areas.
- In 2008-2009, the NYS Grade 3 math assessment showed 100% of students at HSACS were at Level 3 or Level 4, compared to 92% of students in Community School District (CSD) 3. It was the first year the assessments were administered to students at the HSACS.
- In 2008-2009, the NYS Grade 3 ELA assessment showed 95% of HSACS students were at Level 3 or Level 4, while CSD 3 showed 72% of students at the same proficiency levels.
- In 2009-2010, the NYS Grade 3 math assessment showed 96.8% proficiency for students at the school, while 56% of students in CSD 3 showed proficiency.
- The 2009-2010 NYS ELA assessment for Grade 3 showed 88.7% proficiency, with 54.45% proficiency among CSD 3 students.
- In 2009-2010, the NYS Grade 4 ELA assessment showed 86.2% proficiency with CSD 3 Grade 4 students showing 54.5% proficiency.
- The 2009-2010 NYS Grade 4 math assessment showed 93.1% proficiency, compared to 63.1% in CSD 3.
- The school has made AYP for all sub-groups and for the “all students” group and has not been identified for accountability. See charts inserted below comparing the school to Community School District (CSD) 3, the district in which the School is located.
- The ELA Performance Index (PI) for HSACS for 2008-2009 was 195, while the PI for Community School District (CSD) 3 was 174. The PI for math was 200 for the school in 2008-2009, while the PI for CSD 3 was 183. For further disaggregated data, please see Appendix 1.

2009-2010
Grades 3-8 State ELA and Math Assessments
Percent of HSACS Students at Levels 1 – 4

3-8 ELA					3-8 Math				
%L1	%L2	%L3	%L4	Proficiency	%L1	%L2	%L3	%L4	Proficiency
0%	3.3%	78.3%	18.3%	96.7%	0%	0%	42.5%	57.5%	100%

***NYS implemented new cut points for the State assessments in 2009-2010, as reflected in student performance.**

2008-2009
Grades 3-8 State ELA and Math Assessments
Percent of HSACS Students at Levels 1 – 4

3-8 ELA					3-8 Math				
%L1	%L2	%L3	%L4	Proficiency	%L1	%L2	%L3	%L4	Proficiency
0%	5.0%	71.1%	23.3%	95.0%	0%	0%	29.3%	70.7%	100%

OTHER ACHIEVEMENT, IMPROVEMENT, AND ASSESSMENT MEASURES	
Accountability Goals	The school meets, or shows progress toward meeting external assessment goals.
Internal Measures of Student Achievement	Students demonstrate progress on internal measurements linked with the school's promotion or exit standards.
Accountability Goals	The school meets, or shows progress toward meeting internal assessment goals.

Evidence:

- Many internal assessments are used to inform instruction, such as *Fountas and Pinnell*, which are administered six times per year. *Writing Prompts* is administered five times per year. Interim assessments written by SCN are also administered five times yearly. Unit tests for math and ELA are given at the end of each unit.

CURRICULUM	
Skills and Knowledge Expectations	The school's curriculum, as implemented in the classroom, consistently addresses the skills and concepts that all students must know and be able to do to meet NYS Learning Standards, and supports opportunities for all students to master these skills and concepts.
Diverse Learners	The school's curriculum articulates the skills and concepts that all students must know and be able to do, and supports opportunities for all students to master established skills and concepts. The school establishes and implements an accommodation plan that addresses the needs of diverse learners.
Program Evaluation	The school has systems and structures in place to regularly and systematically review the quality and effectiveness of the academic program.
Implementation of the Curriculum	The school's curriculum is documented, and teachers plan and deliver lessons directed by the school's curriculum guidelines.

Evidence:

- Evidence is limited to the 14 classrooms visited. In most classrooms visited, the curriculum was aligned to NYS Standards; however, there were uneven levels of instructional rigor, as poor classroom management and student behavior impeded the teaching and learning process in several classrooms observed.
- Rigor and student engagement was uneven or lacking in several classrooms observed.
- The curriculum as written articulates the appropriate skills and concepts; there was a very limited amount of differentiation observed in the classrooms. It was not evident from the classrooms observed that the needs of diverse learners were being met.
- The school leadership conducts grade level collaborative meetings two times per week and conducts informal classroom walkthroughs on a daily basis. SCN conducts network-wide professional development around curriculum topics. Additionally, Harlem Success Academy conducts differentiated professional development on an on-going basis.
- The school's curriculum is mapped and paced, and reviewed both pre-lesson and post-lesson by teachers, instructional leaders and school leaders.

TEACHING AND LEARNING	
Instruction	School-wide instructional practice is aligned with the school design and student learning objectives, is consistently and effectively delivered, and conveys clear expectations to students. Teachers are purposeful in their lessons and students are engaged in meaningful learning.
Effective Teaching	There is evidence of rigor, relevance, pacing, alignment of curriculum to State Standards, and student engagement.
Assessment and Instructional Decision-Making	Teachers and school leaders use qualitative and quantitative evidence to inform and guide instructional planning and practice.

Evidence:

- Some consistent and common school-wide instructional practices are evident, such as having all children answer questions using complete sentences.
- There are many systems and routines in place that enable teachers to create a successful learning environment so that instruction can take place. However, successful classroom management was not evident in all classrooms.
- Many classrooms visited were following the Cognitive Guided Instruction (CGI) model.
- Strong delivery, execution, time on task, and student responsiveness was observed in both fifth grade classrooms.
- Many classrooms visited were following Columbia Teachers College *Reading and Writing Workshop* models of instruction. Many classroom charts listed the same writers' and readers' workshop instructions.
- The school has a mapped and paced curriculum that is aligned with the NYS Standards.
- Third grade teachers in different classrooms were observed teaching the same curriculum material, indicating that all are accountable for pacing.
- In some classrooms observed, students were not engaged in learning while teachers were waiting for 100% behavioral compliance.
- Teachers meet collaboratively at least two times per week, and Wednesday afternoon has been reserved for differentiated professional development to meet the needs of all teachers. The school currently does not keep attendance records for every professional development session offered.
- In the principal's words, "Teachers are held to high expectations and goals and all teachers know them and all goals are set comprehensively across the Success Charter Network."

SCHOOL LEADERSHIP	
Effective Leadership	The school leader has the experience and skills needed to successfully implement the school's charter.
Leadership Development	School leaders receive appropriate and timely professional development. Mentoring or coaching programs are in place and effective.
Building Level Leadership Team	The school is utilizing its Building Leadership Team to implement school improvement.
Instructional leadership	School leaders provide teachers with feedback and guidance that leads to improved instructional practice and student achievement.

Evidence:

- Current professional development records did not include a record of the professional development that each teacher received related to working with English language learners.
- No evidence was submitted regarding the principal's experience and skills, however, both teachers and parents spoke highly of the principal's work ethic and ability to lead the school.
- The Board of Trustees expressed support and confidence in the leadership skills of the principal. The Board was comfortable and confident that the principal had a strong and effective leadership team by the responses that they received from both teachers and parents of children enrolled in the school.
- No evidence was submitted regarding professional development received only by the school's leadership team. However, it is evident that the school leadership team participates in all professional development offered to the teaching staff.
- The school does not have a "Building Leadership Team" that is only focused on school improvement. The school's leadership team is new for the 2010-2011 school year. This year they have hired three leadership residents (SCN equivalents of assistant principals) and two deans of students to lead the school.
- They also expressed that the leadership team is pushing for more "rigor in the classrooms."
- Ample instructional meetings are scheduled to ensure that effective teaching will continue at the school.
- Frequent classroom walk-throughs are conducted to ensure that classroom management issues will be noticed and professional development will be offered as necessary.

SCHOOL CLIMATE	
Environment is Conducive to Learning	The classroom and school environment is orderly and supports the goal of student understanding and mastery of skills and is consistent with the school's mission. Supervision is sufficient, respectful, and consistent.
Collaboration	Administrators, teachers and staff communicate openly, positively and effectively. Professional learning communities exist and affect improvement efforts.

Evidence:

- On the morning of September 23, 2010, all Grade 4 and 5 classrooms observed had orderly environments. Students were fully engaged and learning objectives were aligned to NYS Standards and it appeared they were being met.
- On the afternoon of September 23, 2010, and again on the morning of September 24, 2010, several Kindergarten, Grade 1 and 2 classrooms appeared to be lacking orderly environments in regular classrooms, in the hallways, and in dance and art classrooms. Transitions were chaotic and noisy when certain classroom groups of primary students failed to heed the teachers' directions. It appeared that certain of these less-than-compliant groups had little or no consequences for noisy behavior, while classroom groups monitored by other teachers exhibited calm and orderly transition behavior.
- Supervision of students in classrooms and hallways was adequate. Except for dance and art classes, every classroom had at least two adults supervising/teaching. Additional adults were available in the hallways to assist in settling students if they were being noisy.
- Teachers expressed feeling "supported and pampered" by the leadership team because when they express their needs, those needs are met by the leadership team.
- Differentiated professional development is offered based on needs discussed between teachers and leadership.
- Teachers expressed respect for the building leadership and for how well the opening weeks of school have gone. Teachers also expressed admiration for the school's founding director and for the Success Charter Network, because of their support of teachers and their ability to run the school in a way that is effective.
- Observation of many of the primary grade classrooms (kindergarten through second grade) showed each classroom monitored and led by two teachers at all times. Occasionally, a third adult, usually a grade level leadership resident, monitored classroom activities with the teachers.

PARENT AND COMMUNITY INVOLVEMENT	
Parent Involvement	Strategies are being implemented to increase the involvement and contributions of parents.
External/Community-Based Partners	Strategies are being implemented to increase the involvement and contributions of community partners.

Evidence:

- Three parents participated in the SED renewal team's parent interview.
- Many "family night" events are offered during the school year.
- One parent stated that she had made three suggestions to the school principal, and that she saw those suggestions implemented almost immediately.
- The parent liaison stated that parent meetings are held on a regular basis, and while sometimes the topics of discussion are not school related, they are meant to be helpful to parents.
- SED liaisons told the school staff that while they need to find ways to continue to involve parents, mandatory meetings are not allowable.
- One external community-based partner (the director of the Children's Aid Society Community Center) participated in the focus group interview. This community partner's center serves as the location for after school activities for many of the children enrolled in the charter school. This partner mentioned additional strategies for increasing his organization's involvement in the school.

PROGRAM PLANNING AND EVALUATION	
Organizational Needs	The school has realistic plans for program improvement, possible future expansion, and adequate facilities based on evaluation and analysis of data, if applicable.
Academic Program Needs	The school evaluates the impact of its academic programs on student achievement and modifies its programs to ensure improvement.
Teacher Evaluations	Teacher evaluations linked to student performance have been put into place. The system and data used must be consistent with State APPR system.

Evidence:

- The school's instructional leaders state that they continually evaluate the curriculum to determine what is working and what is not working through classroom walkthroughs, through instructional pre-planning at the instructional leadership level and through professional development for teachers. The reading and writing curriculum is scripted by unit, and the staff comes together to think through each unit before teaching it. The principal stated that one of the "rocks," or core values of the school, was "real-time

improvement." This means that teachers receive feedback immediately after school leaders visit their classrooms.

- The Success Charter Network conducts curriculum-based professional development for all staff.
- The renewal application proposes expansion through Grade 8, by adding one additional grade, or Grades 6-8, in each of the next three school years. The charter school's growth or expansion is limited by its facilities, which it shares with another other New York City public school.
- Ample instructional meetings are scheduled to ensure that effective teaching will continue at the school.
- Differentiated professional development is offered based on needs discussed between teachers and leadership.
- To achieve continual growth in academic achievement, the board chair has taken time at the end of each school year to have an "informal" conversation with teachers. These conversations are voluntary on the part of the teachers and happen during a "teacher appreciation picnic" held around the end of the spring school term. Teachers are welcome to meet individually with the Board chair and share their views and analyses of the past year. The Board chair noted that some of the ideas and suggestions that arose from these meetings were noted and incorporated the following fall.
- One idea that emerged and was implemented in the fall of 2010, involved cognitively guided instruction for math at the Grade 2 level. Even though the Grade 3 math scores on the 2008-2009 New York State (NYS) assessments show 100% of students were at Level 3 or Level 4, the Board, along with the leadership team and faculty, decided to implement a dedicated math problem-solving time each morning, or "problem of the day," in addition to the regular math instruction time. These problems were identical in each classroom and were displayed prominently and colorfully, and students were guided in using math manipulatives to seek creative solutions to the problems.
- No evidence was submitted which showed that teacher evaluations are linked to student performance; however, it was stated that teaching contracts are for one year.

2. CAN THE SCHOOL DEMONSTRATE THE ABILITY TO OPERATE IN A FISCALLY SOUND MANNER?

FINANCIAL MANAGEMENT	
Solvency and Stability	The school develops budgets that are realistic and in support of student academic achievement. The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget. The school develops a budget that can be sustained by its enrollment.
Fiscal oversight	The Board of Trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school. The Board of Trustees has an external company complete a yearly audit. The Board of Trustees demonstrates long-term fiscal oversight through appropriate planning processes.
Internal controls	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

Evidence:

- The school demonstrates a history of positive net assets, adequate cash flow to sustain operations and support the academic program, and consistently operates within budget.
- The school was issued an unqualified opinion by the independent auditors in each year the school had an independent financial audit performed. Audits are an annual requirement, per the charter, for each year the school operates. An unqualified opinion indicates the school had no material misstatements in its financial reporting. The audit stated for the last two operating years, ending June 2008 and June 2009 respectively, there was a positive net assets balance each year, with an increase in net assets for 2008 and 2009. The analysis of the per-pupil expense indicates a consistency from year to year in the school's overall expenditures on a per pupil basis. The five-year budget projection submitted in the renewal packet was consistent with the previous years' actual expenses incurred. The anticipated Approved Operating Expense (AOE) per student revenue was realistic for the district. The school showed fiscal constraint by anticipating no additional grant funding other than Title I with conservative estimates. The school did not rely upon fundraising or third party donations to balance the budget.

- The school contracts with a management company, Success Charter Network. The company provides educational management and operational services to the school. The fee has been approximately $1,200 per pupil full-time equivalent (FTE) with no material increases in this fee in the renewal period budget. This fee is a service fee. Certain expenditures incurred by the management on behalf of the school are billed to the school separately. The management fees are reasonable and are not putting the school in any fiscal constraint.
- The school did fail to submit the detail as required in Part II of the renewal packet. A five-year budget projection was submitted, but it was not in the format as required in Attachment A, Schedules 1, 2 and 3. These schedules detail the non-direct and direct care expenses, projected personal services per staff FTE's and projected contract services and hours. Therefore, expenditures at this detail could not be reviewed for reasonableness as it pertains to the school's budget.
- The Board of Trustees has an external company complete a yearly audit.
- The Financial Policies and Procedures Manual as submitted in the renewal packet outlines the Board of Trustees' oversight for financial concerns. The chief financial officer is required to attend all Boards meeting to present fiscal information. All annual budgets and interim modifications are required to be approved by the Board. The Board is proactive in requiring a change of independent auditors every five years, which is a recommendation by the Association of Independent Certified Public Accountants (AICPA).
- In conjunction with the annual audit report, the independent CPAs conducting the audit issue a report on internal control. The report on internal control for the year ending 2009 stated that no deficiencies were found in the internal controls of the school during the course of their audit. The school submitted a plan of adequate internal controls in the submission of their Financial Policies and Procedures Manual. The manual is actually published by the management company and has defined procedures for all aspects of internal control for operations.

3. CAN THE SCHOOL DEMONSTRATE ADEQUATE LEVELS OF PARENT AND STUDENT SATISFACTION?

PARENT AND STUDENT SATISFACTION	
Family Satisfaction	Through the use of parent and student (where appropriate) surveys, the school demonstrates that families are satisfied with the school's program
Student Retention	The school can document the numbers and reasons for student attrition.

Evidence:

- Three parents participated in the SED renewal team's parent interview. This was an opportunity for parents to voice their satisfaction or dissatisfaction.

- The school submitted a copy of the NYS Department of Education 2008-2009 School Survey Report with their renewal materials. The survey indicates that 99% of parents who responded are satisfied with the school.
- Approximately 15 students representing all grade levels participated in the SED renewal team's student interviews. Students were asked to help the reviewer create a new commercial for their school. Students were asked to describe the content, visuals and music; to indicate the kind of equipment needed; and the kind of things the crew needed to do to make this commercial. The students eagerly shared that the core values of the school, stated as the acronym "ACTION," had to be in the commercial, perhaps along with their school song, which the students sang during the interview. Others added that the commercial should highlight some of the schools' learning activities, like a science experiment and show how every grade level could participate.
- School leaders stated that few students leave the school, and that the reason for lower numbers of students in fourth and fifth grade is because they do not accept new students at those grade levels, and that those grades are the school's first two cohorts of students, who came in at those lower numbers. Leaders stated that they document reasons for student attrition, which is usually related to students moving out of the area. However, a fair number of students left the school due to "parental choice" and some for a "more restrictive educational setting." SED reviewers found these reasons to be ambiguous and suggested that the charter school define more specifically the reasons for departure.

4. CAN THE SCHOOL DEMONSTRATE THAT IT IS A VIABLE ORGANIZATION?

LEADERSHIP AND GOVERNANCE	
Leadership/ Governance	The Board of Trustees implements the governance and leadership structure as defined in the charter application or subsequent approved amendment(s), if applicable.
Board Accountability	The Board of Trustees is responsible to the school community it serves.
Decision Making and Communication	The school has a clear understanding of decision-making and communication that result in a common sense of purpose for all school constituencies.
Contractual Relationships (if applicable)	The Board of Trustees and school leadership establish effective working relationships with their management company. Changes in the school's relationship with its management company comply with required charter amendment procedures.

Roles and Responsibilities	The school defines and delineates clear roles and responsibilities among board and staff.
Board Oversight	The Board of Trustees regularly and systematically assesses the performance of school administrators against school-wide goals and makes effective and timely use of the evaluations. The Board of Trustees operates with a clear set of goals for the school and has developed a set of tools for understanding progress toward meeting those goals including those outlined in the school's Accountability Plan.
Board Development	Board members receive appropriate and timely professional development.
Personnel	The Board of Trustees employs leadership who demonstrate effective leadership of the school's programs. The school's leadership establishes an appropriate professional climate, resulting in a purposeful learning environment, reasonable rates of retention for effective school leadership, staff, and teachers, and manageable levels of overall staff turnover.

Evidence:

- The school has a strong Board of Trustees and a strong Board President with a long term vision of growth and development.
- The Board President mentors many of the newly appointed trustees.
- Based on the interview and the Board meeting minutes, the Board of Trustees appears to be responsive and responsible to the school community it serves.
- Based on the interview and the Board meeting minutes, the Board of Trustees appears to have a clear decision-making and communication process that results in a common sense of purpose for all school constituencies.
- In May 2008, a charter revision was approved to add SCN as the school's management organization. SCN is a Kent County, Delaware, not-for-profit organization with authority to do business in New York, exclusively to carry out charitable and educational purposes, including managing one or more charter schools in the State of New York. The management partner continues to support the school by providing data management and reporting, technology development, budget management, grant writing and other services.
- The Board of Trustees' interview, the leadership team interview and interviews with teachers show a shared understanding of the clearly defined roles and responsibilities of each constituency.
- The minutes of the Board meetings and the interview with the Board members show a clear understanding of the current progress of the school toward its goals. The minutes also show that school administrators and staff have regular performance evaluations and follow-up conferences after the evaluation process.

- Board members receive regular professional development opportunities, as noted in the Board meeting minutes. A new Board member stated that he had received extensive professional development in order to assume his duties and responsibilities as a Board member.
- Board meeting minutes reflect on-going discussions for the purpose of creating and maintaining a professional and supportive school climate for all constituencies.

COMPLIANCE	
Safety	The school establishes and maintains a physically safe environment for students and staff. The school establishes a healthy environment ensuring civil rights for all.
Facilities	The school provides facilities that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs.
Staff Qualifications	Staff employed by the school meets all applicable state and federal qualifications and standards.
Implementation of Strategies to Recruit, Place, and Retain Qualified Staff	Activities are funded to recruit, place, and/or retain highly qualified staff.

Evidence:

- The renewal visit team observed the school to be a physically safe and aesthetically pleasing environment.
- The school has met all State and federal requirements for facilities which serve the needs of diverse students.
- There is evidence of a minor facilities-use issue between HSACS and its co-located public school (PS 351). Knowledge of the issue was based on a chance meeting with the president of the PS 351 parent-teacher organization. This individual was encountered during the site visitors' facilities tour, which was being lead by a SCN operations associate for the school. It is to be noted that the parent organization president of the co-located school acknowledged that he had not yet addressed the issue with the PS 351 principal, which he was encouraged by the site visitors to do promptly. When brought to her attention, the HSACS principal stated that she had no prior knowledge of any such concerns, but would look into the matter further.
- Staff employed by the school meets applicable state and federal qualifications and standards. A random review of 20% of staff records, eight of 42, show that all staff qualifications are up-to-date and all required standards have been met.
- The school recruits staff from the Teach for America (TFA) program. Three of the four teachers interviewed at the school were TFA graduates, as was the principal.

DISSEMINATION	
Dissemination of Best Practices (If applicable)	The school has provided models for replication and best practices.

Evidence:

- This school was the model for the other SCN schools, six of which SUNY has approved and opened. These schools, all replications of HSACS, are HSA2, HSA3, HSA4, HAS5, Bronx Success Academy CS1 and Bronx Success Academy CS2. There are also at least two proposed replication schools before SUNY at present for opening in the 2011-2012 school year.

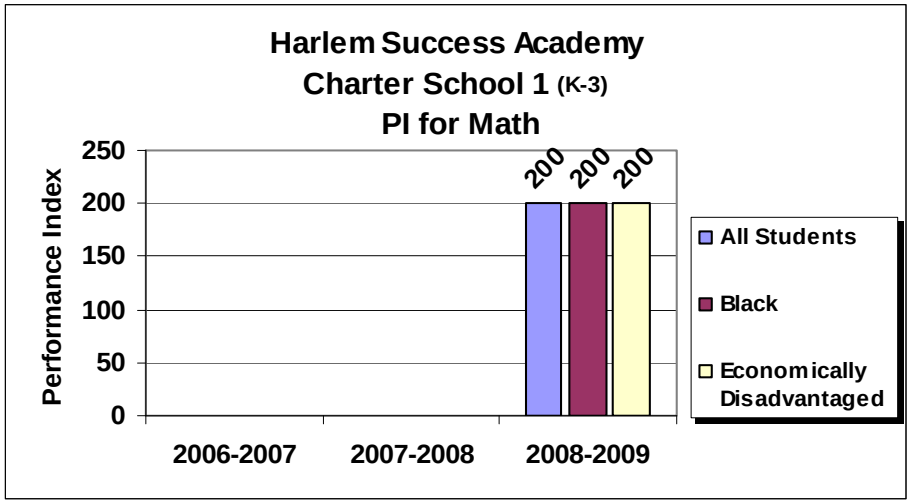
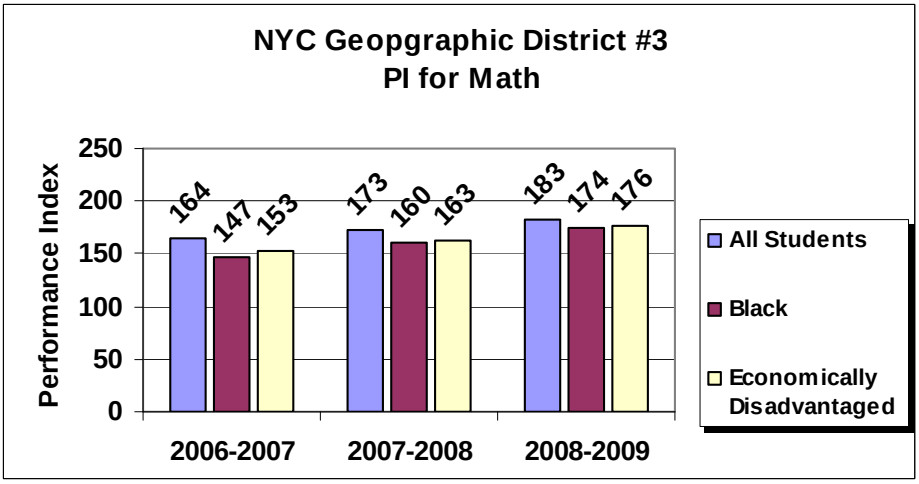
APPENDIX 1

State Performance Index Benchmark for ELA
2006-2007 ~ 155
2007-2008 ~ 160
2008-2009 ~ 165

Harlem Success Academy Charter School Performance Index (PI)	**ELA** (K – 3)	**ELA** (K – 3)	**ELA** (K – 3)
Student Group	**2006-2007**	**2007-2008**	**2008-2009**
All Students	-	-	195
Black	-	-	194
Economically Disadvantaged	-	-	193

NYC Geographic District #3 Performance Index	**ELA** (K – 8)	**ELA** (K – 8)	**ELA** (K – 8)
Student Group	**2006-2007**	**2007-2008**	**2008-2009**
All Students	152	n/a	174
Black	135	n/a	164
Economically Disadvantaged	136	n/a	162

State Performance Index Benchmark for Math
2006-2007 ~ 155
2007-2008 ~ 160
2008-2009 ~ 165

Harlem Success Academy Charter School PI	**Math** (K – 3)	**Math** (K – 3)	**Math** (K – 3)
Student Group	**2006-2007**	**2007-2008**	**2008-2009**
All Students			200
Black			200
Economically Disadvantaged			200

NYC Geographic District #3	Math (K – 8)	Math (K – 8)	Math (K – 8)
Student Group	**2006-2007**	**2007-2008**	**2008-2009**
All Students	164	173	183
Black	147	160	174
Economically Disadvantaged	153	163	176