

# I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 16, 2014

Updated Monday, August 04, 2014

## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310400860849 HARLEM VILLAGE ACADEMY LEADERSHIP

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 4

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
2351 First Avenue, 4th Floor, New York, NY 10035	646-812-9200	212-369-8666	[REDACTED]

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Lenora Robinson
Title	VP, Operations, Operations
Emergency Phone Number (###-###-####)	[REDACTED]

### 5. SCHOOL WEB ADDRESS (URL)

www.harlemvillage.org

### 6. DATE OF INITIAL CHARTER

2003-09-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

## 9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

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• K

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• 1

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• 5

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• 6

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• 7

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• 9

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• 10

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• 11

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• 12

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
No	

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 3 sites

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/C SD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	2351 First Avenue, 4th Floor, New York, NY 10035	646-812-9400	CSD 4	5-8	No	DOE space
Site 2	35 West 124th Street, New York, NY, 10027	646-812-9200	CSD 5	9-12	No	Rent/Lease
Site 3	2351 First Avenue, 3rd Floor, New York, NY 10035	646-812-9600	CSD 4	K-1	No	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Ariella Diamond	[REDACTED]		
Operational Leader	Lenora Robinson	[REDACTED]		[REDACTED]
Compliance Contact	Lenora Robinson	[REDACTED]		[REDACTED]
Complaint Contact	Lenora Robinson	[REDACTED]		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Melanie Bryon	[REDACTED]		[REDACTED]
Operational Leader	Lenora Robinson	[REDACTED]		[REDACTED]
Compliance Contact	Lenora Robinson	[REDACTED]		[REDACTED]
Complaint Contact	Lenora Robinson	[REDACTED]		[REDACTED]

12c. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Cari Winterich	[REDACTED]		[REDACTED]
Operational Leader	Lenora Robinson	[REDACTED]		[REDACTED]
Compliance Contact	Lenora Robinson	[REDACTED]		[REDACTED]
Complaint Contact	Lenora Robinson	[REDACTED]		[REDACTED]

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

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• Yes

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Signature, Head of Charter School

•

Signature, President of the Board of Trustees

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Thank you.

# Appendix A: Link to the New York State School Report Card

Created Tuesday, September 16, 2014

Updated Sunday, November 02, 2014

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## Page 1

Charter School Name: 310400860849 HARLEM VILLAGE ACADEMY LEADERSHIP

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000056181>

# HARLEM VILLAGE ACADEMIES

## Harlem Village Academies Leadership Charter 2013-14 Accountability Plan Progress Report

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Harlem Village Academies Leadership Charter School

Harlem Village Academies Leadership  
Elementary  
2351 First Avenue  
New York, NY 10035  
(646)812-9600

Harlem Village Academies Leadership  
2351 First Avenue  
New York, NY 10035  
(646)812-9400

Harlem Village Academies High School  
35 West 124<sup>th</sup> Street  
New York, NY 10027  
(646)812-9200

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Jon Quintanilla, Director of Data and Technology, prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

**BOARD OF TRUSTEES**

Trustee’s Name	Board Position
James Thompson	Member
Judith Turner Hamerschlag	Member
Deborah Kenny	Secretary
David Zwiebel	Chair
Andrew August	Member
Donna Wilson	Member
Daniel Pianko	Treasurer

**Deborah Kenny has served as the school leader since 2005.**

**Introduction**

The mission of Harlem Village Academies Leadership is to prepare students of fine character to graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals, which are outlined in this document. The school leadership and faculty continually strive to maintain our community’s focus on achieving these goals. Harlem Village Academies Leadership opened in the fall of 2005 with its first class of fifth graders. The school currently serves approximately 698 students in grades K, 1 and five through twelve.

**School Enrollment by Grade Level and School Year**

School Year	K	1	5	6	7	8	9	10	11	12	Total
2010-11	-	-	100	87	57	42	33	33	-	-	352
2011-12	-	-	89	79	78	52	35	33	28	-	394
2012-13	133	-	78	81	78	68	46	35	32	26	577
2013-14	134	110	73	61	76	75	56	45	35	33	698

## High School Cohorts

### Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions:

<http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2012-13	2009-10	2009	26	2	24
2013-14	2010-11	2010	34	5	29

### Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9<sup>th</sup> grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

**Fourth Year Total Cohort for Graduation**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	24	0	24
2013-14	2010-11	2010	29	0	29

<sup>1</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2009	1	0	1

## English Language Arts

### Goal 1: English Language Arts

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

### Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.

### Method

The school administered the New York State Testing Program English language arts assessment to students in fifth through eighth grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

### 2013-14 State English Language Arts Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>3</sup>			Total Enrolled
		IEP	ELL	Absent	
5	70	0	0	0	70
6	59	0	0	0	59
7	76	0	0	0	76
8	71	0	0	1	72
All	276	0	0	0	277

<sup>2</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

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

**Results**

The table below shows the results of the 2013 –14 State English Language Arts exam.

**Performance on 2013-14 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	11.4%	70	-	9
6	16.9%	59	16.9%	59
7	26.3%	76	26.3%	76
8	33.8%	71	33.8%	71
All	22.5%	276	25.1%	215

**Evaluation**

Harlem Village Academies Leadership did not meet this measure.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	80.0%	15	-	9	-	9
6	79.2%	77	19.5%	77	16.9%	59
7	97.3%	73	38.2%	76	26.3%	76
8	76.9%	52	37.3%	67	33.8%	71
All	84.8%	217	30.1%	229	25.1%	215

**Goal 1: Absolute Measure**

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

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>4</sup>

## Results

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
276	32.6	44.9	19.9	2.5

PLI	=	44.9	+	19.9	+	2.5	=	67.4
				19.9	+	12.5	=	<u>22.5</u>
						PLI	=	89.9

## Evaluation

Harlem Village Academies Leadership did not meet this measure.

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>5</sup>

## Results

The table below shows the results of the 2013-14 ELA exam for Harlem Village Academies Leadership and Community School District 4.

<sup>4</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>5</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

**2013-14 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	9	24.0%	1025
6	16.9%	59	19.0%	985
7	26.3%	76	20.0%	993
8	33.8%	71	22.0%	1034
All	25.1%	215	21.3%	4037

**Evaluation**

Harlem Village Academies Leadership achieved this measure.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	80.0%	42.8%	-	20.4%	-	24.0%
6	79.2%	39.6%	19.5%	16.0%	16.9%	19.0%
7	97.3%	34.8%	38.2%	18.8%	26.3%	20.0%
8	76.9%	32.2%	37.3%	19.3%	33.8%	22.0%
All	84.8%	37.2%	30.1%	18.7%	25.1%	21.3%

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>6</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

<sup>6</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

## Results

The table below shows the Comparative Performance Analysis for the 2012-13 school year.

**2012-13 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	85.9	77	10.4	19.0	- 8.6	-0.71
6	87.7	77	19.5	13.8	5.7	0.57
7	78.2	76	38.1	19.8	18.3	1.47
8	77.9	67	37.4	20.7	16.7	1.39
All	82.6	297	25.9	18.2	7.7	0.66

**School’s Overall Comparative Performance:**

Higher than expected to a medium degree

## Evaluation

Harlem Village Academies Leadership met this measure. The school performed “Higher than expected to a medium degree” in the 2012-13 school year. As students progress through the grades, the school’s academic interventions begin to create a strong positive effect. The fifth graders’ low performance is to be expected; Harlem Village Academies Leadership actively recruits students from New York City’s most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic skills. Harlem Village Academies Leadership teaches those basic skills so that, over time, students are able to score proficient. The school’s “effect size” increases each year that students remain in the school. By eighth grade, the “effect size” is 1.39.

## Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2010-11 through 2011-13 school years.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5 <sup>th</sup> -8 <sup>th</sup>	63.0	277	52	40.8	0.69
2011-12	5 <sup>th</sup> -8 <sup>th</sup>	-	-	-	-	-
2012-13	5 <sup>th</sup> -8 <sup>th</sup>	82.6	297	25.9	18.2	0.66

**Goal 1: Growth Measure<sup>7</sup>**

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.<sup>8</sup>

**Results**

The table below shows 2012-13 mean unadjusted growth percentiles for Harlem Village Academies Leadership.

**2012-13 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
5	32.5	50.0
6	53.0	50.0
7	58.5	50.0
8	45.0	50.0
All	48.0	50.0

**Evaluation**

Harlem Village Academies Leadership met this measure in both sixth and seventh grades.

**Additional Evidence**

The table below shows Harlem Village Academies Leadership unadjusted mean growth percentile from 2012-2013. Future iterations of the accountability plan will include historical values.

<sup>7</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>8</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

**English Language Arts Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile			
	2010-11 <sup>9</sup>	2011-12	2012-13	Statewide Average
5			32.5	50.0
6			53.0	50.0
7			58.5	50.0
8			45.0	50.0
All			48.0	50.0

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<sup>9</sup> Grade level results not available.

**Summary of the English Language Arts Goal**

Harlem Village Academies Leadership partially or fully achieved four measures for the 2013-2014 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	Partially Achieved

**Action Plan**

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the English Language Arts program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

## English Language Arts – High School

### Goal 1: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

### Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>10</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### Results

The table below shows 2009 and 2010 four year cohort's English Regents pass rates.

**English Regents Passing Rate with a Score of 75  
by Fourth Year Accountability Cohort<sup>11</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	24	75.0%
2010	29	72.4%

### Evaluation

Harlem Village Academies High has achieved this measure.

**English Regents Passing Rate with a score of 75 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	33	-	31	67.7%	29	72.4%
2011	35	-	34	-	34	70.6%
2012			46	-	43	-
2013					55	-

<sup>10</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>11</sup> Based on the highest score for each student on the English Regents exam

**Goal 1: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma (the college and career readiness standard).

**Results**

The table below shows the English Regents Passing Rate amongst students who were not proficient in the 8<sup>th</sup> grade.

**English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>12</sup>**

Cohort Designation	Number in Cohort	Number Not Proficient in 8th grade	Percent Passing with a score of 75
2009	24	1	100.0%
2010	29	15	60.0%

**Evaluation**

Harlem Village Academies High did not achieve this measure.

**Goal 1: Absolute Measure**

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of **166**.

<sup>12</sup> Based on the highest score for each student on the English Regents exam

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

The table below shows the 2010 cohort’s APL on the English Regents.

**English Language Arts Accountability Performance Level (APL)  
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
29	0.0	27.6	58.6	13.8

$$\begin{array}{rcccccccl}
 \text{PI} & = & 27.6 & + & 58.6 & + & 13.8 & = & 100.0 \\
 & & & & 58.6 & + & 13.8 & = & 72.4 \\
 & & & & & & \text{APL} & = & 172.4
 \end{array}$$

**Evaluation**

Harlem Village Academies High has achieved this measure.

**Goal 1: Comparative Measure**

Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

**Evaluation**

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

**Goal 1: Comparative Measure**

Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>13</sup>

**Results**

The table below show the APL of each cohort compared to students from the local school district 4.

**English Regents Accountability Performance Level (APL)<sup>14</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>15</sup>**

Cohort	Charter School		School District 4 <sup>16</sup>	
	APL	Cohort Size	APL	Cohort Size
2010	172.4	29	162	964

**Evaluation**

District results for the 2010 cohort were not available so this measure could not be evaluated.

**Goal 1: Growth Measure**

Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

<sup>13</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>14</sup> For an explanation of the procedure to calculate the school’s APL, see page 32.

<sup>15</sup> See page 30 above for an explanation of the APL.

<sup>16</sup> District results for the 2010 cohort are not yet available.

**Evaluation**

The State Education Department has not yet developed the high school Growth Model.

## **Summary of the High School English Language Arts Goal**

Harlem Village Academies Leadership partially or fully achieved two measures for the 2013-2014 school year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Achieved
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	N/A
Growth	Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

### **Action Plan**

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the English Language Arts program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

## Mathematics

### Goal 2: Mathematics

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

### Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

### Method

The school administered the New York State Testing Program mathematics assessment to students in fifth through eighth grade in April 2014. Each student's raw score has been converted to a grade-scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2013-14 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>17</sup>			Total Enrolled
		IEP	ELL	Absent	
5	70	0	0	0	70
6	59	0	0	0	59
7	75	0	0	1	76
8	71	0	0	1	72
All	275	0	0	0	277

### Results

The chart below shows Harlem Village Academies Leadership's performance on the 2013-14 state mathematics exam.

<sup>17</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

**Performance on 2013-14 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
5	22.9%	70	-	9
6	39.0%	59	39.0%	59
7	44.0%	75	44.0%	75
8	38.0%	71	38.0%	71
All	34.2%	275	39.3%	214

**Evaluation**

Harlem Village Academies Leadership did not meet this measure.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	100.0%	15	-	9	-	9
6	100.0%	77	36.4%	77	39.0%	59
7	100.0%	73	36.8%	76	44.0%	75
8	100.0%	52	43.3%	67	38.0%	71
All	100.0%	217	37.1%	229	39.3%	214

**Goal 2: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>18</sup>

**Results**

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

<sup>18</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
275	17.8	46.2	31.3	4.7

$$\begin{array}{rclclcl}
 \text{PLI} & = & 46.2 & & 31.3 & + & 4.7 & = & 82.2 \\
 & & & & 31.3 & + & 4.7 & = & \underline{36.0} \\
 & & & & & & \text{PLI} & = & 118.2
 \end{array}$$

#### Evaluation

Harlem Village Academies Leadership met this measure.

#### Goal 2: Comparative Measure

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

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>19</sup>

#### Results

The chart below shows Harlem Village Academies Leadership's progress on the 2013-14 state mathematics exam compared to District 4.

#### 2013-14 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	-	9	33.0%	1035
6	39.0%	59	22.0%	990
7	44.0%	75	19.0%	1009
8	38.0%	71	22.0%	1012
All	39.3%	214	24.1%	4046

#### Evaluation

Harlem Village Academies Leadership achieved this measure in sixth, seventh, and eighth grades as well as for all students combined.

<sup>19</sup> Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

### Additional Evidence

The table below displays a historical comparison between Harlem Village Academies Leadership and Local District 4.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	100.0%	57.5%	-	22.0%	-	33.0%
6	100.0%	55.8%	36.4%	17.9%	39.0%	22.0%
7	100.0%	48.2%	36.8%	15.5%	44.0%	19.0%
8	100.0%	44.4%	43.3%	15.2%	38.0%	22.0%
All	100.0%	51.3%	37.1%	17.6%	39.3%	24.1%

### Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>20</sup>

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Comparative Performance Analysis available.

### Results

The table below shows the Comparative Performance Analysis for the 2012-2013 school year.

<sup>20</sup> The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

### 2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	85.9	77	19.5	19.3	0.2	0.01
6	87.7	77	36.4	16.9	19.5	1.24
7	78.2	76	36.8	16.7	20.1	1.33
8	77.9	67	43.3	17.2	26.1	1.54
All	82.6	297	33.7	17.5	16.1	1.01

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

#### Evaluation

Harlem Village Academies Leadership met this measure. The school performed “higher than expected to a large degree” in the 2012-13 school year. As students progress through the grades, the school’s academic interventions begin to create a strong positive effect. The fifth graders’ low performance is to be expected; Harlem Village Academies Leadership actively recruits students from New York City’s most underperforming school districts. Our school serves fifth graders who enter the school with significant academic challenges and gaps in basic math skills. Harlem Village Academies Leadership teaches those basic skills so that, over time, students are able to score proficient. The school’s “effect size” increases each year that students remain in the school. By eighth grade, the “effect size” is 1.54.

#### Additional Evidence

The table below shows the results of the Institute’s regression analysis for the 2010-11 through 2012-13 school years.

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	5 <sup>th</sup> -8 <sup>th</sup>	63.0	277	85.2	53.7	1.50
2011-12	5 <sup>th</sup> -8 <sup>th</sup>	-	-	-	-	-
2012-13	5 <sup>th</sup> -8 <sup>th</sup>	82.6	297	33.7	17.5	1.01

#### Goal 2: Growth Measure<sup>21</sup>

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

<sup>21</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

**Results**

The table below shows 2012-13 mean unadjusted growth percentiles for Harlem Village Academies Leadership.

**2012-13 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
5	48.5	50.0
6	48.5	50.0
7	66.5	50.0
8	47.5	50.0
All	53.0	50.0

**Evaluation**

Harlem Village Academies Leadership met this measure in seventh grade and overall.

### **Summary of the Mathematics Goal**

Harlem Village Academies Leadership achieved or partially achieved 4 measures for the 2013-2013 school year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Partially

### **Action Plan**

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the mathematics program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

## Mathematics – High School

### Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

### Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels scoring 80 to meet the college and career readiness standard.<sup>22</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### Results

The table below shows the percentage of each cohort scoring 80% or higher on a mathematics Regents exam.

**Mathematics Regents Passing Rate with a Score of 80  
by Fourth Year Accountability Cohort<sup>23</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	24	62.5%
2010	29	62.1%

### Evaluation

Harlem Village Academies High did not achieve this measure. However, Harlem Village Academies Leadership does not require students who score at least 65, but fail to score an 80 on a Regents exam to retake the exam before moving to the next level.

**Mathematics Regents Passing Rate with a score of 80 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	33	63.6%	31	64.5%	29	62.1%
2011	35	77.1%	34	76.5%	34	76.5%
2012			46	50.0%	43	51.2%
2013					55	45.5%

<sup>22</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>23</sup> Based on the highest score for each student on the Mathematics Regents exam

**Goal 2: Absolute Measure**

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

**Method**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

**Results**

The Table below shows the percent of students in each cohort that did not score proficiently on the 8<sup>th</sup> grade State math test but then scored a 80 or higher on a mathematics Regents exam.

**Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>24</sup>**

Cohort Designation	Number in Cohort	Number not Proficient in 8 <sup>th</sup> Grade	Percent Passing with a score of 80
2009	24	0	-
2010	29	0	-

**Evaluation**

All Harlem Village Academies High students scored proficiently on the 8<sup>th</sup> grade State mathematics exam. This measure is not applicable.

**Goal 2: Absolute Measure**

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148**.

<sup>24</sup> Based on the highest score for each student on the Mathematics Regents exam

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

The table below shows the APL of the 2010 cohort on the mathematics Regents exam.

**Mathematics Accountability Performance Level (APL)  
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
29	0.0	6.9	82.8	10.3

$$\begin{array}{rclclclclcl}
 \text{PLI} & = & 6.9 & + & 82.8 & + & 10.3 & = & 100.0 \\
 & & & & 82.8 & + & 10.3 & = & \underline{93.1} \\
 & & & & & & \text{APL} & = & 193.1
 \end{array}$$

**Evaluation**

Harlem Village Academies High achieved this measure.

**Goal 2: Comparative Measure**

Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

**Results**

This section is left blank intentionally

**Goal 2: Comparative Measure**

Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>25</sup>

**Results**

The table below show the APL of each cohort compared to students from the local school district 4.

**Mathematics Accountability Performance Level (APL)  
of Fourth-Year Accountability Cohorts by Charter School and School District<sup>26</sup>**

Cohort	Charter School		School District <sup>27</sup>	
	APL	Cohort Size	APL	Cohort Size
2009	200	24	169	964
2010	193.1	29	-	-

**Evaluation**

Harlem Village Academies High achieved this measure.

**Goal 2: Growth Measure**

Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

**Method**

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

**Evaluation**

The State Education Department has not yet developed the high school Growth Model.

<sup>25</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>26</sup> See page 38 above for an explanation of the APL.

<sup>27</sup> District results for the 2009 cohort are not yet available.

**Results**

This section left blank intentionally.

**Summary of the High School Mathematics Goal**<sup>28</sup>

Harlem Village Academies High fully or partially achieved two measures for the 2013-14 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Achieved
Growth	Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

**Action Plan**

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the mathematics program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

<sup>28</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## Science

### Goal 3: Science

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

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

### Results

The table below shows the results of the 2013-2014 New York State science exam

**Charter School Performance on 2013-14 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	All Students		Charter School Students In At Least 2 <sup>nd</sup> Year	
	Percent	Number Tested	Percent	Number Tested
8	64.7%	68	64.7%	68
All	64.7%	68	64.7%	68

### Evaluation

Harlem Village Academies Leadership did not meet this measure.

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
8	84.6%	52	89.6%	67	64.7%	68
All	84.6%	52	89.6%	67	64.7%	68

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

**Results**

Results for the 2013-14 science test have not been released at the time the accountability plan progress report was submitted for the local school district. 2012-2013 scores are shown below for the district comparison.

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
8	64.7%	68	56.5%	1015

**Evaluation**

Harlem Village Academies Leadership achieved this measure.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	84.6%	52.0%	89.6%	56.5%	64.7%	-
All	84.6%	52.0%	89.6%	56.5%	64.7%	-

### **Summary of the Science Goal**

Harlem Village Academies Leadership fully or partially achieved one measure for the 2013-2014 school year.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Did not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

### **Action Plan**

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the science program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school's internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

## Science – High School

### Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

### Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

### Results

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>29</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	100.0%
2010	29	100.0%

### Evaluation

Harlem Village Academies High achieved this measure.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	33	97.0%	31	100.0%	29	100.0%
2011	35	88.6%	34	91.2%	34	97.1%
2012			46	87.0%	43	93.0%
2013					55	-

<sup>29</sup> Based on the highest score for each student on a science Regents exam

**Goal 3: Comparative Measure**

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

**Results**

The Table below shows the percent of students in the each cohort that have passed a science Regents with a score of 65 or higher compared to local school district 4.

**Science Regents Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100.0%	24	81.5%	964
2010	100.0%	29	-	-

Harlem Village Academies High achieved this measure.

## NCLB

### Goal 4: NCLB

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

### Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

### Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results

Harlem Village Academies Leadership is in "Good Standing" for the 2013-14 school year..

**NCLB Status by Year**

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

### Evaluation

Harlem Village Academies Leadership achieved this measure.

## Social Studies – High School

### Goal 4: Social Studies

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

### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

### Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

### Results

100 percent of the 2009 and 2010 cohorts have passed a New York State U.S. History Regents Exam.

#### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>30</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	100.0%
2010	29	100.0%

### Evaluation

Harlem Village Academies High achieved this measure.

#### U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	33	-	31	100.0%	29	100.0%
2011	35	-	34	-	34	82.4%
2012			46	-	43	-
2013					55	-

<sup>30</sup> Based on the highest score for each student on a science Regents exam

**Goal 4: Comparative Measure**

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

**Results**

The table below shows the U.S. History Regents passing rate for the 2010 cohort. 2013-14 data is not yet available for the community school district.

**U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	100.0%	24	78.0%	964
2010	100.0%	29	-	-

**Evaluation**

Harlem Village Academies Leadership achieved this measure.

**Goal 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

The table below shows the Global History Regents passing rate for the 2009 and 2010 cohorts.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>31</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	100.0%
2010	29	100.0%

**Evaluation**

Harlem Village Academies High achieved this measure.

**Additional Evidence**

The table below displays each cohort’s progress towards meeting the measure as students progress through the school. Global History is administered to students during their second year at Harlem Village Academies Leadership.

**Global History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	33	100.0%	31	100.0%	29	100.0%
2011	35	-	34	82.40%	34	94.1%
2012			46	-	43	86.0%
2013					55	-

**Goal 4: Comparative Measure**

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

**Results**

The table below shows the Global History Regents passing rate for the 2010 cohort. 2013-14 data is not yet available for the community school district.

<sup>31</sup> Based on the highest score for each student on a science Regents exam

**Global History Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	100.0%	24	78.1%	964
2010	100.0%	29	-	-

**Evaluation**

Harlem Village Academies Leadership achieved this measure.

**High School Graduation**

**GOAL 6: HIGH SCHOOL GRADUATION**  
Students will graduate from High School.

**Goal 6: Absolute Measure**  
Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

**Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school’s promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

Students are considered to be promoted to the next grade as long as they remain on track to graduate from high school in four years.

**Results**

The table below displays the percent of students in each Accountability Cohort who remain on track to graduate within four years.

**Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2012-13**

Cohort Designation	Number in Cohort	Percent Promoted
2010	29	100.0%
2011	34	97.1%
2012	43	97.7%
2013	55	100.0%

**Evaluation**

Harlem Village Academies High achieved this measure.

**Goal 6: Absolute Measure**

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

**Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

**Results**

The table below shows the percent of each Cohort that passed three regents exams by the conclusion of their second year in the school.

**Percent of Students in their Second Year Passing Three Regents Exams by Cohort**

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	29	100.0%
2011	34	94.1%
2012	43	88.4%

**Evaluation**

Harlem Village Academies High achieved this measure.

**Goal 6: Absolute Measure**

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

**Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion.

**Results**

The table below displays the percent of students in the 2010 cohort who graduated within four years.

**Percent of Students in the Graduation Cohort who have Graduated After Four Years**

Cohort Designation	Number in Cohort	Percent Graduating
2009	28	96.4%
2010	29	96.6%

**Percent of Students in Graduation Cohort Who Have Graduated After Five Years**

Cohort Designation	Number in Cohort	Percent Graduating
2009	28	96.4%

**Evaluation**

Harlem Village Academies High achieved this measure.

**Goal 6: Comparative Measure**

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

**Method**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>32</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

**Results**

The table below shows the graduation rate for the 2010 cohort compared to the local district. 2013-14 data is not yet available for the local school district.

**Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District**

Cohort Designation	Charter School		School District <sup>33</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	28	96.4%	964	75.2%
2010	29	96.6%	-	-

**Evaluation**

Harlem Village Academies High achieved this measure.

<sup>32</sup> Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>33</sup> District results for the 2009 cohort are not yet available.

**Summary of the High School Graduation Goal**

Harlem Village Academies High has met each of the high school graduation goals for which data is available.

Type	Measure	Outcome
Absolute	(\$)	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

**Action Plan**

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the academic program. Those plans were largely driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

## College Preparation

### GOAL 7: COLLEGE PREPARATION

Students will gain admission to college.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

#### Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

The table below shows the school's tenth grade performance on the PSAT compared to New York State.

**10<sup>th</sup> Grade PSAT Performance by School Year**

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	33	33	43.3	41.2	43.7	43.1
2012-13	34	30	39.6	45.4	42.6	46.5
2013-14	43	43	40.1	41.1	41.9	42.8

#### Evaluation

Harlem Village Academies High did not achieve this measure.

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT tests in reading and mathematics.

#### Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade (senior) test takers in the given year.

## Results

The table below shows the school's twelfth grade performance compared to New York State.

### 12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2012-13	24	23	484.1	496.0	508.3	514.0
2013-14	30	25	491.6	485.0	519.2	501.0

## Evaluation

Harlem Village Academies High achieved this measure.

### Goal 7: School Created College Preparation Measure

Each year, 50% of students in the high school Graduation Cohort will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort.

## Method

The school will administer the New York State Regents Exams. Students will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort if they pass eight required Regents exams. This measures the percentage of students in the high school Graduation Cohort who passed enough exams to obtain the Advanced Regents diploma.

## Results

The table below shows the number of Advanced Regents diplomas the 2010 graduation cohort received.

### Percent of Graduates with an Advanced Regents Diploma

Cohort Designation	Number in Cohort	Advanced Regents
2009	24	9.1%
2010	29	20.7%

## Evaluation

Harlem Village Academies High did not achieve this measure.

The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

## Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a

score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college

**Results**

The table below shows the percent of the school’s graduates meeting the Aspirational Performance Measure as compared to statewide average. The statewide average for the 2010 cohort was not yet available.

**Percent of Graduates Meeting the Aspirational Performance Measure<sup>34</sup>**

Cohort	Charter School	Statewide <sup>35</sup>
2009	63.6%	37.2
2010	41.3%	

**Evaluation**

The statewide average for the 2010 cohort was not yet available so this measure could not be evaluated.

The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.

**Method**

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

**Results**

The table below shows the number of Advanced Regent diplomas the 2010 graduation cohort received. 2010 cohort data for the local school district is currently unavailable.

<sup>34</sup> Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>35</sup> District results for the 2009 cohort are not yet available.

### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>36</sup>

Cohort	Charter School	School District <sup>37</sup>
2009	9.1%	23.1%
2010	20.7%	-

#### Evaluation

The district data for the 2010 cohort was not yet available so this measure could not be evaluated.

Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

#### Method

The Advanced Placement exam is a national college level course examination. Students receive a scale score ranging from 1-5 with 5 as the highest possible score.

#### Results

The table below demonstrates the percentage of graduates that have passed an Advanced Placement exam.

### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>38</sup>
2009	22	22.8%
2010	29	N/A

#### Evaluation

This measure is not applicable as Harlem Village Academies High no longer offers Advanced Placement exams as it transitions to an International Baccalaureate curriculum.

<sup>36</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>37</sup> District results for the 2009 cohort are not yet available.

<sup>38</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

**Goal 7: School Created College Attendance or Achievement Measure**

Each year, 75% of graduates will enroll in a two or four year college or university.

**Method**

Students will gain acceptance into an accredited two or four year college or university.

**Results**

The table below shows the percentage of graduates that have enrolled in a college or university.

Cohort	Number of Graduates	Percent Enrolling in a college or university
2009	22	100.0%
2010	28	100.0%

**Evaluation**

Harlem Village Academies High achieved this measure.

**Summary of the College Preparation Goal**

Harlem Village Academies Leadership has fully or partially achieved one measures for the 2012-2013 school year.

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12th grade will exceed the state average on the SAT tests in reading and mathematics.	Achieved
College Preparation	Each year, 50% of students in the high school Graduation Cohort will receive an Advanced Regents Diploma after the completion of their fourth year in the cohort.	Did Not Achieve
	The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.	Not Applicable
	Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
College Attainment	Each year, 75% of graduates will enroll in a two or four year college or university.	Achieved

**Action Plan**

Consistent with our organizational value of kaizen, or continual improvement, our teachers met to plan improvements and modifications to the academic program. Those plans were largely be driven by a detailed analysis of the data presented above, as well as by a careful examination of the school’s internal assessment data. Additionally, the school has taken steps to align its curriculum and instructional strategies with the Common Core Standards.

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Monday, August 04, 2014

## Page 1

Charter School Name: 310400860849 HARLEM VILLAGE ACADEMY LEADERSHIP

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	11003438
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	678
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	16229

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	6810013
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	1799253
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	8609266
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	678
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	12698

Thank you.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2014

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
FINANCIAL STATEMENTS  
JUNE 30, 2014

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FRUCHTER ROSEN & COMPANY, P.C.  
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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF  
HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL

***Report on the Financial Statements***

We have audited the accompanying financial statements of Harlem Village Academy Leadership Charter School (the "School") (a not-for-profit corporation), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

***Management's Responsibility for the Financial Statements***

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

### ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated September 4, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
September 4, 2014

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2014

ASSETS	
Current assets:	
Cash and cash equivalents	\$ 882,764
Grants and contracts receivable	335,435
Prepaid expenses	<u>59,654</u>
Total current assets	<u>1,277,853</u>
Property and equipment, net of accumulated depreciation and amortization of \$727,600	
	823,499
Note receivable - related party	
	<u>750,000</u>
Total other assets	<u>1,573,499</u>
TOTAL ASSETS	<u><u>\$ 2,851,352</u></u>
LIABILITIES AND UNRESTRICTED NET ASSETS	
Current liabilities:	
Accounts payable and accrued expenses	\$ 297,066
Accrued payroll and payroll taxes	408,085
Due to related parties	823,641
Refundable advances	<u>6,087</u>
Total current liabilities	1,534,879
Unrestricted net assets	<u>1,316,473</u>
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	<u><u>\$ 2,851,352</u></u>

The accompanying notes are an integral part of the financial statements.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENT OF ACTIVITIES  
FOR THE YEAR ENDED JUNE 30, 2014

Revenue and support:	
State and local per pupil operating revenue	\$ 10,210,605
Federal grants	458,941
State and city grants	50,724
Interest income	<u>2,317</u>
Total revenue and support	<u>10,722,587</u>
Expenses:	
Program services:	
Regular education	8,328,564
Special education	702,483
Supplemental education	<u>780,724</u>
Total program services	9,811,771
Supporting services:	
Management and general	<u>886,721</u>
Total expenses	<u>10,698,492</u>
Change in unrestricted net assets	24,095
Unrestricted net assets - beginning of year	<u>1,292,378</u>
Unrestricted net assets - end of year	<u><u>\$ 1,316,473</u></u>

The accompanying notes are an integral part of the financial statements.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED JUNE 30, 2014

<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>	
Change in unrestricted net assets	\$ 24,095
Adjustments to reconcile change in unrestricted net assets to net cash provided by operating activities:	
Depreciation and amortization	324,840
Changes in certain assets and liabilities:	
(Increase) in grants and contracts receivable	(267,637)
(Increase) in prepaid expenses	(18,670)
Increase in accounts payable and accrued expenses	189,810
Increase in accrued payroll and payroll taxes	56,960
Increase in due to related parties	727,588
Increase in refundable advances	4,360
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<b>1,041,346</b>
 <b>CASH FLOWS FROM INVESTING ACTIVITY:</b>	
Purchase of property and equipment	(250,836)
<b>NET INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>790,510</b>
<b>CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR</b>	<b>92,254</b>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<b>\$ 882,764</b>

The accompanying notes are an integral part of the financial statements.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Harlem Village Academy Leadership Charter School (the "School") is a New York State, not-for-profit corporation and was incorporated on September 13, 2002 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School is dedicated to providing a high quality college preparatory education to primarily disadvantaged students. Classes commenced in East Harlem, New York, in September 2005 and the School provided education to approximately 684 students in grades kindergarten, first and five through twelve during the 2013-2014 school year.

The Board of Trustees of the State University of New York originally approved the application for the School on September 13, 2002. The School has periodically applied for and received renewals of its charter. During the year ended June 30, 2011, the State University of Trustees granted the School an additional renewal for a period of five years, extending the charter through July 31, 2015. The School expects to continue to apply for renewals as needed, consistent with standard New York charter school practice.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as a School described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(1)(A)(ii). The School is subject to income taxes only on net unrelated business income. The School did not have net unrelated business income for the year ended June 30, 2014.

The School's accounting policy provides that a tax expense or benefit from an uncertain tax position may be recognized when it is more likely than not that the position will be sustained upon examination, including resolutions of any related appeals or litigation processes, based on the technical merits. The School has no uncertain tax position resulting in an accrual of tax expense or benefit.

IRS Forms 990 filed by the School are subject to examination by the Internal Revenue Service up to three years from the extended due date of each return. Forms 990 filed by the School are no longer subject to examination for the fiscal years ended June 30, 2010, and prior.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation

Financial statement presentation follows the requirements of the Financial Accounting Standards Board (“FASB”) in its Accounting Standards Codification (“ASC”) 958-205 Under ASC 958-205; the School is required to report information regarding its financial position and activities according to three classes of net assets; unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. These net assets classifications are described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside grantor or by law are available for any use in carrying out the operations of the School.

Temporarily Restricted

Net assets of the School whose use has been limited by grantor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions.

Permanently Restricted

Net assets of the School are those whose use has been permanently limited by grantor-imposed restrictions with no time restriction. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the grantors.

The School had no temporarily or permanently restricted net assets at June 30, 2014.

Revenue and Support

Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the School’s current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local government resulting from the School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agencies.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Cash and Cash Equivalents

For the purpose of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of \$250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Equipment	3 years
Furniture and fixtures	5 years
Software	3 years
Leasehold improvements	useful life or related lease

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal and city entitlements and grants. The School anticipates collecting these receivables before June 30, 2015.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consisted of the following as of June 30, 2014:

Equipment	\$ 656,385
Furniture and fixtures	158,572
Software	3,999
Leasehold improvements	<u>732,143</u>
	1,551,099
Less: Accumulated depreciation and amortization	<u>(727,600)</u>
	<u>\$ 823,499</u>

Depreciation and amortization expense was \$324,840 for the year ended June 30, 2014. In addition, depreciation expense was allocated to the School from a related party in the amount of \$55,534 bringing total depreciation and amortization expense to \$380,374.

NOTE 4 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue under a program from The New York City Department of Education. If this program were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 5 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Harlem Village Academies (the "Network"), a New York State not-for-profit corporation and Harlem Village Academy Charter School, a charter school with common management. The Network supports the School by providing educational and operating materials, training, financial support and other services. During the start up phase of the School, the Network received and disbursed funding for start up costs associated with the School.

On May 21, 2010, the School signed a promissory note for \$750,000 with the Network. The note was due May 31, 2013. The Board of Trustees approved an extension to September 30, 2015 (Repayment Date). If the note is repaid on or before the Repayment Date, there will be no interest accrued on the note. If the note is paid back after the Repayment Date, the Network shall pay interest at the lower of ten percent (10%) per annum or the maximum rate per annum permitted by applicable law on the outstanding principal amount of the note. The note may be repaid by the Network in whole or in part, without premium or penalty, at anytime upon five (5) days advance written notice to the School.

For operational efficiency and purchasing power, the School shares certain expenses with the Network and Harlem Village Academy Charter School. At June 30, 2014, the balance due to related parties was \$823,641; this balance consists of \$770,055 due to Harlem Village Academy Charter School and \$53,586 due from the Network.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014

NOTE 5 - RELATED PARTY TRANSACTIONS (Continued)

The Network, with partial funding through a grant from the New York City Department of Education (which grant is administered by the School Construction Authority or “SCA”), completed the building of a new school facility in August, 2012 to be used by both the School and Harlem Village Academy Charter School (the “Schools”). The High School opened in 2012. Civic Builders, a non-profit charter school developer, served as developer of the project under a development agreement with the Network. Upon conveyance of the school portion of the building to the SCA, the SCA will lease it to Civic Builders, which will sublease it to HVA 125 LLC, a limited liability company in which the Network is the sole member. Under the sublease terms, the Schools that occupy the premises will be required to meet certain academic performance targets, which are less rigorous than the targets of the Schools’ authorizer. There is no rent, but the School will pay operating expenses and fund a replacement reserve. The lease and sublease will have at least a 30 year term, which may be extended by the Network under certain conditions.

NOTE 6 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 7 - FUNCTIONAL ALLOCATION OF EXPENSE

The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

NOTE 8 - RETIREMENT PLAN

The School maintains a pension plan qualified under the Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 4% of annual compensation. Pension expense for the year ended June 30, 2014 amounted to \$141,607.

NOTE 9 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through September 4, 2014, the date that the accompanying financial statements were issued. The School has no material events requiring disclosure.

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INDEPENDENT AUDITORS' REPORT  
ON SUPPLEMENTARY INFORMATION

TO THE BOARD OF TRUSTEES OF  
HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL

We have audited the financial statements of Harlem Village Academy Leadership Charter School as of and for the year ended June 30, 2014, and have issued our report thereon dated September 4, 2014, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The schedule of functional expenses is presented for the purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
September 4, 2014

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
SCHEDULE OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2014

	Program Services			Total	Management and	Total
	Regular Education	Special Education	Supplemental Education		General	
Salaries and benefits	\$ 6,679,407	\$ 603,208	\$ 325,111	\$ 7,607,726	\$ 710,229	\$ 8,317,955
Consultants	-	500	-	500	29,067	29,567
Contracted services - temporary	33,907	3,062	1,650	38,619	3,606	42,225
Audit fees	-	-	-	-	12,500	12,500
Legal fees	-	-	-	-	1,562	1,562
Books and curriculum materials	196,740	-	-	196,740	-	196,740
Recruiting and marketing	62,299	-	-	62,299	-	62,299
Student testing	6,884	-	-	6,884	-	6,884
Staff development	248,341	-	-	248,341	-	248,341
Field trips	-	-	147,406	147,406	-	147,406
After school activities	-	-	254,971	254,971	-	254,971
Supplies and materials	210,291	18,991	10,236	239,518	22,361	261,879
Printing and postage	13,274	1,199	646	15,119	1,412	16,531
Insurance	82,323	7,435	4,007	93,765	8,753	102,518
Telephone and communication	39,186	3,539	1,907	44,632	4,168	48,800
Repairs and maintenance	3,908	353	190	4,451	416	4,867
Facilities expense	299,279	27,028	14,567	340,874	31,819	372,693
Depreciation and amortization	305,444	27,584	14,867	347,895	32,479	380,374
Food and travel	26,236	-	-	26,236	17,064	43,300
Equipment and furniture	94,481	8,532	4,599	107,612	10,048	117,660
Technology costs	14,918	-	-	14,918	-	14,918
Miscellaneous	11,646	1,052	567	13,265	1,237	14,502
<b>Total</b>	<b>\$ 8,328,564</b>	<b>\$ 702,483</b>	<b>\$ 780,724</b>	<b>\$ 9,811,771</b>	<b>\$ 886,721</b>	<b>\$ 10,698,492</b>

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INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT  
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
*GOVERNMENT AUDITING STANDARDS*

TO THE BOARD OF TRUSTEES OF  
HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Harlem Village Academy Leadership Charter School (the "School"), which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated September 4, 2014.

***Internal Control over Financial Reporting***

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

TO THE BOARD OF TRUSTEES OF  
HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL

***Compliance and Other Matters***

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

***Purpose of this Report***

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

  
FRUCHTER ROSEN & COMPANY, P.C.  
Certified Public Accountants

New York, New York  
September 4, 2014



**Charter Schools Institute**  
*The State University of New York*

**Budget and Quarterly Report Template**  
*for SUNY Authorized Charter Schools*

## **Village Academy Leadership Charter**

Contact Name:	Chuck Klein
Contact Email:	cklein@harlemvillage.org
Contact Phone:	646-812-9571
Prior Year:	2012-13
Current Year:	2013-14



**Charter Schools Institute**  
*The State University of New York*

**Budget and Quarterly Report Template**  
*for SUNY Authorized Charter Schools*

**Harlem Village Academy Charter School**

Contact Name: Chuck Klein  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Prior Year: 2012-13  
Current Year: 2013-14

# Appendix E: Disclosure of Financial Interest Form

Created Friday, July 25, 2014

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Page 1

310400860849 HARLEM VILLAGE ACADEMY LEADERSHIP

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Wednesday, July 16, 2014

Updated Friday, July 25, 2014

## Page 1

### 310400860849 HARLEM VILLAGE ACADEMY LEADERSHIP

#### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Judith Tuner Hamerschlag	Member	Yes		3 terms served. Joined the Board in 2011-12. Term expires 7/2014	
2	James Thompson	Member	Yes		Member has served since the creation of The Board. Term expires 7/2014.	
3	David Zwiebel	Chair/President	Yes		Member has served since the creation of The Board. Term expires 7/2014.	
4	Donna Wilson	Member	Yes		Member has served since the creation of The Board. Term expires 7/2014.	
5	Daniel Pianko	Treasurer	Yes		3 terms served. Joined the Board in 2011-12. Term expires 7/2014	
6	Dr. Deborah Kenny	Secretary	Yes		Member has served since the creation of The Board. Term expires 7/2014.	
7	Dr. Andrew August	Member	Yes		Member has served since the creation of The Board. Term expires 7/2014.	

#### 2. Total Number of Members Joining Board during the 2013-14 school year

0

#### 3. Total Number of Members Departing the Board during the 2013-14 school year

0

#### 4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

6

#### 5. How many times did the Board meet during the 2013-14 school year?

4

6. How many times will the Board meet during the 2014-15 school year?

4

Thank you.

## Enrollment and Retention Targets

Harlem Village Academy is committed to serving students with disabilities, English language learners and students who are eligible to participate in the federal free and reduced priced lunch program, and has developed specific strategies to attract and retain these students.

### Enrollment

The school anticipates using the following strategies to attract high-needs students:

- Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish
- Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch and English Language Learners
- 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
- Conducting open houses focused on the Special Education services offered by the school
- Posting fliers in buildings frequented by high-needs populations
- Soliciting referrals from parents of English language learners currently enrolled at HVA

In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch.

### Retention

While a lack of publically available data makes a full understanding of student attrition impossible, the little information<sup>1</sup> that we do have shows a high level of student attrition in all New York City public schools. The table below shows the student attrition at Harlem Village Academy and its collocated NYC Department of Education school between October 2011 and May 2012, the most recent period for which data is available. HVA student attrition rates were less than half of those at comparable DOE schools.

Student Attrition October 2011 – May 2012			
	October Enrollment	Students Continuously Enrolled	Student Attrition
HVA Middle	293	291	0.7%
PS 194	241	204	14.1%

<sup>1</sup> The *Accountability and Overview Report* lists each school’s enrollment as of BEDS day (the first Wednesday of October) and the number of students who were continuously enrolled from BEDS day until the NYSTP testing period (typically in early spring). Comparing these two numbers yields the percentage of students who left the school between the fall and the spring.

HVA has addressed student attrition with a preventive and comprehensive approach. Our teachers and principals developed strategies together, executed them effectively, and produced outstanding results. The school anticipates using the same strategies that reduced student attrition including:

- **Overall Family Relationships and Communications.** Take steps to further develop positive family relationships, such as
  - Pot luck dinners during the first week of school
  - Positive phone calls home during the first week of school
  - Chatting with parents outside during arrival and dismissal even when not officially on duty
  - When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, five teachers will call the parent to convince them to stay
  - Improved the quality and increased the quantity of summer home visits that take place after students are accepted in the lottery but before the school year begins. Increased the specificity of our expectations.
- **New Student Acclimation.** Strategies to help students who have a hard time adjusting to our higher behavior standards, include:
  - Throughout September, teachers observe each other's classrooms during their free periods all day, then meet every evening to debrief about their students and devise strategies to improve behavior and habits
  - Identify students who will struggle with behavior as follows:
    - Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior
    - Writing assignment that asks students to describe their prior struggles with behavior at school
    - Teachers intensively co-observe in classrooms throughout the day during the first month of school
    - Principals put students in strategic situations in the first week of the school year, and observe them closely
    - Convince parents during orientation to tell us about prior behavior problems their child has exhibited, so teachers can use that information to help the child when they arrive
  - Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so
  - Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families

so that we're on the same team working together to help the child successfully meet the higher behavior standards

- Provide advice to parents regarding how they can reinforce our strict behavior expectations at home, e.g. respectful speech, actions and gestures, etc.
- **Academic Supports** Strategies to maximize the number of students who are promoted to the next each year grade include:
  - Added a special education teacher focused on 5th grade only
  - Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
  - Conduct running records during the summer, so reading teachers get to know each new student individually, early in the year
  - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
  - Commit to the low as well as the lowest students by spending more time tutoring both groups during SGI, lunch, after school, and Saturday

WELCOME!

*¡BIENVENIDO!*

Harlem Village Academies Middle  
Open House



**HARLEM VILLAGE ACADEMIES**

# Who are we? *¿Quienes somos?*

**Jason  
Epting**  
Principal  
*El Director*



**Ameenah  
Reed**  
Operations  
Director  
*Gerente  
General*



**HARLEM VILLAGE ACADEMIES**

# What is Harlem Village Academies?

## *Qué es Harlem Village Academies?*

- Network of high-performing charter schools K-12
- *Una red de escuelas charter de mejor desempeño, K - 12*
- Focus on high quality educators → high quality education for students
- *Profesores de alta calidad → educación de alta calidad*
- Opened in 2003 *Se abrió en 2003*
- Schools:
  - Two Elementary Schools
  - Two Middle Schools
  - One High School

### *Escuelas:*

*Dos Escuelas Primarias*

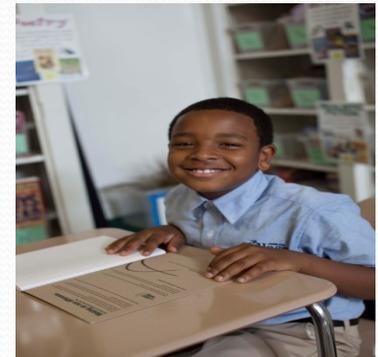
*Dos Escuelas Secundarias*

*Una Escuela Superior*

**HARLEM VILLAGE ACADEMIES**

# Matriculation through Schools

## *Matriculación a través de nuestras escuelas*



 **HARLEM VILLAGE ACADEMIES**

# Harlem Village Academies High School

## *Escuela Superior de Harlem Village Academies*



124<sup>th</sup> Street Entrance / *Calle 124*



125<sup>th</sup> Street Entrance / *Calle 125*

100% of our first two graduating classes were accepted to college.

*100% de los estudiantes que se graduaron de HVA se aceptaron a la universidad.*

**HARLEM VILLAGE ACADEMIES**

# Harlem Village Academy Middle

## *Nuestra escuela secundaria*

- 244 West 144<sup>th</sup> St. (7<sup>th</sup> & 8<sup>th</sup>)
- 5<sup>th</sup> – 8<sup>th</sup> grades *De 5º a 8º grados*
- Preserving the classroom environment  
*Mantenemos el ambiente escolar*
- Passionate, dedicated staff  
*Nuestros profesores y empleados son dedicados y entusiasmados*



**HARLEM VILLAGE ACADEMIES**

# What Makes Us, Us? *¿Por qué somos especial?*

- Wholistic approach - “It takes a village to raise a child.”  
*Una estrategia holística – “Hace falta una aldea para educar un niño”*
- Advisory and Family Time program  
*Programas sociales en “familias” (grupos pequeños)*
- Workshop model vs. traditional test prep instruction  
*Aprendizaje en Taller vs. Preparación Tradicional para los Exámenes*
- Daily Small Group Instruction (SGI)  
*Instrucción diaria en grupos pequeños*

**HARLEM VILLAGE ACADEMIES**

# What Makes Us, Us? *¿Por qué somos especial?*

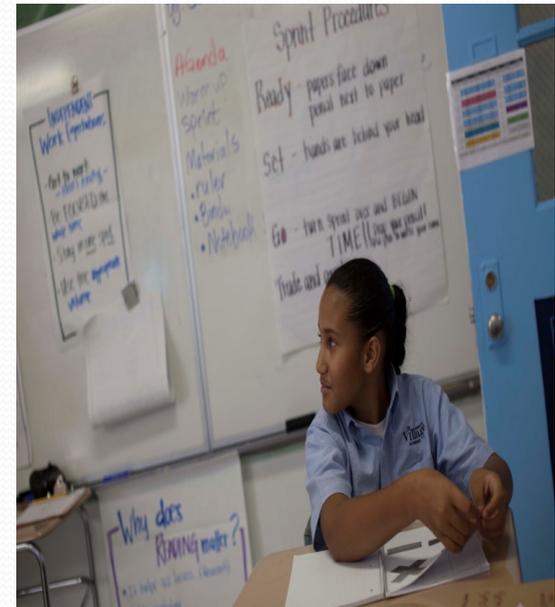
- After-school program: Find Your Passion (FYP), Reading, Sports
  - *Programas extracurriculares: Encuentra Tu Pasión (FYP), Lectura, Deportes*
- Time invested in the love of reading (pleasure reading, hot reads)
  - *Tiempo dedicado a la lectura (leer por placer, “libros calientes”)*
- Habits of Success
  - *Hábitos para el éxito*

**HARLEM VILLAGE ACADEMIES**

# Student Expectations

## *Expectativas de los estudiantes*

- High academic and behavioral expectations  
*Altas expectativas académicas y del comportamiento*
- Daily homework (at least 1 ½ hours) completion  
*Hacer tarea (por lo menos 1 hora y media) cada noche*
- Frequent communication  
*Comunicación frecuente*



**HARLEM VILLAGE ACADEMIES**

# Student Expectations

## *Expectativas de los estudiantes*

- Prompt arrival to school - Excellent attendance  
*Llegar al colegio en hora – Excelente asistencia*
- Committed to the whole community  
*Compromiso con la comunidad*
- Self-Reflection  
*Introspección*



**HARLEM VILLAGE ACADEMIES**

# Family Expectations

## *Expectativas de las familias*

- Partner with us – we care about your child!

*Únete a nosotros – ¡Tu hijo nos importa!*

- Arrive on time! *¡Llega en hora!*

- Read *with* your child every day! (start today 😊)

*¡Lee **con** tu hijo cada día! (empieza hoy 😊)*

- Communicate with us frequently!

*¡Comunica con nosotros frecuentemente!*

- Phone calls, emails, texts, in-person conferences (*Llamadas, emails, textos, reuniones*)

- Read & respond to handouts in Tuesday Folder (*Leer y responder a los documentos en la carpeta cada martes*)



## New Family Orientation (after lottery)

### *Orientación para las nuevas familias (después de la lotería)*

- Curriculum: English Language Arts (Reading & Writing), Math, Social Studies, Science, Specials

*Plano de Cursos: ELA (Lectura & Escritura), Matemáticas, Sociales, Ciencia, Cursos especiales.*

- Uniforms: very specific uniform from Flynn & O'Hara
- *Uniformes muy específicos de Flynn & O'Hara (Mas caro = mejor calidad = ahora dinero la larga)*
  - More expensive = better quality = save money in the long run
  - The only thing you pay for at HVAM! *¡La unica cosa que necesitas comprar para HVAM!*
    - We provide all school supplies! *¡Proveemos todas las materiales escolares!*
- Process: home visits, student testing, student orientation

*Proceso: Visitas a la casa, pruebas para los estudiantes, orientación para los estudiantes*

# Frequently Asked Questions (FAQs) *Preguntas Frecuentes*

- IEPs? *¿IEPs?*
- Transportation? *¿Transportación?*
  - Bussing *Los Autobúses*
  - MetroCards *MetroCards*
- Breakfast and lunch? *¿Desayuno y almuerzo?*
- School hours? *¿Horario del colegio?*
  - Monday – Thursday - 7:15-4:40pm  
*Lunes - Jueves - 7:15 - 4:40 pm*
  - Friday *Viernes* - 7:30 - 2:00pm
- Vacation Schedule? *¿Vacaciones?*



**HARLEM VILLAGE ACADEMIES**

# Next Steps: Lottery Information

## *Próximos Pasos: Información de la Lotería*

- Fill out an application here! *Llena una aplicación aquí*
- Lottery date: Tuesday, April 1<sup>st</sup>, 2014 *Fecha de la lotería: Martes, 1° de Abril, 2014.*

Preference in the lottery if... *Recibes preferencia si...*

- You have a sibling currently enrolled ...*ya tienes un hijo en HVA*
- You receive free/reduced lunch in District 5 ...*recibas almuerzo*
- You receive free/reduced lunch in NY state *gratis o reducido en NY*
- You live in District 5 (no reduced lunch) ...*vivas en Distrito 5*
- You live in NY state (no reduced lunch) ...*vivas en el estado de NY*



# Contact Information

## *Datos de Contacto*

- Ameenah Reed (Operations Director)
  - [areed@harlemvillage.org](mailto:areed@harlemvillage.org)
  - hvamiddle@harlemvillage.org
  - 646-812-9392

**HARLEM VILLAGE ACADEMIES**

# HARLEM VILLAGE ACADEMIES

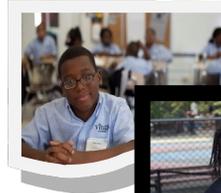
244 West 144th Street, New York, NY 10030

## THE HVA VISION:

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

## LA VISIÓN HVA:

*Queremos que los estudiantes sean intelectualmente sofisticados, con carácter íntegro, que lean con avidez, piensen independientemente, muestren compasión, y hagan una contribución significativo para su sociedad.*



# HARLEM VILLAGE ACADEMIES

A Free Public Charter School—*Una Escuela Charter Pública Gratuita*

Accepting applications for students who will be in the 5th grade in the 2014—15 school year

*Estamos aceptando aplicaciones de la lotería para los estudiantes que entrarán al quinto grado en el año escolar 2014—15*



Principal  
Epting



- ◆ High behavioral expectations - *Expectativas muy altas para el comportamiento*
- ◆ Rigorous curriculum - *Plan de estudios riguroso*
- ◆ Small group instruction - *Instrucción en grupos pequeños*
- ◆ Cross-curriculum field trips - *Salidas de campo y excursiones con conexiones intercurriculares*
- ◆ Character infusion of integrity, self-control, love of learning, gratitude, & grit - *Formación del buen carácter: Integridad, Honradez, Autocontrol, Amor por el aprendizaje, Gracitud, y Determinación*

To attend an open house and submit an application for our lottery please call 646-812-9392 or email [HVAMiddle@harlemvillage.org](mailto:HVAMiddle@harlemvillage.org) - *Únete a nosotros para obtener una sesión informativa y llenar un formulario de inscripción a la lotería. Llamémos al 646-812-9392 o mánden un email a [HVAMiddle@harlemvillage.org](mailto:HVAMiddle@harlemvillage.org)*

# Appendix I: Teacher and Administrator Attrition

Created Friday, July 25, 2014

---

## Page 1

Charter School Name: 310400860849 HARLEM VILLAGE ACADEMY LEADERSHIP

Instructions for completing the Teacher and Administrator Attrition Tables  
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
63	39	25

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
21	12	7

Thank you

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Saturday, July 26, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/75d68>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Daniel Pianko*

2. Charter School Name:

*Harlem Village Academy Leadership Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Treasurer
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

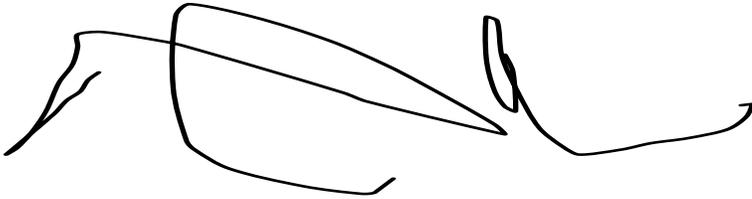
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several fluid, connected strokes. The signature is written in a cursive style and is positioned below the text 'Signature of Trustee'.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/f7aff0>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*David Zwiebel*

2. Charter School Name:

*Harlem Village Academy Leadership Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

- Vice Chair/Vice President

- Other, please specify...: Finance committee

---

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Monday, July 28, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8ea13>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Donna Wilson*

2. Charter School Name:

*Harlem Village Academy Leadership Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: board member

---

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

(No response)

13a. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1			
2			
3			
4			
5			

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 29, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/9b2a8>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Andrew August*

2. Charter School Name:

*Harlem Village Academy Leadership Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: Member

---

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

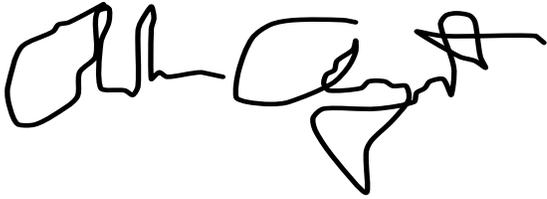
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "John Smith" with a stylized flourish at the end.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 01, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/bfe85>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Judith Turner Hamerschlag*

2. Charter School Name:

*Harlem Village Academy Leadership Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Judith Tam Hammerschlag