



# I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/06/2015

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Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

## Page 1

### 1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

HARLEM VILLAGE ACADEMY LEADERSHIP CS (SUNY TRUSTEES) 310400860849

### 2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

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	<a href="mailto:operations@harlemvillage.org">operations@harlemvillage.org</a>

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

Contact Name	Jon Quintanilla
Title	Director of Data and Technology
Emergency Phone Number (###-###-####)	██████████

### 5. SCHOOL WEB ADDRESS (URL)

[www.harlemvillage.org](http://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. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

801

## 9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	K, 1, 2, 5, 6, 7, 8, 9, 10, 11, 12
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## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

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## 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 2015-16.

	Physical Address	Phone Number	District/CSD	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-2	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	Noah Green	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Jon Quintanilla	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Jon Quintanilla	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Jon Quintanilla	[REDACTED]	[REDACTED]	[REDACTED]

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

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

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Nathan Smith	[REDACTED]	[REDACTED]	[REDACTED]
Operational Leader	Jon Quintanilla	[REDACTED]	[REDACTED]	[REDACTED]
Compliance Contact	Jon Quintanilla	[REDACTED]	[REDACTED]	[REDACTED]
Complaint Contact	Jon Quintanilla	[REDACTED]	[REDACTED]	[REDACTED]

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**14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).**

No

**15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.**

Jon Quintanilla - Director of Data and Technology; Gabriela Ochoa - Data Analyst

**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).

Responses Selected:

Yes

**Signature, Head of Charter School**

.

**Signature, President of the Board of Trustees**

.

Thank you.

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

Last updated: 07/27/2015

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Page 1

**Charter School Name:**

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**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/reportcard.php?instid=800000056181&year=2014&createreport=1&enrollment=1&avgclasssize=1&freelunch=1&attendance=1&teacherqual=1&teacherturnover=1&staffcounts=1&hscompleters=1&postgradcompleters=1&38ELA=1&38MATH=1&>



HARLEM VILLAGE ACADEMIES

**Harlem Village Academies  
Leadership Charter**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

November 1, 2015

By Jon Quintanilla

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 2014-15 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 801 students in grades K, 1, 2 and five through twelve.

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

School Year	K	1	2	5	6	7	8	9	10	11	12	Total
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
2014-15	121	105	106	73	65	56	71	72	55	44	33	801

## 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 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2014-15 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: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

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	31	1	30
2014-15	2011-12	2011	33	1	32

**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 at least one day in the school after entering the 9<sup>th</sup> grade are part of the school’s 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	30	0	30
2014-15	2011-12	2011	32	0	32

**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)
2012-13	2008-09	2008	-	-	-
2013-14	2009-10	2009	1	0	1
2014-15	2010-11	2010	1	0	1

<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.

<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

## 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 2015. 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 (defined as enrolled by BEDS day of the previous school year).

**2014-15 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	72	1	0	0	73
6	64	0	0	1	65
7	54	0	0	2	56
8	69	0	0	2	71
All	259	1	0	5	265

<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 2014 –15 State English Language Arts exam.

**Performance on 2014-15 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 Proficient	Number Tested	Percent Proficient	Number Tested
5	4.2%	72	-	5
6	20.3%	64	20.3%	64
7	16.7%	54	16.7%	54
8	30.4%	69	30.4%	69
All	17.8%	259	24.0%	192

**Evaluation**

Harlem Village Academies Leadership did not achieve 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					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	-	9	-	9	-	5
6	19.5%	77	16.9%	59	20.3%	64
7	38.2%	76	26.3%	76	16.7%	54
8	37.3%	67	33.8%	71	30.4%	69
All	30.1%	229	25.1%	215	24.0%	192

**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 2014-15 English language arts AMO of 97. 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.

**English Language Arts 2014-15 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
259	37.8%	44.4%	16.2%	1.5%

$$\begin{array}{rclclclcl}
 \text{PI} & = & 44.4\% & + & 16.2\% & + & 1.5\% & = & 62.2\% \\
 & & & & 16.2\% & + & 1.5\% & = & \underline{17.8\%} \\
 & & & & & & \text{PLI} & = & 79.9\%
 \end{array}$$

**Evaluation**

Harlem Village Academies Leadership did not achieve this measure.

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

**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 2014-15 ELA exam for Harlem Village Academies Leadership and Community School District 4.

**2014-15 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	-	5	22.3%	950
6	20.3%	64	20.5%	1003
7	16.7%	54	19.8%	993
8	30.4%	69	25.5%	986
All	24.0%	192	22.0%	3932

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	20.4%	-	24.0%	-	22.3%
6	19.5%	16.0%	16.9%	19.0%	20.3%	20.5%
7	38.2%	18.8%	26.3%	20.0%	16.7%	19.8%
8	37.3%	19.3%	33.8%	22.0%	30.4%	25.5%
All	30.1%	18.7%	25.1%	21.3%	24.0%	22.0%

<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](#).

**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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. 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 meaningful 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

**Results**

The table below shows the Comparative Performance Analysis for the 2013-14 school year.

**2013-14 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	89.0	70	11	17.4	-6.4	-0.55
6	88.7	59	17	15.0	2.0	0.17
7	86.8	76	26	15.9	10.1	0.90
8	80.0	71	34	22.2	11.8	0.75
All	86.0	276	22.3	17.7	4.7	0.34

<b>School’s Overall Comparative Performance:</b>
--

<b>Higher than expected to a medium degree</b>
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**Evaluation**

Harlem Village Academies Leadership met this measure. The school performed “Higher than expected to a medium degree” in the 2013-14 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 0.75.

**Additional Evidence**

The table below shows the results of the Institute’s regression analysis for the 2012-13 through 2013-14 school years.

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

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5th-8th	82.6	297	25.9	18.2	0.66
2013-14	5th-8th	86.0	276	22.3	17.7	0.34

**Goal 1: Growth Measure<sup>6</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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>7</sup>

**Results**

The table below shows 2013-14 mean unadjusted growth percentiles for Harlem Village Academies Leadership.

**2013-14 English Language Arts Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
5	33.0	50.0
6	50.5	50.0
7	52.5	50.0
8	47.0	50.0
All	45.0	50.0

**Evaluation**

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

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

**Additional Evidence**

The table below shows Harlem Village Academies Leadership unadjusted mean growth percentile from 2013-2014.

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

Grade	Mean Growth Percentile			
	2011-12 <sup>8</sup>	2012-13	2013-14	Statewide Median
5		32.5	33.0	50.0
6		53.0	50.5	50.0
7		58.5	52.5	50.0
8		45.0	47.0	50.0
All		48.0	45.0	50.0

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<sup>8</sup> Grade level results not available.

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

Harlem Village Academies Leadership partially or fully achieved three measures for the 2014-2015 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 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.	Did Not Achieve
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 2013-14 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**

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve our curriculum and assessments, and professional development:

- We are developing text sets for reading, science and social studies to improve comprehension by strengthening vocabulary and background knowledge.
- We have increased the volume of daily non-fiction in-school reading by establishing a required amount of reading time in science and social studies.
- We've improved and reinvigorated independent reading to teach students to select higher quality books on top of a high volume of reading. Classroom libraries were improved: we added higher quality books, updated and improved selections for quality and interest, and established new best practices such as rotating books throughout the year.
- Detailed and aligned curriculum and assessments for middle school have been developed by our new academic directors for all four core subjects: ELA, math, science, and social studies.
- As our schools have expanded and external assessments demand more of our students, we are responding by providing our teachers with much more guidance, structure and professional development.
- Academic directors who designed the new curriculum and assessments have also designed professional development to support the program.
- We added a new weekly half-day of professional development at the middle schools focused on teachers planning with academic directors and studying student work.

## 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 readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) 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 75 to meet the college and career readiness standard.<sup>9</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 Harlem Village Academies Leadership’s four year cohort’s English Regents pass rates.

**English Regents Passing Rate with a Score of 75 by Fourth Year Accountability Cohort<sup>10</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	24	75.0%
2010	30	70.0%
2011	32	75.0%

### Evaluation

Harlem Village Academies High has achieved this measure.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	35	-	34	70.6%	32	75.0%
2012	46	-	43	-	43	86.0%
2013			55	-	55	56.4%
2014					72	-

<sup>9</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>10</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 readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) 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 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>11</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	1	100.0%
2010	15	60.0%
2011	11	54.5%

### Evaluation

Harlem Village Academies High did not achieve this measure.

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

**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:

[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 2014-15 English language arts AMO of **170**.

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 exam in Comprehensive English is 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. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

**Results**

The table below shows the 2011 cohort’s APL on the English Regents.

**English Language Arts Accountability Performance Level (APL)  
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
32	0	25.0	43.8	31.3

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 25.0 & + & 43.8 & + & 31.3 & = & 100.0 \\
 & & & & 43.8 & + & 31.3 & = & \underline{75.0} \\
 & & & & & & \text{APL} & = & 175.0
 \end{array}$$

**Evaluation**

Harlem Village Academies High has achieved this measure.

**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>12</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>13</sup>  
of Fourth-Year Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	172.4	30	162	964
2011	175.0	32	N/A	N/A

**Evaluation**

District results for the 2011 cohort were not available; however this measure was met when compared to the 2010 district cohort comparison.

<sup>12</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>13</sup> For an explanation of the procedure to calculate the school’s APL, see page 31.

## Summary of the High School English Language Arts Goal <sup>14</sup>

Harlem Village Academies High partially or fully achieved three measures for the 2014-2015 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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 Achieved
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 2013-14 school district results.)	Achieved

### Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. 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.

<sup>14</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

- 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 2015. 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.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>15</sup>			Total Enrolled
		IEP	ELL	Absent	
5	70	1	0	2	73
6	62	0	0	3	65
7	54	0	0	2	56
8	67	0	0	4	71
All	253	1	0	11	265

**Results**

The chart below shows Harlem Village Academies Leadership’s performance on the 2014-15 state mathematics exam.

<sup>15</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 2014-15 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 Proficient	Number Tested	Percent Proficient	Number Tested
5	27.1%	70	-	5
6	37.1%	62	37.1%	62
7	38.9%	54	38.9%	54
8	34.3%	67	34.3%	67
All	34.0%	253	45.7%	188

**Evaluation**

Harlem Village Academies Leadership did not achieve this measure.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	-	9	-	9	-	5
6	36.4%	77	39.0%	59	37.1%	62
7	36.8%	76	44.0%	75	38.9%	54
8	43.3%	67	38.0%	71	34.3%	67
All	37.1%	229	39.3%	214	45.7%	188

**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 2014-15 mathematics AMO of 94. 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>16</sup>

**Results**

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

**Mathematics 2014-15 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
253	21.7	44.3	26.1	7.9

$$\begin{array}{rcccccc}
 \text{PI} & = & 44.3 & + & 26.1 & + & 7.9 & = & 78.3 \\
 & & & & 26.1 & + & 7.9 & = & \underline{34.0} \\
 & & & & & & \text{PLI} & = & 112.3
 \end{array}$$

**Evaluation**

Harlem Village Academies Leadership met this measure.

<sup>16</sup> In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

**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.

**Method**

A school compares the performance of tested students enrolled in at least their second year to that of 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>17</sup>

**Results**

The chart below shows Harlem Village Academies Leadership’s progress on the 2014-15 state mathematics exam compared to District 4.

**2014-15 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	-	5	27.4%	948
6	37.1%	62	24.5%	1000
7	38.9%	54	22.9%	988
8	34.3%	67	14.9%	870
All	45.7%	188	22.6%	3806

**Evaluation**

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

<sup>17</sup> Schools can acquire these data when the New York State Education Department releases its 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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	-	22.0%	-	33.0%	-	27.4%
6	36.4%	17.9%	39.0%	22.0%	37.1%	24.5%
7	36.8%	15.5%	44.0%	19.0%	38.9%	22.9%
8	43.3%	15.2%	38.0%	22.0%	34.3%	14.9%
All	37.1%	17.6%	39.3%	24.1%	45.7%	22.6%

#### 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. 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 meaningful 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

**Results**

The table below shows the Comparative Performance Analysis for the 2013-2014 school year.

**2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
5	89.0	70.0	23.0	25.6	-2.6	-0.2
6	88.7	59.0	39.0	21.9	17.1	0.9
7	86.8	75.0	44.0	17.5	26.5	1.6
8	80.0	71.0	38.0	15.8	22.2	1.1
All	86.0	275.0	36.0	20.1	15.9	0.9

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

**Evaluation**

Harlem Village Academies Leadership met this measure. The school performed “higher than expected to a large degree” in the 2013-14 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 1.1.

**Additional Evidence**

The table below shows the results of the Institute’s regression analysis for the 2012-13 through 2013-14 school years.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5 <sup>th</sup> -8 <sup>th</sup>	82.6	297.0	33.7	17.5	1.01
2013-14	5 <sup>th</sup> -8 <sup>th</sup>	86.0	275.0	36.0	20.1	0.9

**Goal 2: Growth Measure<sup>18</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.

**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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>19</sup>

**Results**

The table below shows 2013-14 mean unadjusted growth percentiles for Harlem Village Academies Leadership.

**2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
5	42.5	50
6	63.5	50
7	67.0	50
8	34.0	50
All	51.0	50

<sup>18</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>19</sup> Schools can acquire these data from the NYSED’s business portal: [portal.nysed.gov](http://portal.nysed.gov).

## Evaluation

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

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 <sup>20</sup>	2012-13	2013-14	Statewide Median
5		48.5	42.5	50.0
6		48.5	63.5	50.0
7		66.5	67.0	50.0
8		47.5	34.0	50.0
All		53.0	51.0	50.0

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<sup>20</sup> Grade level results not available.

**Summary of the Mathematics Goal**

Harlem Village Academies Leadership achieved or partially achieved four measures for the 2014-2015 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 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 2013-14 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.	Achieved

**Action Plan**

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve our curriculum and assessments, and professional development:

- Detailed and aligned curriculum and assessments for middle school have been developed by our new academic directors for all four core subjects: ELA, math, science, and social studies.
- We have also improved and expanded our data analysis systems.
- As our schools have expanded and external assessments demand more of our students, we are responding by providing our teachers with much more guidance, structure and professional development.
- Academic directors who designed the new curriculum and assessments have also designed professional development to support the program.
- We added a new weekly half-day of professional development at the middle schools focused on teachers planning with academic directors and studying student work.

## 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 readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) 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>21</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>22</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	24	62.5%
2010	30	62.1%
2011	32	75.0%

### Evaluation

Harlem Village Academies High achieved this measure.

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<sup>21</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>22</sup> Based on the highest score for each student on the Mathematics Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	33	63.6%	34	76.5%	32	75.0%
2012	35	77.1%	43	51.2%	43	51.2%
2013			55	45.5%	55	45.5%
2014					72	5.6%

**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 8<sup>th</sup> 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 an 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>23</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2009	0	-
2010	0	-
2011	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.

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

**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 2014-15 mathematics AMO of **154**.

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. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

**Results**

The table below shows the APL of the 2011 cohort on the mathematics Regents exam.

**Mathematics Accountability Performance Level (APL)  
For the 2011 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
32	0.0%	12.5%	81.3%	6.3%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 12.5\% & + & 81.3\% & + & 6.3\% & = & 100.0\% \\
 & & & & 81.3\% & + & 6.3\% & = & \underline{87.5\%} \\
 & & & & & & \text{APL} & = & 187.5\%
 \end{array}$$

**Evaluation**

Harlem Village Academies High achieved this measure.

**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>24</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>25</sup>**

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2009	200	24	169	964
2010	193.1	30	172.0	914
2011	187.5%	32	N/A	N/A

**Evaluation**

Harlem Village Academies High achieved this measure.

<sup>24</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>25</sup> See page 39 above for an explanation of the APL.

## Summary of the High School Mathematics Goal <sup>26</sup>

Harlem Village Academies High fully or partially achieved three measures for the 2014-15 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	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.	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 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 2013-14 school district results.)	Achieved

### Action Plan

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. 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>26</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 8<sup>th</sup> grade in spring 2015. 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 to score at proficiency.

### Results

The table below shows the results of the 2014-2015 New York State science exam.

#### Charter School Performance on 2014-15 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	74.6%	71	74.6%	71
All	74.6%	71	74.6%	71

### Evaluation

Harlem Village Academies Leadership achieved this measure.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
8	89.6%	67	64.7%	68	74.6%	71
All	89.6%	67	64.7%	68	74.6%	71

**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 2014-15 science test have not been released at the time the accountability plan progress report was submitted for the local school district. 2013-14 scores are shown below for the district comparison.

**2014-15 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 Proficient	Number Tested	Percent Proficient	Number Tested
8	74.6%	71	46.0%	882

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
8	89.6%	56.5%	64.7%	46.0%	74.6%	-
All	89.6%	56.5%	64.7%	46.0%	74.6%	-

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

Harlem Village Academies Leadership fully or partially achieved two measures for the 2014-2015 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.	Achieved
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**

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve our curriculum and assessments, and professional development:

- Detailed and aligned curriculum and assessments for middle school have been developed by our new academic directors for all four core subjects: ELA, math, science, and social studies.
- We have also improved and expanded our data analysis systems.
- As our schools have expanded and external assessments demand more of our students, we are responding by providing our teachers with much more guidance, structure and professional development.
- Academic directors who designed the new curriculum and assessments have also designed professional development to support the program.
- We added a new weekly half-day of professional development at the middle schools focused on teachers planning with academic directors and studying student work.

## 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>27</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	100.0%
2010	30	100.0%
2011	32	93.8%

### Evaluation

Harlem Village Academies High achieved this measure.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	34	91.2%	34	97.1%	32	93.8%
2012	46	87.0%	43	93.0%	43	97.7%
2013			55	-	55	96.4%
2014					72	-

<sup>27</sup> Based on the highest score for each student on any 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	83.0%	914
2011	93.8%	32	-	-

**Evaluation**

Harlem Village Academies High achieved this measure.

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

Harlem Village Academies High fully or partially achieved two measures for the 2014-15 school year.

<b>Type</b>	<b>Measure (Accountability Plan from 2012-13 or later)</b>	<b>Outcome</b>
Absolute	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.	Achieved
Comparative	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.	Achieved

### **Action Plan**

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. 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.

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

## NCLB

### Goal 4: NCLB

Students at Harlem Village Academies Leadership 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 school requiring a local assistance plan.

### 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 2014-15 school year.

**NCLB Status by Year**

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	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>29</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	24	100.0%
2010	30	100.0%
2011	32	93.8%

### 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	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	34	-	34	82.4%	32	93.8%
2012	46	-	43	-	43	95.3%
2013			55	-	55	-
2014					72	-

<sup>29</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 2011 cohort. 2014-15 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	80.0%	914
2011	93.8%	32	-	-

**Evaluation**

Harlem Village Academies High 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 2009-2011 cohorts.

**Global 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	30	100.0%
2011	32	100.0%

**Evaluation**

Harlem Village Academies High achieved this measure.

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

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	34	82.40%	34	94.1%	32	100.0%
2012	46	-	43	86.0%	43	100.0%
2013			55	-	55	72.7%
2014					72	-

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

**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 2011 cohort. 2014-15 data is not yet available for the community school district.

**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	80.0%	914
2011	100.0%	32	-	-

**Evaluation**

Harlem Village Academies High 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 2014-15**

Cohort Designation	Number in Cohort	Percent promoted
2013	55	98.2%
2014	72	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 2015, the 2013 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
2011	32	94.1%
2012	43	88.4%
2013	55	81.8%

**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 2011 cohort and graduated four years later and those who entered as members of the 2010 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 or credit accumulation.

**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 the Graduation Cohort who have Graduated After Four Years**

Cohort Designation	Number in Cohort	Percent Graduating
2009	24	91.7%
2010	30	93.3%
2011	32	93.8%

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	-	-
2009	24	100.0%
2010	30	93.3%

**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>31</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 2011 cohort compared to the local district. 2014-15 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	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	24	91.7%	964	75.2%
2010	30	93.3%	914	80.0%
2011	32	93.8%	N/A	N/A

**Evaluation**

Harlem Village Academies High achieved this measure.

<sup>31</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](#).

### **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.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	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.	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**

Our goal is to improve our measurable results on high school graduation while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. 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.

## 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
2012-13	34	30	39.6	45.4	42.6	46.5
2013-14	43	43	40.1	41.1	41.9	42.8
2014-15	55	52	38.6	40.5	39.7	42.4

#### 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 or ACT 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 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 ACT 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
2014-15	32	31	463.2	495.0	479.7	511.0

**Evaluation**

Harlem Village Academies High did not achieve 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 2011 graduation cohort received.

**Percent of Graduates with an Advanced Regents Diploma**

Cohort Designation	Number in Cohort	Advanced Regents
2009	24	9.1%
2010	30	20.7%
2011	32	3.1%

**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 2011 cohort was not yet available.

**Percent of Graduates Meeting the Aspirational Performance Measure<sup>32</sup>**

Cohort	Charter School	Statewide <sup>33</sup>
2009	63.6%	37.2
2010	41.3%	38.1
2011	62.5%	N/A

**Evaluation**

The statewide average for the 2011 cohort was not yet available so this measure could not be evaluated. However, this measure was achieved when compared to 2013-14 data.

<sup>32</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>33</sup> Statewide results for the 2011 cohort are not yet available.

The percent of graduating students who 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 2011 graduation cohort received. 2011 cohort data for the local school district is currently unavailable.

**Percent of Graduates with a Regents Diploma with Advanced Designation<sup>34</sup>**

Cohort	Charter School	School District <sup>35</sup>
2009	63.6%	23.1
2010	41.3%	23.0
2011	3.1%	N/A

### Evaluation

The statewide average for the 2011 cohort was not yet available so this measure could not be evaluated.

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<sup>34</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>35</sup> District results for the 2011 cohort are not yet available.

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>36</sup>
2009	22	22.8%
2010	28	N/A
2011	30	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.

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<sup>36</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%
2011	30	93.3%

**Evaluation**

Harlem Village Academies High achieved this measure.

**Summary of the College Preparation Goal**

Harlem Village Academies High has fully or partially achieved one measure for the 2014-2015 school year.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	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.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
College Preparation	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 who 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.	Not Applicable
College Attainment	Each year, 75% of graduates will enroll in a two or four year college or university.	Achieved

**Action Plan**

Our goal is to improve our measurable results on college preparation while continuing our quest to cultivate in our students the sophisticated intellectual capacity and social-emotional skills that they will need to successfully graduate from college. Specifically, this year we have established the following strategies to improve college preparation:

- We have launched an initiative to shift the responsibility for college acceptance, selectivity, and SAT performance from the college team to a school-wide effort.
- All 11th grade students are now taking Test Rocker, individualized online SAT modules and practice tests all customized on baseline diagnostic data.
- We’ve launched a campaign to educate students and families about the correlation between GPA/SAT and college selectivity/financial aid. We created a selectivity chart which we will be sharing with families through parent nights, college nights, advisors and by including it in every report card.
- Finally, we’ve established a partnership with “One Goal” – a college prep organization – to provide a curriculum that helps students with college admissions and graduation.



# Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/30/2015

## Page 1

Charter School Name:

### 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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	13048159
Line 2: Year End Per Pupil Count	792
Line 3: Divide Line 1 by Line 2	16471

#### 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 2014-15 Schedule of Functional Expenses) and divide by the year end 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 20 of the 2014-15 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 2014-15 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 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	767676
Line 2: Management and General Cost (Column)	501985
Line 3: Sum of Line 1 and Line 2	1269661
Line 4: Year End Per Pupil Count	792
Line 5: Divide Line 3 by the Year End Per Pupil Count	1603

***Thank you.***



## GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

### TEMPLATE TABS

**1- GRAY tab contains the Instructions**

<a href="#">Instructions</a>	Provides description of tabs and input requirements.
------------------------------	--

**2- BLUE tabs require input of information**

<a href="#">1.) Name of School</a>	Enter school name, contact information and academic year for the yearly budget and quarterly reports.
<a href="#">2.) Enrollment</a>	Enter enrollment information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
<a href="#">3.) Staffing Plan</a>	Enter staffing plan information on this tab. Use for inputting BOTH Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >Average Wage, by Position Category, By Quarter
<a href="#">4.) Yearly Budget</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan." >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. >Budget Revisions, as necessary and approved by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
<a href="#">5.) Balance Sheet</a>	Enter data in light blue cells. >"Pior Year" column may be completed based upon preliminary data, and adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
<a href="#">6.) Quarterly Report</a>	Enter data in light blue cells. >Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Avg FTE and Personnel Costs for current year are populated based upon input on tab "3.) Staffing Plan."
<a href="#">7.) Annual Report Requirement</a>	Complete when submitting Actual Quarter 4.

### CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

**Charter Funding Alphabetical By NYS School District**  
**\* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

<b>District Code</b>	<b>School District Name</b>	<b>Final 2013-14 Basic Tuition*</b>	<b>Final 2014-15 Basic Tuition*</b>
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## ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

# Harlem Village Academy Leadership Charter School

Contact Name: Chuck Klein  
Contact Title: VP of Finance  
Contact Email: [REDACTED]  
Contact Phone: [REDACTED]

Current Academic Year: 2015-16  
Prior Academic Year: #NAME?

ENROLLMENT BY GRADES								
GRADES	K	1	2	3	4	5	6	7
INITIAL BUDGETED ENROLLMENT	121	109	102	87	0	73	67	61
TOTAL ENROLLMENT = 900								

**ENROLLMENT BY DISTRICT**

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original	Revised	Original	Revised	Original	Revised	Original
NUMBER OF SCHOOL DISTRICTS ENROLLED:	1	1	1	1	1	1	1	1
NUMBER OF STUDENTS ENROLLED:	792.663	220.5975	220.5975	220.5975	220.5975	220.5975	220.5975	220.5975

**NOTE:**  
IF there are NO Annual Budget revisions leave "Revised Budgeted Enrollment" Column(s) COME BLANK.  
IF "Revised Budgeted Enrollment" column is utilized, all cells in the entire column should be com

	PRIOR YEAR #NAME? Actual Enrollment	ANNUAL BUDGET ENROLLMENT BY QUARTER						
		QUARTER 1		QUARTER 2		QUARTER 3		QUAR
		Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment
1 PRIMARY District	792.663	220.5975	220.5975	220.5975	220.5975	220.5975	220.5975	220.5975
2 SECONDARY District								
Other District 3								
Other District 4								
Other District 5								
Other District 6								
Other District 7								
Other District 8								
Other District 9								
Other District 10								
Other District 11								
Other District 12								
Other District 13								
Other District 14								
Other District 15								
Other District 16								
Other District 17								
Other District 18								
Other District 19								
Other District 20								
Other District 21								
Other District 22								
Other District 23								
Other District 24								
Other District 25								
Other District 26								
Other District 27								
Other District 28								
Other District 29								
Other District 30								
Other District 31								
Other District 32								
Other District 33								
Other District 34								
Other District 35								
Other District 36								
Other District 37								
Other District 38								
Other District 39								
Other District 40								
Other District 41								
Other District 42								
Other District 43								
Other District 44								
Other District 45								
Other District 46								
Other District 47								
Other District 48								
Other District 49								
Other District 50								

PRIMARY/OTHER	DISTRICT NAME(S)
1 PRIMARY District	NYC CHANCELLOR'S OFFICE
2 SECONDARY District	(Select from drop-down list)
Other District 3	(Select from drop-down list)
Other District 4	(Select from drop-down list)
Other District 5	(Select from drop-down list)
Other District 6	(Select from drop-down list)
Other District 7	(Select from drop-down list)
Other District 8	(Select from drop-down list)
Other District 9	(Select from drop-down list)
Other District 10	(Select from drop-down list)
Other District 11	(Select from drop-down list)
Other District 12	(Select from drop-down list)
Other District 13	(Select from drop-down list)
Other District 14	(Select from drop-down list)
Other District 15	(Select from drop-down list)
Other District 16	(Select from drop-down list)
Other District 17	(Select from drop-down list)
Other District 18	(Select from drop-down list)
Other District 19	(Select from drop-down list)
Other District 20	(Select from drop-down list)
Other District 21	(Select from drop-down list)
Other District 22	(Select from drop-down list)
Other District 23	(Select from drop-down list)
Other District 24	(Select from drop-down list)
Other District 25	(Select from drop-down list)
Other District 26	(Select from drop-down list)
Other District 27	(Select from drop-down list)
Other District 28	(Select from drop-down list)
Other District 29	(Select from drop-down list)
Other District 30	(Select from drop-down list)
Other District 31	(Select from drop-down list)
Other District 32	(Select from drop-down list)
Other District 33	(Select from drop-down list)
Other District 34	(Select from drop-down list)
Other District 35	(Select from drop-down list)
Other District 36	(Select from drop-down list)
Other District 37	(Select from drop-down list)
Other District 38	(Select from drop-down list)
Other District 39	(Select from drop-down list)
Other District 40	(Select from drop-down list)
Other District 41	(Select from drop-down list)
Other District 42	(Select from drop-down list)
Other District 43	(Select from drop-down list)
Other District 44	(Select from drop-down list)
Other District 45	(Select from drop-down list)
Other District 46	(Select from drop-down list)
Other District 47	(Select from drop-down list)
Other District 48	(Select from drop-down list)
Other District 49	(Select from drop-down list)
Other District 50	(Select from drop-down list)

ARTER SCHOOL

8	9	10	11	12
52	62	69	54	43

ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i>	Actual	Actual	Actual	Actual
1	1	1	1	1
220.5975	220.5975	220.5975	220.5975	220.5975
COMPLETELY				
pleted.				
ACTUAL ENROLLMENT BY QUARTER				
QUARTER 4	QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
220.5975	220.5975	220.5975	220.5975	220.5975











**HARLEM VILLAGE ACADEMY LEADERSHIP CHAF**  
**Budget / Operating Plan**  
**2015-16**

		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
<b>Total Revenue</b>		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
<b>Total Expenses</b>		-	3,678,874	#NAME?	#NAME?	3,678,874	#NAME?	#NAME?	3,678,874	
<b>Net Income</b>		-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
<b>Actual Student Enrollment</b>		793	221	221	-	221	221	-	221	
		<b>Prior Year Actual</b>	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>	
		#NAME?	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	
<b>EXPENSES</b>										
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		<b>Avg. No. of Positions</b>								
Executive Management	-	-	-	-	#NAME?	-	-	#NAME?	-	
Instructional Management	3.00	-	101,810	101,810	#NAME?	101,810	101,810	#NAME?	101,810	
Deans, Directors & Coordinators	8.50	-	166,390	166,390	#NAME?	166,390	166,390	#NAME?	166,390	
CFO / Director of Finance	1.00	-	28,632	28,632	#NAME?	28,632	28,632	#NAME?	28,632	
Operation / Business Manager	6.30	-	163,846	163,846	#NAME?	163,846	163,846	#NAME?	163,846	
Administrative Staff	3.50	-	57,627	57,627	#NAME?	57,627	57,627	#NAME?	57,627	
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>22.30</b>	-	<b>518,303</b>	<b>518,303</b>	<b>#NAME?</b>	<b>518,303</b>	<b>518,303</b>	<b>#NAME?</b>	<b>518,303</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>										
Teachers - Regular	60.00	-	1,079,325	1,079,325	#NAME?	1,079,325	1,079,325	#NAME?	1,079,325	
Teachers - SPED	12.30	-	210,125	210,125	#NAME?	210,125	210,125	#NAME?	210,125	
Substitute Teachers	-	-	-	-	#NAME?	-	-	#NAME?	-	
Teaching Assistants	8.00	-	94,572	94,572	#NAME?	94,572	94,572	#NAME?	94,572	
Specialty Teachers	12.00	-	215,865	215,865	#NAME?	215,865	215,865	#NAME?	215,865	
Aides	-	-	-	-	#NAME?	-	-	#NAME?	-	
Therapists & Counselors	4.00	-	75,688	75,688	#NAME?	75,688	75,688	#NAME?	75,688	
Other	4.00	-	85,680	85,680	#NAME?	85,680	85,680	#NAME?	85,680	
<b>TOTAL INSTRUCTIONAL</b>	<b>100.30</b>	-	<b>1,761,255</b>	<b>1,761,255</b>	<b>#NAME?</b>	<b>1,761,255</b>	<b>1,761,255</b>	<b>#NAME?</b>	<b>1,761,255</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>										
Nurse	-	-	-	-	#NAME?	-	-	#NAME?	-	
Librarian	-	-	-	-	#NAME?	-	-	#NAME?	-	
Custodian	-	-	-	-	#NAME?	-	-	#NAME?	-	
Security	-	-	-	-	#NAME?	-	-	#NAME?	-	
Other	1.00	-	19,344	19,344	#NAME?	19,344	19,344	#NAME?	19,344	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>	-	<b>19,344</b>	<b>19,344</b>	<b>#NAME?</b>	<b>19,344</b>	<b>19,344</b>	<b>#NAME?</b>	<b>19,344</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>		<b>123.60</b>	-	<b>2,298,902</b>	<b>2,298,902</b>	<b>#NAME?</b>	<b>2,298,902</b>	<b>2,298,902</b>	<b>#NAME?</b>	<b>2,298,902</b>
<b>PAYROLL TAXES AND BENEFITS</b>										
Payroll Taxes	-	-	201,384	201,384	#NAME?	201,384	201,384	#NAME?	201,384	
Fringe / Employee Benefits	-	-	279,035	279,035	#NAME?	279,035	279,035	#NAME?	279,035	
Retirement / Pension	-	-	91,956	91,956	#NAME?	91,956	91,956	#NAME?	91,956	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	<b>-</b>	<b>-</b>	<b>572,375</b>	<b>572,375</b>	<b>#NAME?</b>	<b>572,375</b>	<b>572,375</b>	<b>#NAME?</b>	<b>572,375</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>		<b>123.60</b>	-	<b>2,871,276</b>	<b>2,871,276</b>	<b>#NAME?</b>	<b>2,871,276</b>	<b>2,871,276</b>	<b>#NAME?</b>	<b>2,871,276</b>
<b>CONTRACTED SERVICES</b>										
Accounting / Audit	-	-	22,841	22,841	#NAME?	22,841	22,841	#NAME?	22,841	
Legal	-	-	774	774	#NAME?	774	774	#NAME?	774	
Management Company Fee	-	-	-	-	#NAME?	-	-	#NAME?	-	
Nurse Services	-	-	-	-	#NAME?	-	-	#NAME?	-	
Food Service / School Lunch	-	-	5,063	5,063	#NAME?	5,063	5,063	#NAME?	5,063	
Payroll Services	-	-	-	-	#NAME?	-	-	#NAME?	-	
Special Ed Services	-	-	-	-	#NAME?	-	-	#NAME?	-	
Titlement Services (i.e. Title I)	-	-	-	-	#NAME?	-	-	#NAME?	-	
Other Purchased / Professional / Consulting	-	-	122,640	122,640	#NAME?	122,640	122,640	#NAME?	122,640	
<b>TOTAL CONTRACTED SERVICES</b>	<b>-</b>	<b>-</b>	<b>151,317</b>	<b>151,317</b>	<b>#NAME?</b>	<b>151,317</b>	<b>151,317</b>	<b>#NAME?</b>	<b>151,317</b>	



**HARLEM VILLAGE ACADEMY LEADERSHIP CHAF  
Budget / Operating Plan  
2015-16**

Total Revenue	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	-	3,678,874	#NAME?	#NAME?	3,678,874	#NAME?	#NAME?	3,678,874
Net Income	-	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	793	221	221	-	221	221	-	221
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Q
	#NAME?	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>								
Number of Districts:	1	1	1	-	1	1	-	1
NYC CHANCELLOR'S OFFICE	793	221	221	-	221	221	-	221
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>793</b>	<b>221</b>	<b>221</b>	<b>-</b>	<b>221</b>	<b>221</b>	<b>-</b>	<b>221</b>
<b>REVENUE PER PUPIL</b>	<b>-</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>#NAME?</b>
<b>EXPENSES PER PUPIL</b>	<b>-</b>	<b>16,677</b>	<b>16,677</b>	<b>#NAME?</b>	<b>16,677</b>	<b>16,677</b>	<b>#NAME?</b>	<b>16,677</b>



RTER SCHOOL

		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Revenue</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>		#NAME?	#NAME?	3,678,874	#NAME?	#NAME?
<b>Net Income</b>		#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>		221	-	221	221	-
		Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
		<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		Avg. No. of Positions				
Executive Management	-	-	#NAME?	-	-	#NAME?
Instructional Management	3.00	101,810	#NAME?	101,810	101,810	#NAME?
Deans, Directors & Coordinators	8.50	166,390	#NAME?	166,390	166,390	#NAME?
CFO / Director of Finance	1.00	28,632	#NAME?	28,632	28,632	#NAME?
Operation / Business Manager	6.30	163,846	#NAME?	163,846	163,846	#NAME?
Administrative Staff	3.50	57,627	#NAME?	57,627	57,627	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>22.30</b>	<b>518,303</b>	<b>#NAME?</b>	<b>518,303</b>	<b>518,303</b>	<b>#NAME?</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	60.00	1,079,325	#NAME?	1,079,325	1,079,325	#NAME?
Teachers - SPED	12.30	210,125	#NAME?	210,125	210,125	#NAME?
Substitute Teachers	-	-	#NAME?	-	-	#NAME?
Teaching Assistants	8.00	94,572	#NAME?	94,572	94,572	#NAME?
Specialty Teachers	12.00	215,865	#NAME?	215,865	215,865	#NAME?
Aides	-	-	#NAME?	-	-	#NAME?
Therapists & Counselors	4.00	75,688	#NAME?	75,688	75,688	#NAME?
Other	4.00	85,680	#NAME?	85,680	85,680	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	<b>100.30</b>	<b>1,761,255</b>	<b>#NAME?</b>	<b>1,761,255</b>	<b>1,761,255</b>	<b>#NAME?</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	#NAME?	-	-	#NAME?
Librarian	-	-	#NAME?	-	-	#NAME?
Custodian	-	-	#NAME?	-	-	#NAME?
Security	-	-	#NAME?	-	-	#NAME?
Other	1.00	19,344	#NAME?	19,344	19,344	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>	<b>19,344</b>	<b>#NAME?</b>	<b>19,344</b>	<b>19,344</b>	<b>#NAME?</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>123.60</b>	<b>2,298,902</b>	<b>#NAME?</b>	<b>2,298,902</b>	<b>2,298,902</b>	<b>#NAME?</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		201,384	#NAME?	201,384	201,384	#NAME?
Fringe / Employee Benefits		279,035	#NAME?	279,035	279,035	#NAME?
Retirement / Pension		91,956	#NAME?	91,956	91,956	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>572,375</b>	<b>#NAME?</b>	<b>572,375</b>	<b>572,375</b>	<b>#NAME?</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>123.60</b>	<b>2,871,276</b>	<b>#NAME?</b>	<b>2,871,276</b>	<b>2,871,276</b>	<b>#NAME?</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		22,841	#NAME?	22,841	22,841	#NAME?
Legal		774	#NAME?	774	774	#NAME?
Management Company Fee		-	#NAME?	-	-	#NAME?
Nurse Services		-	#NAME?	-	-	#NAME?
Food Service / School Lunch		5,063	#NAME?	5,063	5,063	#NAME?
Payroll Services		-	#NAME?	-	-	#NAME?
Special Ed Services		-	#NAME?	-	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	-	-	#NAME?
Other Purchased / Professional / Consulting		122,640	#NAME?	122,640	122,640	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		<b>151,317</b>	<b>#NAME?</b>	<b>151,317</b>	<b>151,317</b>	<b>#NAME?</b>

RTER SCHOOL

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	3,678,874	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	221	-	221	221	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	<b>Revised Budget</b>	<b>Variance</b>	<b>Original Budget</b>	<b>Revised Budget</b>	<b>Variance</b>
<b>SCHOOL OPERATIONS</b>					
Board Expenses	-	#NAME?	-	-	#NAME?
Classroom / Teaching Supplies & Materials	41,250	#NAME?	41,250	41,250	#NAME?
Special Ed Supplies & Materials	-	#NAME?	-	-	#NAME?
Textbooks / Workbooks	27,120	#NAME?	27,120	27,120	#NAME?
Supplies & Materials other	35,214	#NAME?	35,214	35,214	#NAME?
Equipment / Furniture	20,851	#NAME?	20,851	20,851	#NAME?
Telephone	8,378	#NAME?	8,378	8,378	#NAME?
Technology	65,290	#NAME?	65,290	65,290	#NAME?
Student Testing & Assessment	7,645	#NAME?	7,645	7,645	#NAME?
Field Trips	104,653	#NAME?	104,653	104,653	#NAME?
Transportation (student)	-	#NAME?	-	-	#NAME?
Student Services - other	1,223	#NAME?	1,223	1,223	#NAME?
Office Expense	14,244	#NAME?	14,244	14,244	#NAME?
Staff Development	31,121	#NAME?	31,121	31,121	#NAME?
Staff Recruitment	9,027	#NAME?	9,027	9,027	#NAME?
Student Recruitment / Marketing	2,735	#NAME?	2,735	2,735	#NAME?
School Meals / Lunch	2,664	#NAME?	2,664	2,664	#NAME?
Travel (Staff)	-	#NAME?	-	-	#NAME?
Fundraising	-	#NAME?	-	-	#NAME?
Other	4,367	#NAME?	4,367	4,367	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	375,780	#NAME?	375,780	375,780	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	32,454	#NAME?	32,454	32,454	#NAME?
Janitorial	-	#NAME?	-	-	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	78,138	#NAME?	78,138	78,138	#NAME?
Repairs & Maintenance	1,035	#NAME?	1,035	1,035	#NAME?
Equipment / Furniture	292	#NAME?	292	292	#NAME?
Security	-	#NAME?	-	-	#NAME?
Utilities	29,613	#NAME?	29,613	29,613	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	141,531	#NAME?	141,531	141,531	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	129,595	#NAME?	129,595	129,595	#NAME?
<b>RESERVES / CONTINGENCY</b>	9,375	#NAME?	9,375	9,375	#NAME?
<b>TOTAL EXPENSES</b>	3,678,874	#NAME?	3,678,874	3,678,874	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

RTER SCHOOL

Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Total Expenses	#NAME?	#NAME?	3,678,874	#NAME?	#NAME?
Net Income	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
Actual Student Enrollment	221	-	221	221	-
	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Revised Budget	Variance	Original Budget	Revised Budget	Variance
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>					
Number of Districts:	1	-	1	1	-
NYC CHANCELLOR'S OFFICE	221	-	221	221	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
ALL OTHER School Districts: ( Weighted Avg )	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	<b>221</b>	<b>-</b>	<b>221</b>	<b>221</b>	<b>-</b>
<b>REVENUE PER PUPIL</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>EXPENSES PER PUPIL</b>	<b>16,677</b>	#NAME?	<b>16,677</b>	<b>16,677</b>	#NAME?



**HARLEM VILLAGE ACADEMY LEADER**  
**Budget / Operatin**  
**2015-16**

	#NAME?					
	Total Revenue	#NAME?	#NAME?	#NAME?	#NAME?	
	Total Expenses	14,715,497	#NAME?	#NAME?	(14,715,497)	
Net Income	#NAME?	#NAME?	#NAME?	#NAME?		
Actual Student Enrollment	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	Avg. No. of Positions					
Executive Management	-	-	#NAME?	#NAME?	-	#NAME?
Instructional Management	3.00	407,238	#NAME?	#NAME?	(407,238)	#NAME?
Deans, Directors & Coordinators	8.50	665,559	#NAME?	#NAME?	(665,559)	#NAME?
CFO / Director of Finance	1.00	114,526	#NAME?	#NAME?	(114,526)	#NAME?
Operation / Business Manager	6.30	655,383	#NAME?	#NAME?	(655,383)	#NAME?
Administrative Staff	3.50	230,507	#NAME?	#NAME?	(230,507)	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>22.30</b>	<b>2,073,212</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(2,073,212)</b>	<b>#NAME?</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	60.00	4,317,300	#NAME?	#NAME?	(4,317,300)	#NAME?
Teachers - SPED	12.30	840,500	#NAME?	#NAME?	(840,500)	#NAME?
Substitute Teachers	-	-	#NAME?	#NAME?	-	#NAME?
Teaching Assistants	8.00	378,288	#NAME?	#NAME?	(378,288)	#NAME?
Specialty Teachers	12.00	863,460	#NAME?	#NAME?	(863,460)	#NAME?
Aides	-	-	#NAME?	#NAME?	-	#NAME?
Therapists & Counselors	4.00	302,752	#NAME?	#NAME?	(302,752)	#NAME?
Other	4.00	342,720	#NAME?	#NAME?	(342,720)	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	<b>100.30</b>	<b>7,045,020</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(7,045,020)</b>	<b>#NAME?</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse	-	-	#NAME?	#NAME?	-	#NAME?
Librarian	-	-	#NAME?	#NAME?	-	#NAME?
Custodian	-	-	#NAME?	#NAME?	-	#NAME?
Security	-	-	#NAME?	#NAME?	-	#NAME?
Other	1.00	77,375	#NAME?	#NAME?	(77,375)	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>	<b>77,375</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(77,375)</b>	<b>#NAME?</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>123.60</b>	<b>9,195,607</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(9,195,607)</b>	<b>#NAME?</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		805,535	#NAME?	#NAME?	(805,535)	#NAME?
Fringe / Employee Benefits		1,116,139	#NAME?	#NAME?	(1,116,139)	#NAME?
Retirement / Pension		367,824	#NAME?	#NAME?	(367,824)	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>2,289,498</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(2,289,498)</b>	<b>#NAME?</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>123.60</b>	<b>11,485,105</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(11,485,105)</b>	<b>#NAME?</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		91,363	#NAME?	#NAME?	(91,363)	#NAME?
Legal		3,095	#NAME?	#NAME?	(3,095)	#NAME?
Management Company Fee		-	#NAME?	#NAME?	-	#NAME?
Nurse Services		-	#NAME?	#NAME?	-	#NAME?
Food Service / School Lunch		20,251	#NAME?	#NAME?	(20,251)	#NAME?
Payroll Services		-	#NAME?	#NAME?	-	#NAME?
Special Ed Services		-	#NAME?	#NAME?	-	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	-	#NAME?
Other Purchased / Professional / Consulting		490,560	#NAME?	#NAME?	(490,560)	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		<b>605,269</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>(605,269)</b>	<b>#NAME?</b>







Total Revenue
Total Expenses
Net Income
Actual Student Enrollment

**DESCRIPTION OF ASSUMPTIONS**

**EXPENSES**

<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Avg. No. of Positions
Executive Management	-
Instructional Management	3.00
Deans, Directors & Coordinators	8.50
CFO / Director of Finance	1.00
Operation / Business Manager	6.30
Administrative Staff	3.50
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>22.30</b>

<b>INSTRUCTIONAL PERSONNEL COSTS</b>	
Teachers - Regular	60.00
Teachers - SPED	12.30
Substitute Teachers	-
Teaching Assistants	8.00
Specialty Teachers	12.00
Aides	-
Therapists & Counselors	4.00
Other	4.00
<b>TOTAL INSTRUCTIONAL</b>	<b>100.30</b>

<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>	
Nurse	-
Librarian	-
Custodian	-
Security	-
Other	1.00
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>

<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>123.60</b>
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<b>PAYROLL TAXES AND BENEFITS</b>	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	

<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>123.60</b>
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<b>CONTRACTED SERVICES</b>	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	
Titement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	
<b>TOTAL CONTRACTED SERVICES</b>	

<b>Total Revenue</b>
<b>Total Expenses</b>
<b>Net Income</b>
<b>Actual Student Enrollment</b>
<b>SCHOOL OPERATIONS</b>
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other
Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
<b>TOTAL SCHOOL OPERATIONS</b>
<b>FACILITY OPERATION &amp; MAINTENANCE</b>
Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>
<b>DEPRECIATION &amp; AMORTIZATION</b>
<b>RESERVES / CONTINGENCY</b>
<b>TOTAL EXPENSES</b>
<b>NET INCOME</b>

**DESCRIPTION OF ASSUMPTIONS**

**RSHIP CHARTER SCHOOL  
g Plan**

Total Revenue  
Total Expenses  
Net Income  
Actual Student Enrollment

**DESCRIPTION OF ASSUMPTIONS**

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

**Number of Districts:**

NYC CHANCELLOR'S OFFICE

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ALL OTHER School Districts: ( Weighted Avg )

**TOTAL ENROLLMENT**

**REVENUE PER PUPIL**

**EXPENSES PER PUPIL**

**HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
BALANCE SHEET  
2015-16**

	<u>Prior Year</u>	Q1	Q2	Q3	Q4
	<u>#NAME?</u>	<u>As of 9/30</u>	<u>As of 12/31</u>	<u>As of 3/31</u>	<u>As of 6/30</u>
<b><u>ASSETS</u></b>					
<b>CURRENT ASSETS</b>					
Cash and cash equivalents	\$-	\$-	\$-	\$-	\$-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-	-	-	-
<b>PROPERTY, BUILDING AND EQUIPMENT, net</b>	-	-	-	-	-
<b>OTHER ASSETS</b>	-	-	-	-	-
<b>TOTAL ASSETS</b>	-	-	-	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>					
<b>CURRENT LIABILITIES</b>					
Accounts payable and accrued expenses	\$-	\$-	\$-	\$-	\$-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-	-	-	-
<b>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</b>	-	-	-	-	-
<b>TOTAL LIABILITIES</b>	-	-	-	-	-
<b>NET ASSETS</b>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
<b>TOTAL NET ASSETS</b>	-	-	-	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-	-	-	-



**HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

<b>Total Revenue</b>	#NAME?						
<b>Total Expenses</b>	#NAME?						
<b>Net Income</b>	#NAME?						
<b>Actual Student Enrollment</b>	221	#NAME?	#NAME?	221	#NAME?	#NAME?	221

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	<b>1st Quarter - 7/1 - 9/30</b>			<b>2nd Quarter - 10/1 - 12/31</b>			<b>3rd Q</b>
		<b>Current Budget</b>			<b>Current Budget</b>		
	<b>Actual</b>		<b>Variance</b>	<b>Actual</b>		<b>Variance</b>	<b>Actual</b>

**EXPENSES**

	<b>Quarter 4</b>						
	<b>No. of Positions</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
Executive Management	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	407,238	#NAME?	#NAME?	407,238	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	665,559	#NAME?	#NAME?	665,559	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	114,526	#NAME?	#NAME?	114,526	#NAME?	#NAME?
Operation / Business Manager	#NAME?	655,383	#NAME?	#NAME?	655,383	#NAME?	#NAME?
Administrative Staff	#NAME?	230,507	#NAME?	#NAME?	230,507	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	2,073,212	#NAME?	#NAME?	2,073,212	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	#NAME?	4,317,300	#NAME?	#NAME?	4,317,300	#NAME?	#NAME?
Teachers - SPED	#NAME?	840,500	#NAME?	#NAME?	840,500	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	378,288	#NAME?	#NAME?	378,288	#NAME?	#NAME?
Specialty Teachers	#NAME?	863,460	#NAME?	#NAME?	863,460	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	302,752	#NAME?	#NAME?	302,752	#NAME?	#NAME?
Other	#NAME?	342,720	#NAME?	#NAME?	342,720	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	7,045,020	#NAME?	#NAME?	7,045,020	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	19,344	#NAME?	#NAME?	19,344	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	19,344	#NAME?	#NAME?	19,344	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	9,137,576	#NAME?	#NAME?	9,137,576	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	9,137,576	#NAME?	#NAME?	9,137,576	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>							
Accounting / Audit	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>	#NAME?	-	#NAME?	#NAME?	-	#NAME?	#NAME?



**HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL**

**Budget / Operating Plan**

**2015-16**

Total Revenue	#NAME?						
Total Expenses	#NAME?						
Net Income	#NAME?						
Actual Student Enrollment	221	#NAME?	#NAME?	221	#NAME?	#NAME?	221

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter
		Current Budget	Variance		Current Budget	Variance	
	Actual			Actual			Actual

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

NYC CHANCELLOR'S OFFICE	221	#NAME?	#NAME?	221	#NAME?	#NAME?	221
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
-	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
ALL OTHER School Districts: ( Count = 0 )	-	#NAME?	#NAME?	-	#NAME?	#NAME?	-
<b>TOTAL ENROLLMENT</b>	<b>221</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>221</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>221</b>
<b>REVENUE PER PUPIL</b>	<b>#NAME?</b>						
<b>EXPENSES PER PUPIL</b>	<b>41,422</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>41,422</b>	<b>#NAME?</b>	<b>#NAME?</b>	<b>41,422</b>



**HA**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	#NAME?	#NAME?	221	#NAME?	#NAME?

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
Current Budget	Variance	Actual	Current Budget	Variance

EXPENSES	Quarter 4				
	No. of Positions				
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	#NAME?	#NAME?	-	#NAME?	#NAME?
Instructional Management	#NAME?	#NAME?	407,238	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	#NAME?	665,559	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	#NAME?	114,526	#NAME?	#NAME?
Operation / Business Manager	#NAME?	#NAME?	655,383	#NAME?	#NAME?
Administrative Staff	#NAME?	#NAME?	230,507	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	#NAME?	2,073,212	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	#NAME?	#NAME?	4,317,300	#NAME?	#NAME?
Teachers - SPED	#NAME?	#NAME?	840,500	#NAME?	#NAME?
Substitute Teachers	#NAME?	#NAME?	-	#NAME?	#NAME?
Teaching Assistants	#NAME?	#NAME?	378,288	#NAME?	#NAME?
Specialty Teachers	#NAME?	#NAME?	863,460	#NAME?	#NAME?
Aides	#NAME?	#NAME?	-	#NAME?	#NAME?
Therapists & Counselors	#NAME?	#NAME?	302,752	#NAME?	#NAME?
Other	#NAME?	#NAME?	342,720	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	#NAME?	7,045,020	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	#NAME?	#NAME?	-	#NAME?	#NAME?
Librarian	#NAME?	#NAME?	-	#NAME?	#NAME?
Custodian	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	19,344	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	#NAME?	19,344	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	#NAME?	9,137,576	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes	#NAME?	#NAME?	-	#NAME?	#NAME?
Fringe / Employee Benefits	#NAME?	#NAME?	-	#NAME?	#NAME?
Retirement / Pension	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	#NAME?	9,137,576	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>					
Accounting / Audit	#NAME?	#NAME?	-	#NAME?	#NAME?
Legal	#NAME?	#NAME?	-	#NAME?	#NAME?
Management Company Fee	#NAME?	#NAME?	-	#NAME?	#NAME?
Nurse Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Food Service / School Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Payroll Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Services	#NAME?	#NAME?	-	#NAME?	#NAME?
Titlement Services (i.e. Title I)	#NAME?	#NAME?	-	#NAME?	#NAME?
Other Purchased / Professional / Consulting	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>	#NAME?	#NAME?	-	#NAME?	#NAME?

**HA**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	#NAME?	#NAME?	221	#NAME?	#NAME?
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
	Current Budget	Variance	Actual	Current Budget	Variance
<b>SCHOOL OPERATIONS</b>					
Board Expenses	#NAME?	#NAME?	-	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Special Ed Supplies & Materials	#NAME?	#NAME?	-	#NAME?	#NAME?
Textbooks / Workbooks	#NAME?	#NAME?	-	#NAME?	#NAME?
Supplies & Materials other	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Telephone	#NAME?	#NAME?	-	#NAME?	#NAME?
Technology	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Testing & Assessment	#NAME?	#NAME?	-	#NAME?	#NAME?
Field Trips	#NAME?	#NAME?	-	#NAME?	#NAME?
Transportation (student)	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Services - other	#NAME?	#NAME?	-	#NAME?	#NAME?
Office Expense	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Development	#NAME?	#NAME?	-	#NAME?	#NAME?
Staff Recruitment	#NAME?	#NAME?	-	#NAME?	#NAME?
Student Recruitment / Marketing	#NAME?	#NAME?	-	#NAME?	#NAME?
School Meals / Lunch	#NAME?	#NAME?	-	#NAME?	#NAME?
Travel (Staff)	#NAME?	#NAME?	-	#NAME?	#NAME?
Fundraising	#NAME?	#NAME?	-	#NAME?	#NAME?
Other	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>					
Insurance	#NAME?	#NAME?	-	#NAME?	#NAME?
Janitorial	#NAME?	#NAME?	-	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	#NAME?	#NAME?	-	#NAME?	#NAME?
Repairs & Maintenance	#NAME?	#NAME?	-	#NAME?	#NAME?
Equipment / Furniture	#NAME?	#NAME?	-	#NAME?	#NAME?
Security	#NAME?	#NAME?	-	#NAME?	#NAME?
Utilities	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>RESERVES / CONTINGENCY</b>	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL EXPENSES</b>	#NAME?	#NAME?	9,137,576	#NAME?	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?

**HA**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>	#NAME?	#NAME?	221	#NAME?	#NAME?

\*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Quarter - 1/1 - 3/31		4th Quarter - 4/1 - 6/30		
Current Budget	Variance	Actual	Current Budget	Variance

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

NYC CHANCELLOR'S OFFICE	#NAME?	#NAME?	221	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
-	#NAME?	#NAME?	-	#NAME?	#NAME?
ALL OTHER School Districts: ( Count = 0 )	#NAME?	#NAME?	-	#NAME?	#NAME?
<b>TOTAL ENROLLMENT</b>	#NAME?	#NAME?	221	#NAME?	#NAME?
<b>REVENUE PER PUPIL</b>	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?
<b>EXPENSES PER PUPIL</b>	#NAME?	#NAME?	41,422	#NAME?	#NAME?











**HHARTER SCHOOL**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	14,715,497	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>			793	

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	Actual vs. Original		FY Actual (FY	Actual CY
	Original Budget - TY	Budget TY	COMPLETED Actual CY Quarters	vs. Actual PY

		Quarter 4			
		No. of Positions			
<b>EXPENSES</b>					
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>					
Executive Management	#NAME?	-	#NAME?	#NAME?	#NAME?
Instructional Management	#NAME?	407,238	#NAME?	#NAME?	#NAME?
Deans, Directors & Coordinators	#NAME?	665,559	#NAME?	#NAME?	#NAME?
CFO / Director of Finance	#NAME?	114,526	#NAME?	#NAME?	#NAME?
Operation / Business Manager	#NAME?	655,383	#NAME?	#NAME?	#NAME?
Administrative Staff	#NAME?	230,507	#NAME?	#NAME?	#NAME?
<b>TOTAL ADMINISTRATIVE STAFF</b>	#NAME?	2,073,212	#NAME?	#NAME?	#NAME?
<b>INSTRUCTIONAL PERSONNEL COSTS</b>					
Teachers - Regular	#NAME?	4,317,300	#NAME?	#NAME?	#NAME?
Teachers - SPED	#NAME?	840,500	#NAME?	#NAME?	#NAME?
Substitute Teachers	#NAME?	-	#NAME?	#NAME?	#NAME?
Teaching Assistants	#NAME?	378,288	#NAME?	#NAME?	#NAME?
Specialty Teachers	#NAME?	863,460	#NAME?	#NAME?	#NAME?
Aides	#NAME?	-	#NAME?	#NAME?	#NAME?
Therapists & Counselors	#NAME?	302,752	#NAME?	#NAME?	#NAME?
Other	#NAME?	342,720	#NAME?	#NAME?	#NAME?
<b>TOTAL INSTRUCTIONAL</b>	#NAME?	7,045,020	#NAME?	#NAME?	#NAME?
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>					
Nurse	#NAME?	-	#NAME?	#NAME?	#NAME?
Librarian	#NAME?	-	#NAME?	#NAME?	#NAME?
Custodian	#NAME?	-	#NAME?	#NAME?	#NAME?
Security	#NAME?	-	#NAME?	#NAME?	#NAME?
Other	#NAME?	77,375	#NAME?	#NAME?	#NAME?
<b>TOTAL NON-INSTRUCTIONAL</b>	#NAME?	77,375	#NAME?	#NAME?	#NAME?
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	9,195,607	#NAME?	#NAME?	#NAME?
<b>PAYROLL TAXES AND BENEFITS</b>					
Payroll Taxes		805,535	#NAME?	#NAME?	#NAME?
Fringe / Employee Benefits		1,116,139	#NAME?	#NAME?	#NAME?
Retirement / Pension		367,824	#NAME?	#NAME?	#NAME?
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		2,289,498	#NAME?	#NAME?	#NAME?
<b>TOTAL PERSONNEL SERVICE COSTS</b>	#NAME?	11,485,105	#NAME?	#NAME?	#NAME?
<b>CONTRACTED SERVICES</b>					
Accounting / Audit		91,363	#NAME?	#NAME?	#NAME?
Legal		3,095	#NAME?	#NAME?	#NAME?
Management Company Fee		-	#NAME?	#NAME?	#NAME?
Nurse Services		-	#NAME?	#NAME?	#NAME?
Food Service / School Lunch		20,251	#NAME?	#NAME?	#NAME?
Payroll Services		-	#NAME?	#NAME?	#NAME?
Special Ed Services		-	#NAME?	#NAME?	#NAME?
Titlement Services (i.e. Title I)		-	#NAME?	#NAME?	#NAME?
Other Purchased / Professional / Consulting		490,560	#NAME?	#NAME?	#NAME?
<b>TOTAL CONTRACTED SERVICES</b>		605,269	#NAME?	#NAME?	#NAME?

**HHARTER SCHOOL**

<b>Total Revenue</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Total Expenses</b>	14,715,497	#NAME?	#NAME?	#NAME?
<b>Net Income</b>	#NAME?	#NAME?	#NAME?	#NAME?
<b>Actual Student Enrollment</b>			793	
5				
*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed		<b>Actual vs. Original Budget TY</b>	<b>PY Actual (PY TY / No. of COMPLETED Actual CY Quarters</b>	<b>Actual CY vs. Actual PY</b>
		<b>Budget - TY</b>	<b>Budget TY</b>	<b>Actual CY</b>
<b>SCHOOL OPERATIONS</b>				
Board Expenses	-	#NAME?	#NAME?	#NAME?
Classroom / Teaching Supplies & Materials	165,000	#NAME?	#NAME?	#NAME?
Special Ed Supplies & Materials	-	#NAME?	#NAME?	#NAME?
Textbooks / Workbooks	108,478	#NAME?	#NAME?	#NAME?
Supplies & Materials other	140,857	#NAME?	#NAME?	#NAME?
Equipment / Furniture	83,404	#NAME?	#NAME?	#NAME?
Telephone	33,511	#NAME?	#NAME?	#NAME?
Technology	261,160	#NAME?	#NAME?	#NAME?
Student Testing & Assessment	30,578	#NAME?	#NAME?	#NAME?
Field Trips	418,610	#NAME?	#NAME?	#NAME?
Transportation (student)	-	#NAME?	#NAME?	#NAME?
Student Services - other	4,890	#NAME?	#NAME?	#NAME?
Office Expense	56,975	#NAME?	#NAME?	#NAME?
Staff Development	124,482	#NAME?	#NAME?	#NAME?
Staff Recruitment	36,109	#NAME?	#NAME?	#NAME?
Student Recruitment / Marketing	10,941	#NAME?	#NAME?	#NAME?
School Meals / Lunch	10,655	#NAME?	#NAME?	#NAME?
Travel (Staff)	-	#NAME?	#NAME?	#NAME?
Fundraising	-	#NAME?	#NAME?	#NAME?
Other	17,469	#NAME?	#NAME?	#NAME?
<b>TOTAL SCHOOL OPERATIONS</b>	<b>1,503,119</b>	#NAME?	#NAME?	#NAME?
<b>FACILITY OPERATION &amp; MAINTENANCE</b>				
Insurance	129,814	#NAME?	#NAME?	#NAME?
Janitorial	-	#NAME?	#NAME?	#NAME?
Building and Land Rent / Lease / Facility Finance Interest	312,552	#NAME?	#NAME?	#NAME?
Repairs & Maintenance	4,140	#NAME?	#NAME?	#NAME?
Equipment / Furniture	1,166	#NAME?	#NAME?	#NAME?
Security	-	#NAME?	#NAME?	#NAME?
Utilities	118,450	#NAME?	#NAME?	#NAME?
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>566,122</b>	#NAME?	#NAME?	#NAME?
<b>DEPRECIATION &amp; AMORTIZATION</b>	518,382	#NAME?	#NAME?	#NAME?
<b>RESERVES / CONTINGENCY</b>	37,500	#NAME?	#NAME?	#NAME?
<b>TOTAL EXPENSES</b>	<b>14,715,497</b>	#NAME?	#NAME?	#NAME?
<b>NET INCOME</b>	#NAME?	#NAME?	#NAME?	#NAME?





## Annual Report Requirement

*for SUNY Authorized Charter Schools*

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL

**2015-16**

Administrative expenditures per pupil:	\$0.00
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Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

**\*NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**

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

FINANCIAL STATEMENTS

JUNE 30, 2015

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
FINANCIAL STATEMENTS  
JUNE 30, 2015

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FRUCHTER ROSEN & COMPANY, P.C.  
CERTIFIED PUBLIC ACCOUNTANTS  
156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

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FAX: (212) 957-3696

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, 2015, 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.

***Auditors' 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 auditors' 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, 2015, 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 24, 2015, 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 24, 2015

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2015

ASSETS	
Current assets:	
Cash and cash equivalents	\$ 410,860
Grants and contracts receivable	294,944
Prepaid expenses	<u>121,828</u>
Total current assets	<u>827,632</u>
Property and equipment, net of accumulated depreciation and amortization of \$1,107,846	
	656,150
Note receivable - related party	<u>750,000</u>
Total other assets	<u>1,406,150</u>
TOTAL ASSETS	<u><u>\$ 2,233,782</u></u>
LIABILITIES AND UNRESTRICTED NET ASSETS	
Current liabilities:	
Accounts payable and accrued expenses	\$ 166,095
Accrued payroll and payroll taxes	477,478
Due to related parties	258,334
Refundable advances	<u>6,365</u>
Total current liabilities	908,272
Unrestricted net assets	<u>1,325,510</u>
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	<u><u>\$ 2,233,782</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, 2015

Revenue and support:	
State and local per pupil operating revenue	\$ 12,385,770
Federal grants	421,137
State and city grants	59,431
Donated services	155,000
Grant from network	32,000
Interest income	<u>3,858</u>
 Total revenue and support	 <u>13,057,196</u>
Expenses:	
Program services:	
Regular education	10,659,746
Special education	1,057,086
Supplemental education	<u>650,296</u>
Total program services	12,367,128
Supporting services:	
Management and general	<u>681,031</u>
 Total expenses	 <u>13,048,159</u>
 Change in unrestricted net assets	 9,037
 Unrestricted net assets - beginning of year	 <u>1,316,473</u>
 Unrestricted net assets - end of year	 <u><u>\$ 1,325,510</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, 2015

<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>	
Change in unrestricted net assets	\$ 9,037
Adjustments to reconcile change in unrestricted net assets to net cash provided by operating activities:	
Depreciation and amortization	380,246
Changes in certain assets and liabilities:	
Decrease in grants and contracts receivable	40,491
(Increase) in prepaid expenses	(62,174)
(Decrease) in accounts payable and accrued expenses	(130,971)
Increase in accrued payroll and payroll taxes	69,393
(Decrease) in due to related parties	(565,307)
Increase in refundable advances	<u>278</u>
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<b>(259,007)</b>
 <b>CASH FLOWS FROM INVESTING ACTIVITY:</b>	
Purchases of property and equipment	<u>(212,897)</u>
<b>NET (DECREASE) IN CASH AND CASH EQUIVALENTS</b>	<b>(471,904)</b>
 <b>CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR</b>	 <u>882,764</u>
 <b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	 <u><u>\$ 410,860</u></u>

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, 2015

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 792 students in grades kindergarten through second and five through twelve during the 2014-2015 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, 2015, the State University of Trustees granted the School an additional renewal for a period of five years, extending the charter through July 31, 2020. 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, 2015.

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, 2011, and prior.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2015

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, 2015.

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, 2015

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, 2016.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2015

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consisted of the following as of June 30, 2015:

Equipment	\$ 770,585
Furniture and fixtures	251,689
Software	3,999
Leasehold improvements	<u>737,723</u>
	1,763,996
Less: Accumulated depreciation and amortization	<u>(1,107,846)</u>
	<u>\$ 656,150</u>

Depreciation and amortization expense was \$380,246 for the year ended June 30, 2015. In addition, depreciation expense was allocated to the School from a related party in the amount of \$52,914 bringing total depreciation and amortization expense to \$433,160.

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, 2018 (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, 2015, the balance due to related parties was \$258,334; this balance consists of \$205,381 due to Harlem Village Academy Charter School and \$52,953 due to the Network.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2015

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 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC 605, “Accounts for Contributions Received and Contributions Made”, if the services (a) create or enhance non-financial assets of (b) require specialized skills, are performed by people with those skills, and would otherwise be purchases by the School.

One entity donated professional services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and was recorded at fair market value of \$155,000 for the year ended June 30, 2015.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2015

NOTE 9 - 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, 2015 amounted to \$178,447.

NOTE 10 - SUBSEQUENT EVENTS

The School has evaluated its subsequent events through September 24, 2015, the date that the accompanying financial statements were issued. The School has no material events requiring disclosure.

HARLEM VILLAGE ACADEMY LEADERSHIP CHARTER SCHOOL  
(A Not-For-Profit Corporation)  
SCHEDULE OF FUNCTIONAL EXPENSES  
FOR THE YEAR ENDED JUNE 30, 2015

	Program Services				Management and General	Total
	Regular Education	Special Education	Supplemental Education	Total		
Salaries and benefits	\$ 7,931,207	\$ 865,107	\$ 127,923	\$ 8,924,237	\$ 551,629	\$ 9,475,866
Consultants	434,435	37,794	-	472,229	-	472,229
Contracted services - temporary	212,800	23,211	3,432	239,443	14,801	254,244
Audit fees	-	-	-	-	15,000	15,000
Legal fees	-	-	-	-	5,155	5,155
Books and curriculum materials	192,010	-	-	192,010	-	192,010
Recruiting and marketing	53,117	-	-	53,117	-	53,117
Student testing	67,952	-	-	67,952	-	67,952
Staff development	289,552	-	-	289,552	-	289,552
Field trips	-	-	84,558	84,558	-	84,558
After school activities	-	-	415,016	415,016	-	415,016
Supplies and materials	299,161	32,631	4,826	336,618	20,807	357,425
Printing and postage	5,008	546	81	5,635	349	5,984
Insurance	91,230	9,951	1,471	102,652	6,345	108,997
Repairs and maintenance	18,927	2,064	305	21,296	1,318	22,614
Facilities expense	319,977	34,902	5,162	360,041	22,254	382,295
Depreciation and amortization	362,550	39,546	5,848	407,944	25,216	433,160
Food and travel	59,398	-	-	59,398	10,930	70,328
Equipment and furniture	90,410	9,862	1,458	101,730	6,288	108,018
Technology and communication	218,515	-	-	218,515	-	218,515
Miscellaneous	13,497	1,472	216	15,185	939	16,124
<b>Total</b>	<b>\$ 10,659,746</b>	<b>\$ 1,057,086</b>	<b>\$ 650,296</b>	<b>\$ 12,367,128</b>	<b>\$ 681,031</b>	<b>\$ 13,048,159</b>

FRUCHTER ROSEN & COMPANY, P.C.  
CERTIFIED PUBLIC ACCOUNTANTS  
156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600  
FAX: (212) 957-3696

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, 2015, and have issued our report thereon dated September 24, 2015, 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 24, 2015

FRUCHTER ROSEN & COMPANY, P.C.  
CERTIFIED PUBLIC ACCOUNTANTS  
156 WEST 56<sup>TH</sup> STREET  
NEW YORK, NEW YORK 10019

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TEL: (212) 957-3600  
FAX: (212) 957-3696

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, 2015, 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 24, 2015.

***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.

We have issued a separate report to you dated September 24, 2015, communicating internal control related matters identified during the audit.

***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 24, 2015



# Appendix E: Disclosure of Financial Interest Form

Created: 07/06/2015

Last updated: 11/01/2015

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Page 1

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All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). **The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.**

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

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

Yes

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Thank you.



# Appendix F: BOT Membership Table

Created: 07/06/2015

Last updated: 07/30/2015

## Page 1

### 1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	Judith Tuner Hamerschlag	[REDACTED]	Trustee/Member	Yes		4 terms served. Joined the Board in 2011-12. Term expires in 7/2015.
2	James Thompson	[REDACTED]	Trustee/Member	Yes		Member has served since the creation of the Board. Term expires 7/2015.
3	David Zwiebel	[REDACTED]	Chair/Board President	Yes		Member has served since the creation of the Board. Term expires 7/2015.
4	Donna Wilson	[REDACTED]	Trustee/Member	Yes		Member has served since the creation of the Board. Term expires 7/2015.
5	Daniel Pianko	[REDACTED]	Treasurer	Yes		4 terms served. Joined the Board in 2011-2012. Term expires in 7/2015.
6	Dr. Deborah Kenny	[REDACTED]	Secretary	Yes		Member has served since the creation of the Board. Term expires 7/2015.
7	Dr. Andrew August	[REDACTED]	Trustee/Member	Yes		Member has served since the creation of the Board. Term expires 7/2015.
8						
9						
10						
11						

12						
13						
14						
15						
16						
17						
18						
19						
20						

**2. Total Number of Members Joining Board during the 2014-15 school year**

0

**3. Total Number of Members Departing the Board during the 2014-15 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 2014-15 school year?**

4

**6. How many times will the Board meet during the 2015-16 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 has used and anticipates using in the future 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.

HVA has maintained very low student attrition with a preventive and comprehensive approach. Our teachers and principals developed strategies together, executed them effectively, and produced results. The school anticipates using the same strategies moving forward, 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
    - 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
  - 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 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 frequently, 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

# HARLEM VILLAGE ACADEMIES

Una red de escuelas sobresalientes de K-12 en el barrio de Harlem

Estamos aceptando aplicaciones para el año escolar 2014-2015

## ¿Tiene un hijo que entra a Kindergarten el próximo año?

Harlem Village Academies, un grupo de escuelas reconocidas a nivel nacional, esta aceptando aplicaciones de kindergarten para el año escolar 2014-2015.

- Maestros dedicados
- Altas expectativas de comportamiento
- Uniformes
- Dias mas largos
- Excursiones culturales y educativas
- Énfasis en la lectura
- Énfasis en la idea y practica del respeto y al progreso académico



¡Es una escuela gratis! ¡No hay que pagar matrícula!

### DOS LOCALES

East Side: 2351 First Avenue (en la 120)

West Side: 74 W. 124th Street (con Lenox)

“Yo les digo a mis amigos– ¡Nunca han visto una escuela como ésta! **Somos una familia.** Ellos son estrictos y disciplinados pero al mismo tiempo, son simpáticos.”

## Harlem Village Academies Elementary

Para asistir una reunión para mas información por favor llamar a **646-812-9580** o mandar un email a **[HVAelementary@harlemvillage.org](mailto:HVAelementary@harlemvillage.org)**.

Por favor dejar su nombre, su numero de teléfono, su correo de internet, y la mejor hora para devolver su llamada.

\*Niños deben haber nacido en 2009 para poder ser elegibles



# Appendix I: Teacher and Administrator Attrition

Created: 07/27/2015

Last updated: 07/31/2015

Report changes in teacher and administrator staffing.

Page 1

**Charter School Name:**

## **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, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.**

### **2013-14 Teacher Attrition Table**

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	103	43	40

### **2013-14 Administrator Position Attrition Table**

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	32	5	9

**Thank you**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, September 03, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/39924bc310e70ef257>

## 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

	First Name	Last Name
Trustee Name	Andrew	August

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*HARLEM VILLAGE ACADEMY LEADERSHIP CS (SUNY TRUSTEES) 310400860849*

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 loops and a long horizontal stroke, positioned below the 'Signature of Trustee' label.

**Thank you.**

# Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Monday, September 21, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/d0a2a9e165c612940>

## 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

	First Name	Last Name
Trustee Name	Judith	Turner Hamerschlag

### 2. \*Your Home Address:

2. *Your Home Address:   Street Address	[REDACTED]
2. *Your Home Address:   City/State	[REDACTED]
2. *Your Home Address:   Zip	[REDACTED]

### 3. \*Your Business Address

3. *Your Business Address   Street Address	[REDACTED]
3. *Your Business Address   City/State	[REDACTED]
3. *Your Business Address   Zip	[REDACTED]

### 4. \*Daytime Phone Number:

[REDACTED]

### 5. \*E-mail Address:

[REDACTED]

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

*No, I am not.*

7. Select the name of the education corporation that operates a single charter school.

*HARLEM VILLAGE ACADEMY LEADERSHIP CS (SUNY TRUSTEES) 310400860849*

8. Select all positions you have held on the 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

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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 Turner Hancock

**Thank you.**



(check all that apply)

- Secretary

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

Yes

9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[TEMP.0] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Position Held	Executive Director
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[TEMP.1] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Responsibilities	Lead the organization
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[TEMP.2] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Salary	\$1
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[TEMP.3] 9a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.   Start Date	2002
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10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

11. 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

12. Are you a member, director, officer or employee of an organization formally partnered with a 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

**Thank you.**