

Application: Harlem Village Academy East CS

Latika Keegan - lkeegan@harlemvillage.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 2 2021

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 310400860849

a1. Popular School Name

HVA East

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

d. DATE OF INITIAL CHARTER

9/2002

e. DATE FIRST OPENED FOR INSTRUCTION

9/2005

h. SCHOOL WEB ADDRESS (URL)

<http://harlemvillageacademies.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

634

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

645

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

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

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

Yes, 3 sites

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	2351 First Avenue 4th Floor, New York, NY 10035	646-812-9600	NYC CSD 4	6-8	N/A

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Tori Noha			
Operational Leader	Lisa Chen			
Compliance Contact	Robert Ollwerther			
Complaint Contact	Justine Neeson			
DASA Coordinator	Justine Neeson			
Phone Contact for After Hours Emergencies	Lisa Chen			

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No		No

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	2351 First Avenue 3rd Floor, New York, NY 10035	646-812-9600	NYC CSD 4	K-5	N/A

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kimberly Clincy			
Operational Leader	Lisa Chen			
Compliance Contact	Robert Ollwerther			
Complaint Contact	Justine Neeson			
DASA Coordinator	Justine Neeson			
Phone Contact for After Hours Emergencies	Lisa Chen			

m2b. Is site 2 in public (co-located) space or in private space?

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	N/A	No		No		No

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	35 West 124th Street, New York, NY 10027	646-812-9200	NYC CSD 5	9-12	N/A

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Yohana De Los Santos			
Operational Leader	Lisa Chen			
Compliance Contact	Robert Ollwerther			
Complaint Contact	Justine Neeson			
DASA Coordinator	Justine Neeson			
Phone Contact for After Hours Emergencies	Lisa Chen			

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 3 Certificate of Occupancy (COO)

[HVAH Final CofO 3.7.14.pdf](#)

Filename: HVAH Final CofO 3.7.14.pdf **Size:** 42.4 kB

Site 3 Fire Inspection Report

[S28986.pdf](#)

Filename: S28986.pdf **Size:** 502.8 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

(No response)

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Robert Ollwerther
Position	Chief Operating Officer
Phone/Extension	646-812-9596
Email	rollwerther@harlemvillage.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

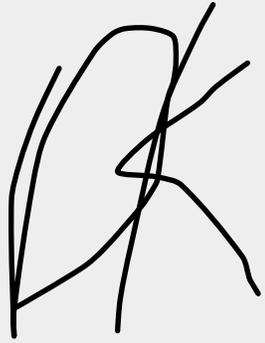
Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) 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. Click **YES to agree and then 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

A handwritten signature in black ink, consisting of several overlapping loops and lines, appearing to be initials or a stylized name.

Signature, President of the Board of Trustees

A large, highly stylized handwritten signature in black ink, featuring many loops and flourishes, likely representing the name of the President of the Board of Trustees.

Date

Jul 13 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]

5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Incomplete

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a

copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 2 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

[School Board 2021 Trustee Disclosure forms](#)

Filename: School Board 2021 Trustee Disclosur byuukyW.pdf **Size:** 1.7 MB

Entry 7 BOT Membership Table

Completed Aug 2 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	David Zwiebel		Chair	N/A	Yes	20	07/01/2021	06/30/2022	5 or less
2	Daniel Pianko		Treasurer	N/A	Yes	8	07/01/2021	06/30/2022	5 or less
3	Deborah Kenny		Secretary	N/A	Yes	20	07/01/2021	06/30/2022	5 or less
4	Andrew August		Trustee/Member	N/A	Yes	20	07/01/2021	06/30/2022	5 or less
5	Aria Gee		Trustee/Member	N/A	Yes	2	07/01/2021	06/30/2022	5 or less

6	Ronald Sernau		Trustee/Member	N/A	Yes	3	07/01/2021	06/30/2022	5 or less
7	Erica Newman		Trustee/Member	N/A	Yes	3	07/01/2021	06/30/2022	5 or less
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	7
b. Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d. Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2020-2021

4

4. Number of Board meetings scheduled for 2021-2022

4

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 2 2021

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities,

English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
Economically Disadvantaged	<p>The school used the following strategies to attract economically disadvantaged students in the 2020-21 school year:</p> <ul style="list-style-type: none"> • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations, including transitional housing programs that serve high-needs populations • Attending (virtual) community fairs that attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing complexes • Posting bus stop advertisements in neighborhoods with high concentrations of students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of 	<p>The school anticipates using the following strategies to attract economically disadvantaged students in the 2021-22 school year:</p> <ul style="list-style-type: none"> • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations, including transitional housing programs that serve high-needs populations • Attending community fairs that attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing buildings • Posting bus stop advertisements in neighborhoods with high concentrations of students eligible for free or reduced lunch. In addition, the

	<p>its seats for students eligible for free or reduced lunch.</p> <ul style="list-style-type: none"> • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch 	<p>school sets aside the first 30% of its seats for students eligible for free or reduced lunch.</p> <ul style="list-style-type: none"> • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch
English Language Learners	<p>The school used the following strategies to attract multilingual learners in the 2020-21 school year:</p> <ul style="list-style-type: none"> • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of multilingual learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by multilingual populations • Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español” • Posting print advertisements in bilingual editions of neighborhood newspapers • Soliciting referrals from parents of multilingual learners currently enrolled at HVA 	<p>The school anticipates using the following strategies to attract multilingual learners in the 2021-22 school year:</p> <ul style="list-style-type: none"> • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of multilingual learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by multilingual populations • Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español” • Posting print advertisements in bilingual editions of neighborhood newspapers • Soliciting referrals from parents of multilingual learners currently enrolled at HVA
	<p>The school used the following strategies to attract students with disabilities in the 2020-21 school year:</p> <ul style="list-style-type: none"> • Developing relationships with programs such as Head Start, the 	<p>The school anticipates using the following strategies to attract students with disabilities in the 2021-22 school year:</p> <ul style="list-style-type: none"> • Developing relationships with programs such as Head Start, the

Students with Disabilities	<p>Children’s Aid Society and other schools and organizations that serve high-needs populations</p> <ul style="list-style-type: none"> • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations 	<p>Children’s Aid Society and other schools and organizations that serve high-needs populations</p> <ul style="list-style-type: none"> • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> • Positive phone calls home during the first week of school, and throughout the year • Increased communication with incoming families • Regular (virtual) Coffee and Conversations hosted by school leaders for families • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher 	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> • Family engagement events in the first month of school • Each school hosts a potluck dinner during the first week of school • Positive phone calls home during the first week of school and throughout the year • Increased communication with incoming families • Regular (virtual) Coffee and Conversations hosted by school leaders for families • Chatting with parents outside during arrival and dismissal even

Economically Disadvantaged

behavioral and/or academic standards, staff members will reach out to make sure the person is heard to have an opportunity to reconsider.

- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting, where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle, which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's (virtual) 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

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, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider.

- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's classrooms during their free periods, then meet every

struggle with behavior as follows:

- Teachers intensively co-observe in classrooms throughout the day during the first month of school
- 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. We do this through a variety of pre-planned workshops.

Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:

- 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-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on

evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:
- Teachers intensively co-observe in classrooms throughout the day during the first month of school
- 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. We do this through a variety of pre-planned workshops.

Academic Supports Strategies to maximize the number of students who are promoted to the next each year grade include:

- 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

	<p>Saturdays</p> <ul style="list-style-type: none"> • Provide summer school support, including intensive SGI to students who are at-risk of retention 	<p>individually, early in the year</p> <ul style="list-style-type: none"> • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> • Potluck dinners during the first week of school • Positive phone calls home during the first week of school, and throughout the year • Increased communication with incoming families • Regular (virtual) Coffee and Conversations hosted by school leaders for families • Host regular family engagement events, including (virtual) movie nights and parent support workshops • 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 	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> • Family engagement events in the first month of school • Positive phone calls home during the first week of school and throughout the year • Increased communication with incoming families • Regular (virtual) Coffee and Conversations hosted by school leaders for families • Host regular family engagement events, including movie nights and parent support workshops • 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, staff members will meet with and reach out to make

standards, staff members will reach out to make sure the person is heard to have an opportunity to reconsider.

- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting, where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.

- Ending each day with a Closing Circle, which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.

- Throughout September, teachers observe each other's (virtual) 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:

sure the person is heard to have an opportunity to reconsider.

- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.

- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.

- Throughout September, teachers observe each other's classrooms during their free periods, 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:

- Teachers intensively co-observe in classrooms throughout the day during the first month of school

- Teachers intensively co-observe in classrooms throughout the day during the first month of school
- 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. We do this through a variety of pre-planned workshops.

Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:

- 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-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays

- Principals put students in strategic situations in the first week of the school year, and observe them closely
- Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior
- 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. We do this through a variety of pre-planned workshops.

Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:

- 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

	<ul style="list-style-type: none"> • Provide summer school support, including intensive SGI to students who are at-risk of retention 	<p>individually, early in the year</p> <ul style="list-style-type: none"> • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> • Potluck dinners during the first week of school • Positive phone calls home during the first week of school, and throughout the year • Increased communication with incoming families • Regular (virtual) Coffee and Conversations hosted by school leaders for families • 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, staff members will reach out to make sure the person is heard to have an opportunity to reconsider. 	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. 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</p> <ul style="list-style-type: none"> • Family engagement events in the first month of school • Positive phone calls home during the first week of school and throughout the year • Increased communication with incoming families • Regular (virtual) Coffee and Conversations hosted by school leaders for families • 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, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Deans, Education Support

Students with Disabilities

- Deans, Education Support Coordinators and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting, where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle, which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's (virtual) 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:
 - Teachers intensively co-observe in classrooms throughout the day during the first month of school

Coordinators and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

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- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's classrooms during their free periods, 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:
 - Teachers intensively co-observe in classrooms throughout the day during the first month of school
 - Principals put students in strategic situations in the first

- 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. We do this through a variety of pre-planned workshops.

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- 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-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays

- Provide summer school support, including intensive SGI to students who are at-risk of

week of the school year, and observe them closely

- Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior

- 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. We do this through a variety of pre-planned workshops.

Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:

- 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

retention

quality of tutoring and SGI (Small Group Instruction)

- Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction

Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Aug 2 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[Family Calendar 2021-22 FINAL v3](#)

Filename: Family Calendar 2021 22 FINAL v3 epeb8Ls.pdf **Size:** 130.4 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Harlem Village Academy East CS

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://harlemvillageacademies.org/wp-content/uploads/2021/07/2019-20-Annual-Report-Harlem-Village-Academy-East-Charter-School-redacted.pdf , https://harlemvillageacademies.org/wp-content/uploads/2021/07/2019-20-HVA-East-Accountability-Plan-Progress-Report-FINALv2.pdf , https://harlemvillageacademies.org/wp-content/uploads/2021/08/2019-2020-Annual-Financial-Audit-East-FST.pdf
	https://harlemvillageacademies.org/wp-

2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	content/uploads/2021/07/Board-Meeting-Notice.pdf , https://harlemvillageacademies.org/wp-content/uploads/2021/07/Board-Agenda-5-6-21-FINAL-2.pdf , https://harlemvillageacademies.org/wp-content/uploads/2021/07/Board-Minutes-2-11-21-FINAL.pdf
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://harlemvillage-org.zoom.us/j/97229522694
3. Link to NYS School Report Card	https://data.nysed.gov/essa.php?year=2020&instid=800000056181
4. Lottery Notice announcing date of lottery	https://harlemvillageacademies.org/wp-content/uploads/2021/07/Lottery-Notice.pdf
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://harlemvillageacademies.org/wp-content/uploads/2019/11/DISTRICT-WIDE-SCHOOL-SAFETY-PLAN.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://harlemvillageacademies.org/wp-content/uploads/2019/08/HVA-19-20-Student-and-Family-Handbook-002.pdf
7. Authorizer-Approved FOIL Policy	https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf
8. Subject matter list of FOIL records	https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



HARLEM VILLAGE ACADEMIES

**Harlem Village Academy East
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Robert Ollwerther

35 West 124th Street, New York, NY 10027

(646) 812-9200

CONTENTS

BOARD OF TRUSTEES	3
HIGH SCHOOL COHORTS	4
PROMOTION POLICY	6
GOAL 1: HIGH SCHOOL GRADUATION	6
GOAL 2: COLLEGE PREPARATION	12
GOAL 3: ENGLISH LANGUAGE ARTS.....	16
ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS.....	16
HIGH SCHOOL ENGLISH LANGUAGE ARTS	18
GOAL 4: MATHEMATICS.....	24
ELEMENTARY AND MIDDLE MATHEMATICS.....	24
HIGH SCHOOL MATHEMATICS	26
GOAL 5: SCIENCE.....	32
GOAL 6: SOCIAL STUDIES	36
GOAL 7: ESSA	39

BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
David Zwiebel	Chair	All
Daniel Planko	Treasurer	All
Dr. Deborah Kenny	Secretary	All
Dr. Andrew August	Member	All
Aria Gee	Member	All
Erica Newman	Member	All
Ronald Sernau, Esq	Member	All

Deborah Kenny has served as the Executive Director since 2005.

SCHOOL OVERVIEW

The mission of Harlem Village Academy East 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 Academy East opened in the fall of 2005 with its first class of fifth graders. The school is divided into three academies that collectively serve approximately 653 students in grades Kindergarten through twelfth. The programmatic adjustments the school made as a response to the transition to remote learning include comprehensive deployment of Google Classroom and Zoom web conferencing to deliver instruction and support within adjusted class schedules and normed expectations.

ENROLLMENT SUMMARY

The school’s BEDS Day enrollment is shown in the table below.

School Enrollment by Grade Level and School Year														
School Year	Elementary						Middle			High				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2016-17	110	87	96	76	69	70	49	51	52	29	53	60	49	851
2017-18	67	85	61	65	50	57	62	39	46	41	29	46	58	706
2018-19	60	69	82	53	54	33	47	55	30	49	37	26	47	642
2019-20	56	55	71	70	53	54	44	49	55	45	44	33	24	653
2020-21	37	54	55	67	69	48	55	45	54	55	43	39	32	653

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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 SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th 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 30th
2018-19	2015-16	2015	48	0	48
2019-20	2016-17	2016	23	0	23
2020-21	2017-18	2017	33	0	33

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: 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 are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	48	0	48
2019-20	2016-17	2016	23	0	23
2020-21	2017-18	2017	33	0	33

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	1	0	1
2020-21	2016-17	2016	0	0	0

PROMOTION POLICY

In order to graduate, students must successfully complete at least 22 credits as listed below:

4 English credits	3 Math credits	1 Art credit
4 Social Studies credits	1 World Language credit	0.5 Health Education credits
3 Science credits	2 Physical Education credits	3.5 Elective credits

Harlem Village Academy East strongly encourages students to enroll in English, History, Math, and Science courses for all four years of high school, and in World Language courses for three years. Students are considered to be promoted to the next grade level as long as they remain on track to graduate from high school in four years.

10th: In order to be considered a sophomore, students must successfully complete at least 5 credits.

11th: In order to be considered a junior, students must successfully complete at least 10 credits.

12th: In order to be considered a senior, students must successfully complete at least 15 credits.

Adjustments made due to the Covid-19 school closure include opportunities for students to improve their course outcomes, with failing grades temporarily evaluated as incomplete.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate from high school.

Goal 1: Leading Indicator

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 the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

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

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020 21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	39	90%
2020	52	77%

Harlem Village Academy East exceeded this measure.

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient 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 Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

The table below shows the percent of each cohort that passed three Regents exams by their second year in the cohort.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	38	50%
2018	2019-20	41	90%
2019	2020-21	39	97%

Harlem Village Academy East exceeded the measure for the 2018 and 2019 cohorts, but did not meet the measure for the 2017 cohort.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measures

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 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

The tables below show the four-year and five-year graduation rates for each cohort.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	48	97.9%
2016	2019-20	23	100%
2017	2020-21	33	96.9%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	58	100%
2015	2019-20	48	100%
2016	2020-21	23	100%

Harlem Village Academy East exceeded the measure.

Goal 1: 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 school district of comparison.

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

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 school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district’s 2019-20 results as a temporary placeholder for the district’s 2020-21 results.

RESULTS AND EVALUATION

The tables below show the four-year graduation rates for each cohort for Harlem Village Academy East and Community School District 4.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	48	97.9%	919	87.2%
2016	2019-20	23	100%	999	85.4%
2017	2020-21	33	96.9%	999*	85.4%*

*The district’s 2019-20 results are included as a temporary placeholder for the district’s 2020-21 results.

Harlem Village Academy East met the measure for the 2015 and 2016 cohorts. School district information for the 2017 cohort is not available at this time, therefore the district’s 2019-20 results are included as a temporary placeholder for the district’s 2020-21 results.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents’ guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The table below shows the percent of students demonstrating success on alternative graduation pathway assessments.

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing = $[(b)/(a)]*100$
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	6	83.3%
2017	2020-21	N/A	N/A

Harlem Village Academy East exceeded the measure.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Harlem Village Academy East achieved five of the high school graduation goals.

Type	Measure	Outcome
Leading Indicator	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.	Exceeded
Leading Indicator	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.	Exceeded for 2018 and 2019 cohorts. Not met for 2017 cohort.
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Exceeded
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Exceeded
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 school district of comparison.	Exceeded
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA East. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will gain admission to college.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

The table below shows the percent of graduating students demonstrating preparation for college.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam	11	9	81.8%
Achieving the college and career readiness benchmark on the SAT – Evidence-Based Reading and Writing	32	10	31.3%
Achieving the college and career readiness benchmark on the SAT – Math	32	10	31.3%
Overall	32	16	50.0%

Harlem Village Academy East did not meet the measure.

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

The table below shows the percent of graduates enrolling in a college or university for each cohort as determined by data from the National Student Clearinghouse and student communication.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	48	45	93.8%
2016	2019-20	23	20	87.0%
2017	2020-21	32	27	84.4%

Harlem Village Academy East exceeded the measure.

SUMMARY OF THE COLLEGE PREPARATION GOAL

Harlem Village Academy East achieved one of the two applicable college preparation goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did not meet
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA East. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: 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.

BACKGROUND

The purpose of the HVA literacy curriculum is to develop sophisticated student thinking and a passion for reading. Students who are immersed in a book at school are more likely to continue reading during their free time, thereby reading an hour or more each day. When students are avid readers, they acquire a breadth and depth of knowledge and vocabulary as well as improving their fluency, grammar, and syntax—all of which organically strengthens their comprehension. This is accomplished through the core components of balanced literacy instruction: independent reading, guided reading, shared reading/ close reading, read aloud, writing workshop, phonics and vocabulary. All these components were continued with remote learning during the 2020-21 school year.

METHOD

We administer interim assessments in ELA four times per year to measure student progress, inform instructional practices, group students for instruction and intervention, evaluate curriculum and staff, and monitor progress towards our mission and goals. All interim exam questions are aligned to common core standards. In grades 3-8 these interim assessments evaluate decoding, fluency, and reading comprehension skills. These norm-reference standardized tests provide comparative results that illuminate grade level proficiency.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: Internally developed

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

INTERNALLY DEVELOPED ASSESSMENTS

End of Year Performance on 2020 21 Internally Developed ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	79.0%	62	77.6%	58
4	100.0%	72	100.0%	64
5	100.0%	46	100.0%	43
6	88.7%	55	95.6%	48
7	78.9%	44	82.7%	39
8	100.0%	54	100.0%	49
All	100.0%	333	100.0%	301

ELA Performance by Grade Level and School Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2018-19		2019-20		2020-21	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	52.9%	51	78.1%	64	79.0%	62
4	51.0%	51	59.8%	50	100.0%	72
5	61.3%	31	65.5%	50	100.0%	46
6	72.3%	47	73.2%	44	88.7%	55
7	44.4%	54	75.8%	49	78.9%	44
8	53.3%	30	91.4%	55	100.0%	54
All	52.8%	309	55.3%	264	100.0%	333

*The data have been omitted in cases where there were less than 10 students tested.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

Above you will see final percent proficient for students in each grade. All interim exam questions are aligned to common core standards.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA East. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 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 Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core) for each accountability cohort.

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	25	52.1%
2016	2019-20	23	0	12	52.2%
2017	2020-21	33	0	15	45.4%

Harlem Village Academy East did not meet the measure.

² Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent scoring Performance Level 4 on the Regents Exam in English Language Arts (Common Core).

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20*		2020-21*	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	38	15.8%	34	44.1%	33	45.4%
2018	46	-	41	31.2%	40	31.6%
2019			39	-	41	-
2020					55	-

*Excludes students who had not previously sat for the Regents Exam in English Language Arts (Common Core) and were exempted.

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 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 Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core) for each accountability cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	48	100.0%
2016	2019-20	23	0	22	95.7%
2017	2020-21	33	0	28	84.8%

Harlem Village Academy East exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent scoring Performance Level 3 on the Regents Exam in English Language Arts (Common Core).

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20*		2020-21*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	38	44.7%	34	82.4%	33	84.8%
2018	46	-	41	73.7%	40	73.7%
2019			39	-	41	-
2020					55	-

*Excludes students who had not previously sat for the Regents Exam in English Language Arts (Common Core) and were exempted.

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and 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 AND EVALUATION

The table below shows the passing rate with a Level 4 on the Regents exam in English Language Arts (Common Core) for students who were not proficient on their New York State 8th grade English Language Arts exam.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	36	0	14	38.9%
2016	2019-20	16	0	5	31.3%
2017	2020-21	15	0	5	33.3%

Harlem Village Academy East did not meet the measure.

Goal 3: Growth Measure

Each year, 75 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 at least partially meet Common Core expectations (currently scoring at Performance Level 3 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 graduation.

RESULTS AND EVALUATION

The table below shows the passing rate with a Level 3 on the Regents exam in English Language Arts (Common Core) for students who were not proficient on their New York State 8th grade English Language Arts exam.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	36	0	33	91.7%
2016	2019-20	16	0	15	93.8%
2017	2020-21	15	0	11	73.3%

Harlem Village Academy East did not meet the measure.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Harlem Village Academy East achieved one of the four applicable high school English Language Arts goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Did not meet

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA East. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

GOAL 4: MATHEMATICS

ELEMENTARY AND MIDDLE MATHEMATICS

Goal 4: 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.

BACKGROUND

HVA has strategically designed a sophisticated scope and sequence and curricular materials. For workshop, our curriculum is sequenced uniquely for HVA, but pulls resources from Eureka, Children's Mathematics, Contexts for Learning Mathematics, and Fosnot's work from the series Young Mathematicians at Work. Our workshop curriculum is also adapted year to year based on teacher feedback and student mastery. Our problem solving and fluency resources are teacher created, pulling inspiration from many resources. Students are deeply engaged in problem solving, reasoning, proving, and discussing mathematics. Student work is aligned with grade level tasks that connect to a clear trajectory of long- and short-term learning targets. The questions and tasks posed to students elicit the use of higher order thinking skills for all students. Our mathematics program includes the following components: Fluency, Problem Solving, Jars, Routines and Games and math workshop. All these components were continued with remote learning during the 2020-21 school year.

METHOD

We administer interim assessments in Math four times per year to measure student progress, inform instructional practices, group students for instruction and intervention, evaluate curriculum and staff, and monitor progress towards our mission and goals. All interim exam questions are aligned to common core standards.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Internally developed**

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

INTERNALLY DEVELOPED ASSESSMENTS

End of Year Performance on 2020 21 Internally Developed Mathematics Assessment
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	84.3%	64	82.9%	60
4	99.1%	71	100.0%	64
5	63.6%	47	65.8%	43
6	78.7%	55	84.8%	48
7	95.8%	44	94.3%	39
8	83.9%	51	88.6%	46
All	84.3%	332	86.1%	300

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2018-19		2019-20		2020-21	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	74.0%	50	100.0%	63	84.3%	64
4	74.5%	51	100.0%	50	99.1%	71
5	76.7%	30	61.0%	48	63.6%	47
6	80.9%	47	84.6%	44	78.7%	55
7	63.0%	54	95.0%	49	95.8%	44
8	70.0%	30	64.4%	55	83.9%	51
All	72.9%	262	88.8%	309	84.3%	332

*The data have been omitted in cases where there were less than 10 students tested.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

Above you will see final percent proficient for students in each grade. All interim exam questions are aligned to common core standards.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA East. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 4 on a Regents mathematics exam for each accountability cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	19	39.6%
2016	2019-20	23	0	12	52.2%
2017	2020-21	33	0	13	39.4%

Harlem Village Academy East did not meet the measure.

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent of students scoring at or above Performance Level 4 on a Regents mathematics exam.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20*		2020-21*	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	38	31.6%	34	38.2%	33	39.4%
2018	46	21.7%	41	32.5%	40	32.5%
2019			39	37.5%	41	37.5%
2020					55	-

*Excludes students who had not previously sat for a Common Core Regents Mathematics Exam and were exempted.

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

The table below shows the percent of students scoring at or above Performance Level 3 on a Regents mathematics exam for each accountability cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	48	100.0%
2016	2019-20	23	0	23	100.0%
2017	2020-21	33	0	32	97%

Harlem Village Academy East exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the interim performance of cohorts as the percent of students scoring at or above Performance Level 3 on a Regents mathematics exam.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20*		2020-201*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	38	86.8%	34	97.1%	33	97%
2018	46	67.4%	41	82.5%	40	82.5%
2019			39	62.5%	41	62.5%
2020					55	-

*Excludes students who had not previously sat for a Common Core Regents Mathematics Exam and were exempted.

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index (“PI”) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics 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 grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

The table below shows the passing rate with a Level 4 on a Regents mathematics exam for students who were not proficient on their New York State 8th grade mathematics exam.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	34	0	7	20.6%
2016	2019-20	15	0	4	26.7%
2017	2020-21	23	0	5	21.7%

Harlem Village Academy East did not meet the measure.

2020 21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics 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 move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

The table below shows the passing rate with a Level 3 on a Regents mathematics exam for students who were not proficient on their New York State 8th grade mathematics exam.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ³

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	34	0	34	100.0%
2016	2019-20	15	0	15	100.0%
2017	2020-21	23	0	22	95.7%

Harlem Village Academy East exceeded the measure.

³ Based on the highest score for each student on the mathematics Regents exam

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Harlem Village Academy East achieved two of four the applicable high school mathematics goals.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Exceeded
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Did not meet
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Exceeded

ACTION PLAN

Our goal is to improve our measurable results on state tests while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA East. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

Our approach to science instruction is based on a core tenet of progressive pedagogy: that students learn science by doing scientific work. Thus, our science curriculum is inquiry-based and centered on scientific habits of mind such as questioning, designing, testing and analyzing. Students learn about and use the scientific method to design experiments gather data and develop reliable methods to answer questions. They are required to explain their thinking based on evidence and justify their conclusions.

METHOD

Students were scheduled for science once per week. During remote learning, student learning continued through Zoom and Google Classroom. In early childhood the key to developing scientific thinking is to integrate higher order questions and student capacity to use questions in order to test hypotheses. This process continued during remote learning as lessons included science experiments on zoom while facilitating student thinking routines to ensure depth of understanding.

RESULTS AND EVALUATION

For K-8, evaluation of student achievement and participation was holistic, with teachers supporting their consistent engagement. We chose Amplify as our science curriculum to ensure we could provide the best science education in a remote environment.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

We used formative assessments on a weekly basis that helped us to adjust our instruction in order for students to be successful. Similar to the science state test itself the nature of our assessments is incredibly hands on and experienced based. We were able to transform this experience to meet the needs our students by having them perform virtual science experiments over Zoom where they received verbal and written feedback in google classroom from their science teacher.

ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA East. Our program integrates curriculum, assessment and teacher professional development with the goal of enabling our students to be college ready.

HIGH SCHOOL SCIENCE

Goal 5: 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 schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the Living Environment and Chemistry exams. 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

The table below shows the percent of students in each cohort that have passed a science Regents exam with a score of 65 or higher by their fourth year in the cohort.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort ⁴					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	46	95.8%
2016	2019-20	23	0	22	95.7%
2017	2020-21	33	0	30	90.9%

Harlem Village Academy East exceeded the measure.

⁴ Based on the highest score for each student on any science Regents exam

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2018-19		2019-20*		2020-21*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	38	73.7%	34	91.2%	33	90.9%
2018	46	78.3%	41	92.3%	40	92.3%
2019			39	-	41	33.33%
2020					55	100.0%

*Excludes students who had not previously sat for a science Regents Exam and were exempted.

Goal 5: Comparative Measure

Each year, the percent of 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 school district of comparison.

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: 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.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The table below shows the percent of students in each cohort that have passed the U.S. History Regents exam with a score of 65 or higher by their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	43	89.6%
2016	2019-20	23	1	19	86.4%
2017	2020-21	33	32	-	-

EVALUATION

This measure does not apply to Harlem Village Academy East since students in the 2017 Cohort had not previously sat for the exam and were exempted from the graduation requirement.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

The table below shows the percent of students in each cohort that have passed the U.S. History Regents exam with a score of 65 or higher.

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

Cohort Designation	2018-19		2019-20*		2020-21*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	38	-	34	-	33	-
2018	46	-	41	25.0%	40	25.0%
2019			39	50.0%	41	50.0%
2020					55	-

*Excludes students who had not previously sat for the U.S. History Regents Exam and were exempted.

Goal 6: 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 school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

The table below shows the percent of students in each cohort that have passed the Global History Regents exam with a score of 65 or higher by their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	48	0	42	87.5%
2016	2019-20	23	0	19	82.6%
2017	2020-21	33	0	27	81.8%

EVALUATION

Harlem Village Academy East exceeded the measure.

ADDITIONAL EVIDENCE

The table below shows the percent of students in each cohort that have passed the Global History Regents exam with a score of 65 or higher.

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

Cohort Designation	2018-19		2019-20*		2020-21*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	38	65.8%	34	81.8%	33	81.8%
2018	46	-	41	-	40	-
2019			39	-	41	-
2020					55	-

*Excludes students who had not previously sat for the Global History Regents Exam and were exempted.

Goal 6: 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 school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Based on 2018-19 results and 2019-20 assigned accountability status, Harlem Village Academy East is in “Good Standing” for the 2020-21 school year.

ADDITIONAL EVIDENCE

The table below shows the school’s accountability status for 2018-19, 2019-20, and 2020-21.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Harlem Village Academy East Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Chuck Klein
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 10,457,497	\$ -	\$ 10,457,497	\$ 10,429,157
Students with disabilities	1,562,013	-	1,562,013	1,574,038
Grants and Contracts				
State and local	65,883	-	65,883	50,611
Federal - Title and IDEA	463,997	-	463,997	463,974
Federal - Other	456,148	-	456,148	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL REVENUE, GAINS AND OTHER SUPPORT	13,005,538	-	13,005,538	12,517,779
EXPENSES				
Program Services				
Regular Education	\$ 10,011,495	\$ -	\$ 10,011,495	\$ 9,645,819
Special Education	1,421,018	-	1,421,018	1,742,101
Other Programs	100,671	-	100,671	17,539
Total Program Services	11,533,185	-	11,533,185	11,405,459
Management and general	861,412	-	861,412	756,991
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	12,394,597	-	12,394,597	12,162,450
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	610,941	-	610,941	355,329
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	2,704	-	2,704	5,734
Fundraising	-	-	-	-
Interest income	14,833	-	14,833	8,120
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	17,537	-	17,537	13,854
CHANGE IN NET ASSETS	628,478	-	628,478	369,183
NET ASSETS BEGINNING OF YEAR	1,734,494	-	1,734,494	1,365,311
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 2,362,972	\$ -	\$ 2,362,972	\$ 1,734,494

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL

Statement of Cash Flows

as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 628,478	\$ 369,183
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	95,825	109,312
Grants Receivable	(270,391)	(74,975)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(78,026)	-
Accounts Payable	(15,492)	(72,686)
Accrued Expenses	-	-
Accrued Liabilities	(20,986)	37,422
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	(6,260)
Interest payments	-	-
Due from Related Party	-	349,921
Due to Related Party	660,635	394,601
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,000,043	\$ 1,106,518
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(142,016)	(35,057)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (142,016)	\$ (35,057)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	1,475,270
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ 1,475,270
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 858,027	\$ 2,546,731
Cash at beginning of year	3,426,838	880,107
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 4,284,865	\$ 3,426,838

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

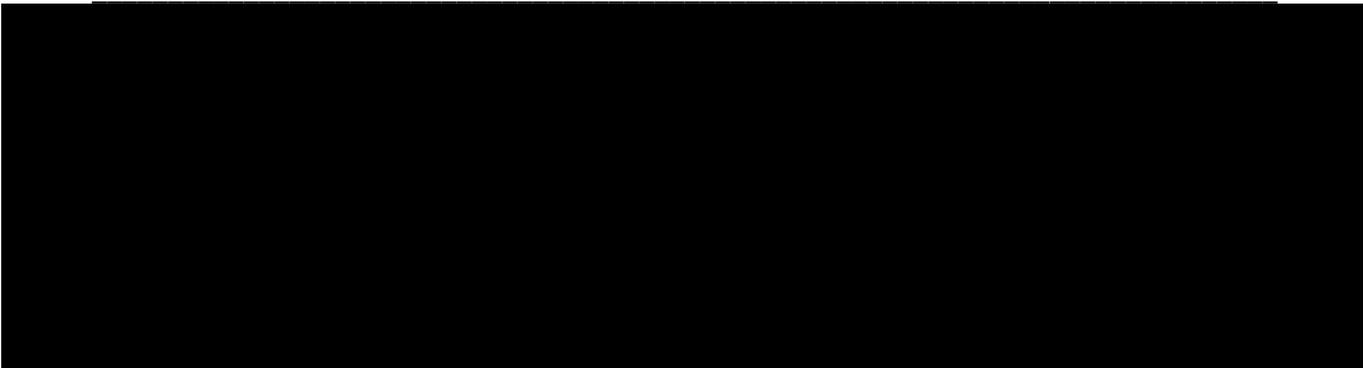
	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	23.70	1,804,919	299,483	-	2,104,402	-	177,517	177,517	2,281,919	2,164,393
Instructional Personnel	75.70	4,879,968	809,715	-	5,689,683	-	479,955	479,955	6,169,638	6,493,180
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	99.40	6,684,887	1,109,198	-	7,794,085	-	657,472	657,472	8,451,557	8,657,574
Fringe Benefits & Payroll Taxes		578,243	95,946	-	674,189	-	56,871	56,871	731,060	758,836
Retirement		267,395	44,368	-	311,763	-	26,299	26,299	338,062	346,303
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	4,196	4,196	4,196	8,793
Accounting / Audit Services		-	-	-	-	-	15,000	15,000	15,000	15,000
Other Purchased / Professional / Consulting Services		83,186	33,177	-	116,363	-	8,206	8,206	124,569	284,708
Building and Land Rent / Lease / Facility Finance Interest		320,540	53,186	-	373,726	-	31,527	31,527	405,253	513,433
Repairs & Maintenance		37,976	6,301	-	44,277	-	3,735	3,735	48,012	26,183
Insurance		116,798	19,380	-	136,178	-	11,487	11,487	147,665	136,105
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		444,853	29,587	-	474,440	-	15,220	15,220	489,660	382,002
Equipment / Furnishings		50,200	8,329	-	58,529	-	4,938	4,938	63,467	35,317
Staff Development		491,311	-	-	491,311	-	-	-	491,311	390,210
Marketing / Recruitment		258,783	-	-	258,783	-	-	-	258,783	88,693
Technology		539,103	2,734	-	541,837	-	1,621	1,621	543,458	321,901
Food Service		-	-	-	-	-	-	-	-	-
Student Services		12,927	-	100,671	113,598	-	-	-	113,598	50,504
Office Expense		9,482	1,573	-	11,055	-	933	933	11,988	15,044
Depreciation		75,794	12,576	-	88,370	-	7,455	7,455	95,825	109,312
OTHER		40,017	4,663	-	44,680	-	16,452	16,452	61,132	22,532
Total Expenses		\$ 10,011,495	\$ 1,421,018	\$ 100,671	\$ 11,533,184	\$ -	\$ 861,412	\$ 861,412	\$ 12,394,596	\$ 12,162,450



FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee’s name (print): Andrew August
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Vice Chairman



8. Is Trustee an employee of the education corporation? ___Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write “None.”* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				



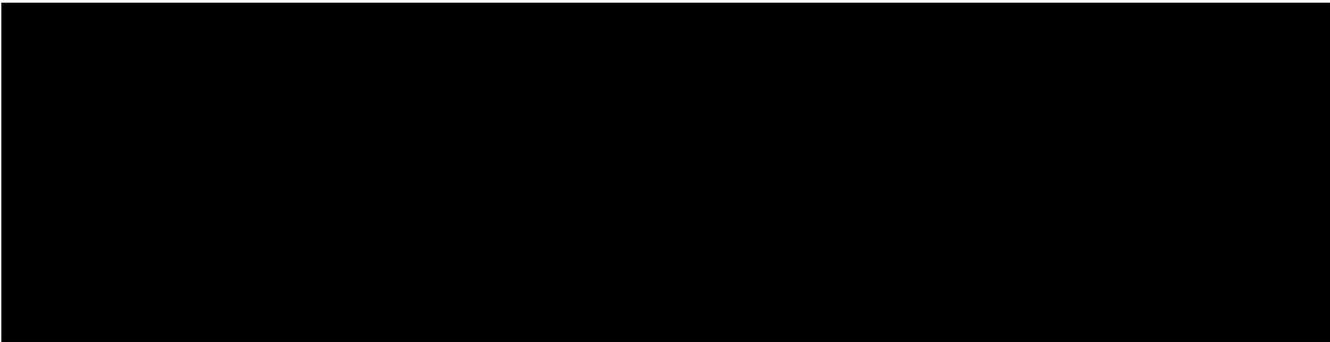
7/2/21

Signature

Date

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee's name (print): ARIA GEE
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A



8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None.</i>			

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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 - June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p style="text-align: center;"><i>NONE</i></p> <p style="text-align: center;"><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				



 Signature

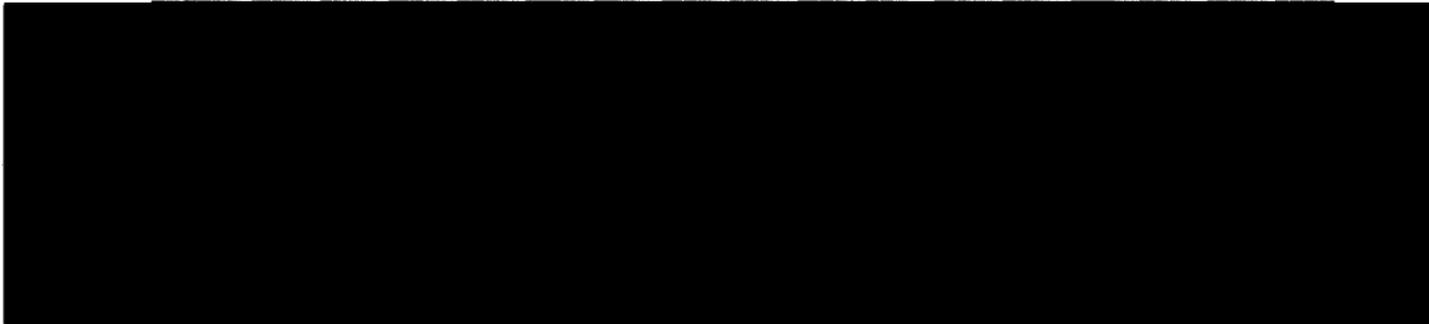
July 7, 2021

 Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee's name (print): Ronald Sernau
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):



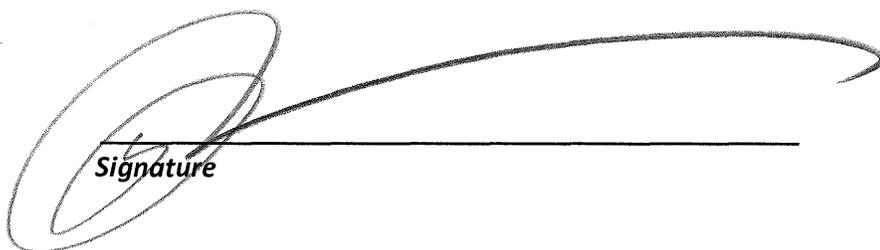
8. Is Trustee an employee of the education corporation? ___Yes. XNo. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Proskaur Rose LLP	Pro Bono Legal Services	N/A 2 \$10K	Self-Partner	Disclosure, and recusal from voting and discussion


Signature

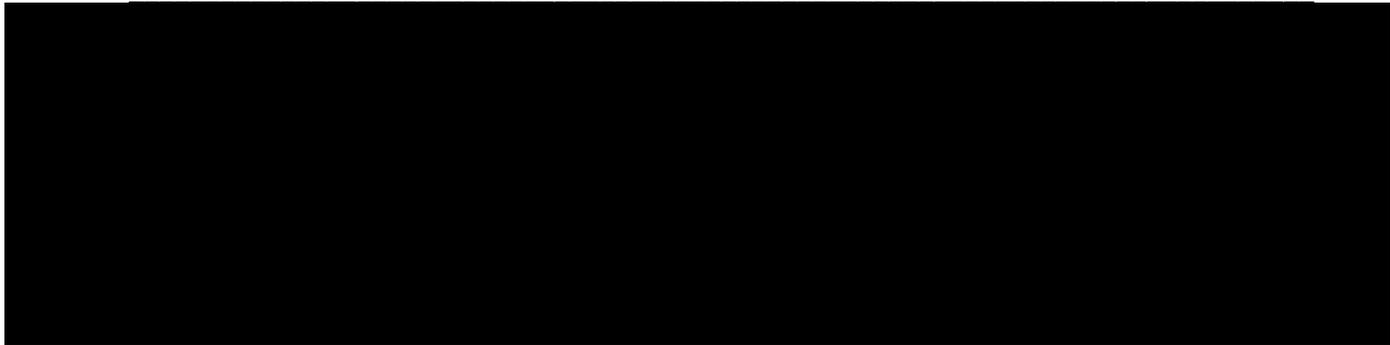
7/19/21
Date



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DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
- Trustee’s name (print): Erica Newman
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):



7. Is Trustee an employee of the education corporation? ___Yes. XNo. If you checked yes, please provide a description of the position you hold, your salary and your start date.

8. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

9. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Village Academies Network, Inc.	Not-for-profit educational service provider for the charter school education corporation	N/A	Self-officer	Disclosure, and recusal from voting and discussion

Type text here

Erin A. N...

Signature

07/07/2021

Date



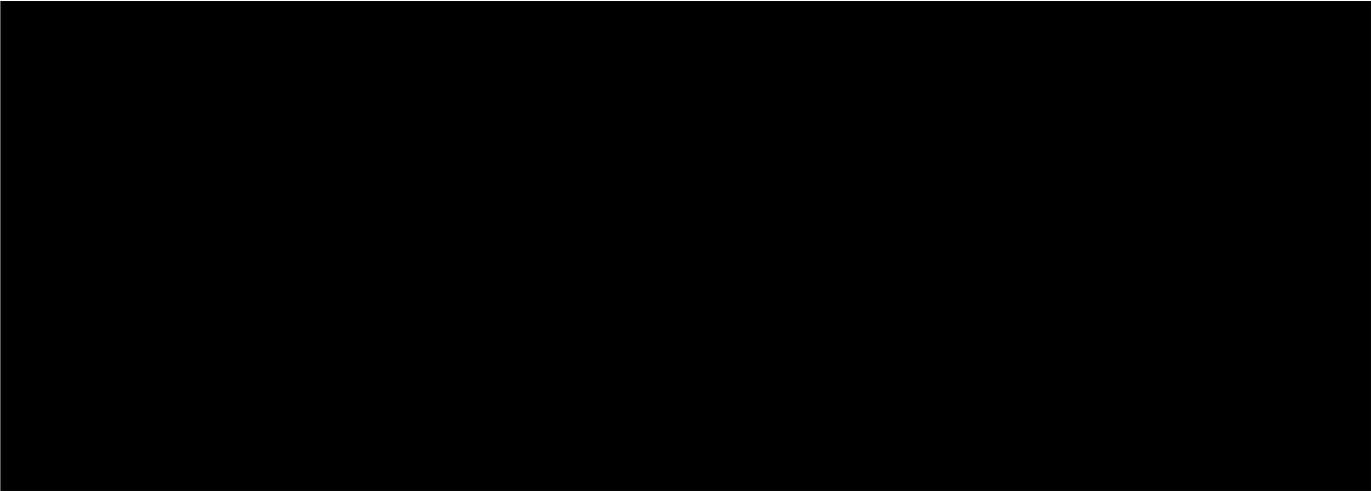
FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School

2. Trustee's name (print): David Zwiebel

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Chair



8. Is trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 - June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest

None				
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Signature

Date

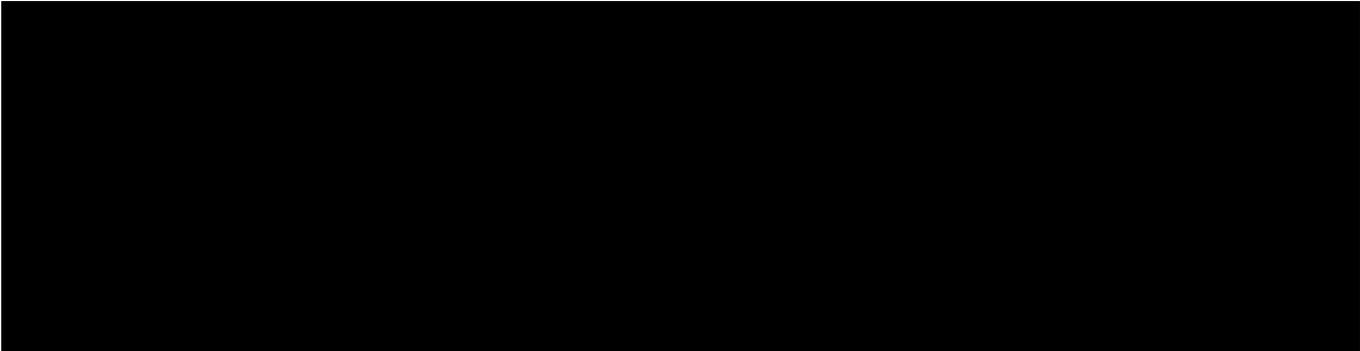
Form Revised November 16, 2015



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FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee's name (print): Daniel Pianko
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer



8. Is Trustee an employee of the education corporation? Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				

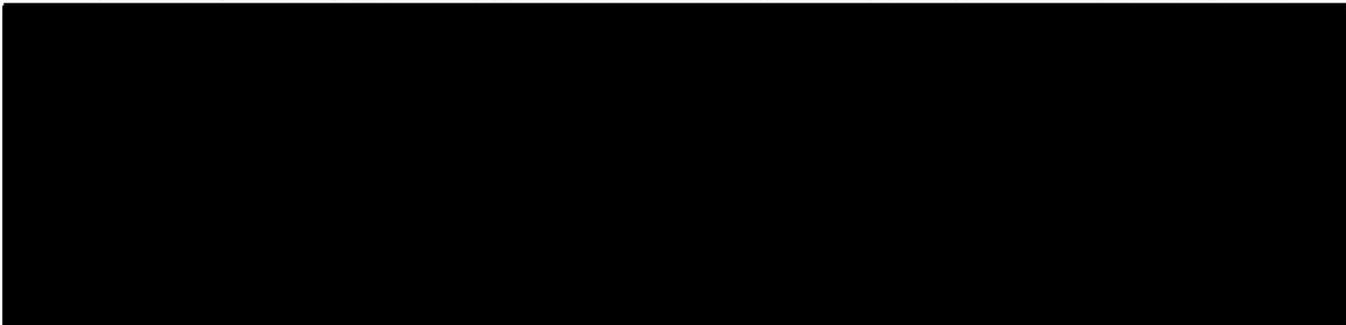

Signature

7/6/21
Date



**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Harlem Village Academy West Charter School and Harlem Village Academy East Charter School
- 2. Trustee's name (print): Deborah Kenny
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Secretary



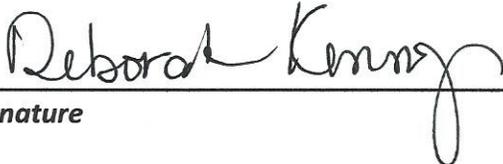
8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
All year	Employed by not-for-profit, unpaid educational service provider, Village Academies Network, Inc.	Did not vote or participate in discussions involving VAN	Self

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Village Academies Network, Inc.	Not-for-profit educational service provider for the charter school education corporation	N/A	Self-officer	Disclosure, and recusal from voting and discussion



Signature

June 30, 2020
Date

Certificate of Occupancy

CO Number: 120051745F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01722	Certificate Type: Final
	Address: 35 WEST 124TH STREET	Lot Number(s): 51	Effective Date: 03/07/2014
	Building Identification Number (BIN): 1053473	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 2-A	(2008 Code)	
	Building Occupancy Group classification: E	(2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 5	Height in feet: 74	No. of dwelling units: 0
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Acting
Commissioner

Certificate of Occupancy

CO Number: 120051745F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use

END OF SECTION



Borough Commissioner



Acting

Commissioner

END OF DOCUMENT

FIRETRONICS

A Full Service System Integrator
 20 Wood Avenue, Secaucus, NJ 07094
 Phone: 800-284-9112
 E-mail: ftronicsinc@aol.com

SERVICE REQUEST NO.

S28986

DATE OF REQUEST 02/18/20	REQUESTED BY	TELEPHONE NO.	PURCHASE ORDER	REQUISITION NO. M83360
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JOB LOCATION: HVA
35 W 124TH ST.
HARLEM, NY

INVOICE TO: (SAME AS JOB LOCATION UNLESS OTHERWISE INDICATED)

JOB CONTACT: _____ TELEPHONE NO. _____ EXT. _____

DESCRIPTION OF PROBLEM: SEMIANNUAL INSPECTION

WARRANTY	NON WARRANTY	CONTRACT	TECHNICIAN FELIPE / EDUARDO	DATE OF JOB 02/18/20
----------	--------------	----------	--------------------------------	-------------------------

CONDITIONS FOUND: _____

REPAIR INCOMPLETE - DATE(S)	REPAIR COMPLETE DATE
-----------------------------	----------------------

PARTS/WORK REQUIRED: _____

ITEMS REQUIRED FOR REPAIR: _____

FIELD LABOR - MINIMUM SERVICE CHARGE:

Regular Time	Labor Hours <u>5</u>	Travel Hours <u>A</u>	Total Hours <u>1</u>
Overtime Time	Labor Hours _____	Travel Hours _____	Total Hours _____
Holiday Time	Labor Hours _____	Travel Hours _____	Total Hours _____

SHOP LABOR:

LABOR HOURS @ _____ HR = _____

TOTALS	
LABOR	
PARTS	
TAX	
TOTAL AMOUNT	

[Signature]
 CUSTOMER SIGNATURE

 DATE



HARLEM VILLAGE ACADEMIES

2021-22 Family Calendar

July

Tue, 7/6 – HVAH Summer School Begins

August

Mon, 8/2 – Fri, 8/20 - **K-8th Remote Learning**

Mon, 8/23 – PK-K & 6th-8th First Day of School

Wed, 8/25 – 1st-5th First Day of School

Mon, 8/23-Fri, 8/27 – PK-12th Student Orientation
(1/2 day for students)

Mon, 8/30 – HVAH First Day of School

September

Fri, 9/3 – PK-8th Professional Learning - No School

Mon, 9/6 – Labor Day – No School

October

Fri, 10/8 – PK-8th Professional Learning– No School

Mon, 10/11 – Indigenous Peoples Day – No School

Fri, 10/29 – HVAH Professional Learning– No School

November

Thr, 11/11 – Veterans Day – No School

Mon, 11/15- Fri, 11/19- Book Shopping

Fri, 11/19- Field Trips & Gratitude Events

Mon, 11/22-Fri, 11/26 –Thanksgiving Break - No School

December

Mon, 12/20- Arts&Music Exhibition PK-8

Tue 12/21- Field Trip

Wed, 12/22 -Fri, 12/31 – Winter Break – No School

January

Mon, 1/3 – Professional Learning– No School

Mon, 1/17 – MLK Day of Service – No School

Tue, 1/25-Fri, 1/28 – 10- 12th January Regents

February

Mon, 2/14- Fri, 2/18- Book Shopping

Thr, Feb 17- Network Arts Festival

Fri, Feb 18- Field Trips

Mon, 2/21 - Fri, 2/25 – February Break - No School

March

Wed, 3/30-Thr, 3/31 – 3- 8th ELA State Test

April

Fri, 4/1 – HVAH Professional Learning – No School

Fri, 4/1- Book Shopping

Mon, 4/4 – Fri, 4/8 – Spring Break – No School

Wed, 4/27 - Thr, 4/28 – 3- 8th Math State Test

Fri, 4/29 – PK-8th - No School

May

Tue, 5/24 - Fri, 6/3 – 8th Science State Test

Thr 5/26- Fri, 5/27- Musical Theatre PK-8

Mon, 5/30 – Memorial Day – No School

Tue, 5/31 – HVAH Professional Learning – No School

Tues, 5/31- Fri, 6/3- Book Shopping

June

Mon, 6/6 – 8th Science Written Test

Tue, 6/7- Arts&Music Exhibition PK-8

Wed, 6/8- Field Trips

Thr, 6/9 – PK-8th Last Day of School for Students (½ Day)

Tue, 6/14 – HVAH Last Day of School for Students

Wed, 6/15-Thr, 6/23 – 9-12th June Regents

Mon, 6/20 – Juneteenth – No School

Thr, 6/23 – HVAH Graduation