



New York State Education Department

2021-2022 Renewal Site Visit Report for BoR-Authorized Charter Schools under the 2015 Charter School Performance Framework

Harlem Hebrew Language Academy Charter School

Renewal Site Visit Dates: October 13-14, 2021

Date of Report: February 18, 2022

[Charter School Office](#)

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ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Harlem Hebrew Language Academy Charter School
Board Chair	Vanessa Goldberg-Drossman
District of location	NYC CSD 3
Opening Date	Fall 2013
Charter Terms	<ul style="list-style-type: none"> Initial Charter Term: August 26, 2013 - June 30, 2018 First Renewal Term: July 1, 2018 - June 30, 2022
Current Term Authorized Grades/ Approved Enrollment	K - Grade 8 / 783 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 8 / 550 students
Comprehensive Management Service Provider	National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public
Facilities	147 St. Nicholas Avenue, Manhattan – Private Space
Mission Statement	<i>Harlem Hebrew Language Academy will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, HH will offer an academically rigorous K-5 curriculum, which includes intensive instruction in the Hebrew language. Students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.</i>
Key Design Elements	<ul style="list-style-type: none"> Gradual Release of Responsibility and Balanced Literacy Hebrew Language Instruction Service Learning Instructional Supports for Students at Risk Time on Task Professional Development Partner Organization Support Support Entity

¹ The information in this section was provided by the NYS Education Department Charter School Office.

<p>Requested Revisions (Revisions are not approved unless approved by the Board of Regents)</p>	<ul style="list-style-type: none"> • To reduce the charter school's authorized enrollment from 783 students to 550 students. • To change the following Key Design Elements from: (1) Gradual release of Responsibility and Balanced Literacy; (2) Hebrew Language Instruction; (3) Service Learning; (4) Instructional Supports for Students at Risk; (5) Time on Task; (6) Professional Development; (7) Partner Organization Support; and (8) Support Entity to the following: (1) OLAM Values; (2) Modern Hebrew Language; (3) Differentiated Instruction; (4) Professional Development; (5) SEL and Supports; (6) Diversity, Equity, and Inclusion; (7) Harlem Studies; (8) Community Partnerships; and (9) Partnership with Hebrew Public. • To amend the charter school's organizational chart to reflect significant changes.
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Noteworthy: Harlem Hebrew Language Academy Charter School (HHLA) is among a small network of schools in New York City (NYC) that centers on the study of the modern Hebrew language and Israeli culture. All students are engaged in learning Hebrew as a second, and in some cases third language, with a goal that students attain conversational proficiency by the eighth grade. The study of Israeli culture is complemented by the schoolwide Harlem Studies program, which guides student exploration and edification of the Jewish and African American history in the local community.

COVID-19 PANDEMIC NOTE: As of the publication of this document, New York State continues to be in the midst of responding to the COVID-19 pandemic. NYSED understands that these are challenging times. The NYSED Charter School Performance Framework is a robust document that allows NYSED to continue to use it as an evaluative tool even during the current statewide crisis. With state assessments cancelled for the 2019-2020 school year and administered under the constraints of the COVID-19 pandemic for the 2020-2021 school year (see the applicable memos at [Laws, Regulations & Memos | New York State Education Department](#)). Benchmark 1 allows for the use of longitudinal data. NYSED has also implemented a local assessment plan that will supplement, not supplant, state assessment data as per the [memo](#) (See Monitoring Plan section).

Renewal Outcomes

Pursuant to the Board of Regents Renewal Policy, the following are possible renewal outcomes:

- **Full-Term Renewal:** A school's charter may be renewed for the maximum term of five years. For a school to be eligible for a full-term renewal, during the current charter term the school must have compiled a strong and compelling record of meeting or exceeding Benchmark 1, and at the

time of the renewal analysis, have met substantially all other performance benchmarks in the Framework.

- Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.
- Non-Renewal:** A school's charter will not be renewed if the school does not apply for renewal, or the school fails to meet the criteria for either full-term or short-term renewal. In the case of non-renewal, a school's charter will be terminated upon its expiration and the school will be required to comply with the Charter School Office's Closing Procedures to ensure an orderly closure by the end of the school year.

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022
Grade Configuration	K - Grade 6	K - Grade 7	K - Grade 8	K - Grade 8
Total Approved Enrollment	609	696	783	783

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School ²

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025	Year 4 2025 to 2026	Year 5 2026 to 2027
Grade Configuration	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8	K - Grade 8
Total Proposed Enrollment	525	535	545	550	550

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day hybrid renewal site visit was conducted at Harlem Hebrew Language Academy Charter School (HHLA) on October 13 – 14, 2021. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, special populations team, and families. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted eleven remote and seven on-site classroom observations in K - Grade 8. The observations were approximately 20 - 25 minutes in length and conducted jointly with the head of school, assistant head of school, and the charter management organization (CMO) chief schools officer. NYSED

² This proposed chart was submitted by Harlem Hebrew Language Academy Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

utilizes the CSO's Remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

The documents and data reviewed by the team before, during, and after the site visit included the following:

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **NYCDOE School Quality Reports showing survey results;**
- **CSO 2021 Parent, Teacher, and Student Surveys' Results:**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **School's 2021 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's 2021 renewal application;**
- **Report from NYC DOE Committee on Special Education (CSE) 10; and**
- **Supplementary evidence and data submitted to NYSED by the school following the renewal interviews.**

BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Exceeds	The school meets the performance benchmark; potential exemplar in this area.
Meets	The school generally meets the performance benchmark; few concerns are noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

For the site visit conducted from October 13 to October 14, 2021, at HHLA, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Approaches
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Approaches
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Falls Far Below
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Approaches
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Approaches
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

³ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

HHLA is in its ninth year of operation and currently serves students in K - Grade 8. During its current charter term, the school is rated in the following manner: meeting two benchmarks, approaching seven benchmarks, and falling far below one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:**

According to 2018-2019 school year (SY) state assessment data, HHLA has experienced academic growth during the term of the charter. Mean trending toward proficiency has increased, and students with disabilities (SWDs) have consistently outperformed the state average for the subgroup in both English language arts (ELA) and math. Proficiency outcomes generally exceed NYC CSD 5, which houses the largest percentage of HHLA students outside the district of location. During the charter term, HHLA has consistently served higher subgroup populations than NYC CSD 3, the district of location.

Among only a small network of schools in NYC that center on the study of the modern Hebrew language and Israeli culture, HHLA was designed to honor and prepare students for global citizenship. All students are engaged in learning Hebrew as a second, and in some cases third language, with a goal that students attain conversational proficiency by the eighth grade. Parents participating in the focus group indicated they chose HHLA because the school offered Hebrew as a language course. Several parents acknowledged familial and personal connection to the Israeli and Jewish culture and faith communities. Parents expressed a benefit to their children learning the language because of belonging to these respective communities, traveling to Israel and Hebrew-speaking countries and communities, or simple interest in additional language acquisition skills.

Only 16% of HHLA parents responded to the CSO 2020-2021 Parent Survey, but those who responded agreed that HHLA has high expectations for students and that the teaching is high quality. Open-ended responses also represent parent satisfaction: “We love the school,” and “Harlem Hebrew is a fantastic school. As a first-time mom navigating the school system, they have made it very easy and enjoyable to do so.” All interviewed stakeholders praised the school’s response to the COVID-19 pandemic and the overall quality of the remote instruction, as well as the range of services offered to those in the community who have been coping with associated difficulties, such as addressing food insecurity, providing mental health services or referrals, and subsidizing day care for essential workers.

HHLA’s commitment to racial and economic diversity is evident through its lived mission and partnerships with community-based organizations, such as the Coalition for Diverse Schools. The recent adoption of a new set of values and expectations has reinvigorated the school community toward the common vision of ensuring students are consistently engaged in *Outstanding Problem Solving, Lifelong Learning, Aware Communication, and Making a Difference*, which the school refers to as “OLAM values.”

- **Summary of Areas in Need of Improvement:**

In terms of instruction and student performance, while some academic gains have been made during the charter term, there has been some regression, and during focus group discussions, instructional leaders and teachers were unable to articulate concrete strategic, measurable,

ambitious, realistic, time-bound, inclusive, and equitable (SMARTIE) goals for student and staff performance. All groups had difficulty identifying quantitative/concrete/specific student performance goals, indicating the need for cohesion and clear communication in this area (or the complete lack of such targets). When asked about student performance goals, focus group members listed items that are, instead, instructional priorities or set unrealistic expectations (e.g. 100%). In terms of instructional practices, students receive daily instruction in modern Hebrew by a native language speaker. However, there were no clear details shared by the HHLA instructional team or parents about Hebrew language pathways for students after eighth grade. Overall, based on classroom observation, ELLs appear to receive service alongside SWDs, which is concerning. Since the site visit, school leaders have reported to the CSO that ELLs are pulled into small groups to “receive leveled literacy instruction support,” based on English language proficiency level, and ELL teachers also “push in to classrooms to support students based on individual need,” although this was not directly observed by the site visit team. The school provided anecdotal NYSESLAT score information, and school leaders and teachers in focus groups noted that students are exiting ELL status within three to four years; however, further confirmation of this data is needed.

In terms of legal compliance and organizational soundness, HHLA is currently managed by the CMO Hebrew Public (HP), which operates three schools in NYC and one school in Philadelphia. The HHLA board-developed CMO evaluation issued HP a rating of “meets” on eight of nine measures; however, the NYSED CSO issued HHLA multiple Notices of Deficiency for areas the CMO is responsible for managing and should be held accountable for in terms of performance. Currently, the school is not in compliance with teacher certification requirements, and this is an area of concern as it impacts state compliance and the professional learning climate in the school. For example, during the parent focus group, concerns about teacher and leader turnover were discussed. While the school design and model are built on an ethos of inclusion and diversity, the evolutionary reality of teacher turnover has impacted the level of diversity among the instructional team. Parents, during the focus group, specifically expressed a desire to see more diversity among the teachers. This is also relevant among the instructional leadership team. In terms of enrollment, HHLA is in its third year of being unable to meet its contractually obligated enrollment, which in SY 2020-2021 was at 64% of maximum approved. In addition, HHLA appears to be in very poor financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements, and for the past two years has had a negative financial composite score.

During the next charter term, if the school does not work toward improvement of the Performance Framework Benchmark standards not met during the current charter term, renewal may be in doubt. The NYSED Charter School Office will work closely with HHLA during the next charter term to monitor progress toward meeting Performance Framework Benchmark standards and will have conversations with the school at the midterm site visit, if not earlier, regarding the prospects for renewal at the conclusion of the next term.

Benchmark 1: Student Performance

The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Note: State assessments were not administered in the 2019-2020 SY and were administered under the COVID-19 constraints during the 2020-2021 SY. As such, NYSED is limited to what results it can include from those two years in the analysis of this benchmark. In the spring of 2021, the NYSED CSO instituted a Local Assessment Plan, which is designed to help charter schools demonstrate academic progress and growth, as applicable, by submitting authorizer-approved local/interim assessment data from Board of Regents-authorized schools. More details regarding this initiative can be found in the [NYSED Local Assessment Plan memo](#). Local assessment data will be shared starting in the 2021-2022 SY.

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory with regard to this benchmark has improved. HHLA received a “Falls Far Below” rating for the mid-term site visit and is now receiving an “Approaches” rating; based on NYSED performance data, from SY 2015-2016 to SY 2016-2017 the school’s mean proficiency and trending rose from 29% to 43% and has been consistent ever since, which denotes a positive trend.

In terms of NYS assessment results, HHLA’s current charter term runs from July 2018 to July 2022, and SY 2019-2020 academic proficiency data is not available, as no NYS assessments were conducted in 2020. Less than 40% of HHLA students took NYS assessments at the end of SY 2020-2021, which is too small a percentage from which to draw a meaningful comparison.

HHLA was issued a 2020 Notice of Deficiency with Request for a Corrective Action Plan (CAP), given that “all students” 2018-2019 proficiency outcomes were 26 and 25 percentage points lower, in ELA and math respectively, than NYC CSD 3, the district of location, and ELA and math proficiency outcomes were lower than the district of location for all subgroups. It is important to recognize, however, that while HHLA is situated in NYC CSD 3, more than 75% of its students are zoned, based on residential status, to districts other than NYC CSD 3. Based on SY 2020-2021 NYSED data on charter enrollment by district of residence, these include: NYC CSD 5 (17.43%), NYC CSD 10 (16.44%), NYC CSD 6 (11.29%), NYC CSD 9 (10.10%), and various other districts (21.39%). When compared to NYC CSD 5, which houses the largest percentage of HHLA students outside the district of location, the proficiency outcomes for most indicators are much better. For example, “all students” SY 2018-2019 proficiency outcomes were 7 and 10 percentage points *higher*, in ELA and math respectively, than NYC CSD 5, and subgroup proficiency outcomes for that year exceed NYC CSD 5 across the board.

The school’s spring 2021 Local Assessment Plan results, received by the CSO in June 2021, report proficiency rates of 43% and 35% for all students in ELA and math, respectively. Participation rates were 71% and 72% for all students in ELA and math, respectively. There was a -21 for ELA and -18 math percentage point differential to the overall BoR-authorized charter school rates. HHLA administered the NWEA-MAP assessments for both ELA and math.

On a positive note, from SY 2015-2016 to SY 2018-2019 HHLA SWDs have consistently outperformed NYS SWDs in both ELA and math, in SY 2018-2019 by five and six-percentage points, respectively. In its self-evaluation document, HHLA reports progress: “In math, we reached the goal of 55% of [Grade 1 and 2] students performing at or above grade level in our NWEA-MAP test,” with Grade 1 at 64% and Grade 2 at 65% proficiency. The school also indicated in its 2021 Self-Evaluation Tool its improved Grade 3 -7 ELA performance, based on monthly quizzes conducted from February 2021 to June 2021.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to the NYSL.b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.e. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a balanced system of formative, diagnostic and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school provides supports to meet the academic needs for all students, including but not limited to students with disabilities, English language learners, and economically disadvantaged students.b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School/Middle School:

- ES/MS:
 - All curriculum is aligned with New York State Next Generation Learning Standards (NYS NGLS).
 - HHLA uses the Gradual Release of Responsibility model to drive instruction, which emphasizes elements of student-driven inquiry.

- In integrated co-teaching (ICT) classrooms, a general studies and special education (SPED) teacher team, or two general studies teachers, support instruction through all academic periods, with a particular focus on ELA and math periods.
- The early literacy program features guided reading of leveled texts; Wilson Foundations and the Reader's and Writer's Workshop model are applied in K through Grade 2.
- Students in Grades 3-4 continue to receive guided reading and then transition in Grades 5-8 to small group reading with in-class targeted instruction or pull-out intervention services.
- Students in Grades 2-8 also engage in close reading, in a three-day cycle of approximately 45 minutes per day.
- In K through Grade 4, ELA and social studies content are interwoven into one humanities block; in K through Grade 2 this is through Readers' and Writers' Workshop and in Grades 3-4 this is through Expeditionary Learning.
- For Grades 5-8 social studies, students have content specific teachers, and history content increases in Grade 5 by including social studies as an additional instructional block; the Pearson My World curriculum is used as a resource, and the College, Career, and Civic Life framework guides instruction.
- The Eureka Math program is used in all grades.
- Modern Hebrew instruction uses the Proficiency Approach (PA) to language acquisition, and curricular materials are drawn from all genres of texts produced by native speakers, such as children's stories, songs, media clips, and objects representing the target culture.
- HHLA uses the Houghton Mifflin Science Dimensions curriculum, which includes life science, physical science, earth science, and the human body and emphasizes connections to technology and societal impacts.
- The Harlem Studies curriculum is embedded across all grade levels.

Academic Program for SWDs and ELLs:

The following is excerpted from HHLA's charter renewal application:

- SWDs:
 - HHLA provides instruction to SWD in the least restrictive environment possible to the extent appropriate and subject to the requirements included in each student's IEP.
 - HHLA employs a general education teacher and a SPED teacher in each ICT classroom.
 - HHLA provides special education teacher support services (SETSS) and ICT within each grade, based on the mandated settings and learning needs of its enrolled SWD.
- ELLs:
 - HHLA has three interventionists who provide ELL support. They use Sheltered English Immersion (SEI) strategies in both a push-in and pull-out model.
 - In the push-in model, the interventionist plans and works collaboratively with the classroom teacher to integrate language and content and infuse socio-cultural awareness to scaffold instruction.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Approaches rating. The school continues to address its challenges in the delivery of instruction, such as accessing academic language, differentiation, creative grouping, peer to peer learning, and differences in ICT and general ed classes. The school has shifted its instructional priorities for this school year to include a focus

on leveraging higher-order thinking, differentiation, and ensuring teachers deliver grade-level instruction that is robust and rigorous, which includes having them work with their peers and instructional leadership.

1. Element: **Curriculum:**

- **Indicator a:** Seventy percent (33) of HHLA teachers responded to the CSO 2021 Teacher Survey, and 97% of responding teachers strongly agree or agree that the curriculum is aligned to NYSL and that the school's curriculum is aligned horizontally across same grade-level classrooms. In the renewal application, HHLA states that professional development is focused on deepening content knowledge including vertical alignment. One exception may be the Pearson My World curriculum, which is used as a resource. Teachers shared during the focus group that the social studies curriculum is largely teacher-developed and led.

As presented in HHLA's self-evaluation report and during the focus groups, the Harlem Studies curriculum was identified as a key element across all grade levels. Harlem Studies focuses on in-class and community-based study of African American and Jewish immigration in Harlem, including key figures in Harlem history, such as the poet Langston Hughes, whose work the CSO team observed being studied in ELA classes. Harlem Studies provides HHLA with a bridge to connect to the community where the school is located.

- **Indicator b:** HHLA indicated in its renewal application that teachers use both scripted and adapted lesson plans. During focus group discussion, HP leadership reiterated the pilot launch of a new curriculum titled Insight from the Lavinia Group, and consideration of the National Geographic curriculum. Instructional leadership asserted this curriculum ensures teachers feel prepared to deliver robust lessons in reading and writing. The renewal application also indicated that teachers work with math consultants at Hendy Avenue to create standards-based lesson pacing guides to focus on the nexus of critical content and critical instructional moments.
- **Indicator c:** HP leadership indicated that the scope and sequence is standardized across its network of schools. The renewal application references a curriculum audit in the 2021-2022 SY, which was also referenced by HP instructional leadership during the focus groups, but the school has since reported to the CSO that this audit has been postponed to SY 2022-2023.
- **Indicator d:** The renewal application asserts that during independent practice teachers conference with students individually and in small groups. During focus-group discussions, teaching staff offered that differentiation can be observed through differentiated assignments, extra modeling practice, small group instruction, or individual support based on student need. Differentiation of this kind was not directly observed in the majority of classes visited on-site and via web-conference.
- **Indicator e:** The renewal application states that HHLA school leadership and HP annually review feedback from student data, classroom teachers, students, and families to assess the curriculum's effectiveness. As noted, also referenced was a plan to audit the ELA curriculum in the 2021-2022 SY, but the school has since reported to the CSO that this audit has been postponed to SY 2022-2023. Parents, during the focus group discussion, referenced curriculum changes to meet student needs as positive. According to the renewal application, when new curriculum is selected, teachers receive background and context about why the curriculum is selected, they are asked to review it for efficacy, and provide feedback based on their instructional experience.

2. Element: ***Instruction:***

- **Indicator a:** During the teacher focus group, teachers discussed an appreciation for the new structure, which includes a senior grade-team leader who serves as a liaison to instructional leadership and the individual grade team and leadership. Teachers also expressed a desire to have professional development conducted by their peers who are strong in specific instructional practice areas, as well as the benefit of connecting with grade level and content area teachers from across the HP network.
- **Indicator b:** Based on focus group discussion with teachers and special populations staff, instructional priorities for the 2021-2022 SY include a focus on leveraging higher-order thinking, differentiation, and ensuring teachers deliver grade-level instruction that is robust and rigorous. Teachers specifically discussed a current focus of reviewing in “real time” exit ticket data to target missed skills and gaps across the grade and content areas. Also, some teachers are “looping” or staying with the same group of students from 1st to 2nd and 2nd to 3rd grade, and both school leaders and teachers interviewed have deemed this strategy effective. In accordance with its mission and values, HHLA leadership is attentive to ensuring its curricula texts, materials, classroom visual aids, and instruction are demonstrative of its commitment to represent diversity in voice, culture, and perspective. A small, but important visual representation of the global-minded focus was evident during the site visit, in which the CSO representative noted the flags from various nations were displayed.

The CSO site visit team observed classes covering a range of grades and content areas. It was apparent during a remote classroom observation that guided reading in the primary grades is a key feature of HHLA’s early literacy program. Project-based learning was also observed, and during the focus group, instructional leaders discussed how literacy and project-based learning was extended beyond ELA. For example, the academic dean for math and science explained how students were engaged in a technology and engineering unit learning about sound and frequency. The students were applying what they learned to design hearing aid devices for the hearing impaired, an example of a project that reflects cultural relevancy and demonstrates how the school embraces diversity and inclusion within its core content courses.

The renewal application states that students in Grades 6-8 study “A Story of Ratios” to develop understanding of ratios and unit rates; however, a remote classroom visit observation revealed that sixth grade students were not able to demonstrate critical understanding of these concepts, as observed in a remote math class. While students were engaged in a whole group practice lesson involving translating rate and ratio, the lesson concluded without students coherently articulating the distinctions between the concepts. Admittedly, this is a challenge area as the renewal application states that “accessing academic language remains a source of difficulty for many students, including multi-language learners.” The renewal application also stated teachers planned to continue utilizing Zearn Math and Amplify ELA, which were both piloted during remote learning as a tailored resource for students.

Classroom observation of the Hebrew language class revealed that classes along the grade bands appear to have aligned lesson plans, which include a strong focus on tier-one vocabulary, repetition, and rote learning. However, as noted previously, there was little evidence of differentiation, creative grouping, or peer to peer learning, and only a few differences in ICT and general ed classes were observed.

3. Element: ***Assessment and Program Evaluation:***

- **Indicator a:** The renewal application asserts that in 2021-2022, HHLA was growing the internal assessment program, with a focus on establishing protocols to analyze and respond to data with quicker turnaround time at all levels. Teachers reiterated this focus during the focus group by indicating that leadership was working on a more robust assessment system including interim assessments and monthly quizzes.
- **Indicator b:** During focus group discussions teachers shared how the use of qualitative and quantitative data is used to inform instruction and improve student outcomes. These discussions were supported by teacher statements such as, “I use data as a teaching tool.” During focus group interviews, teachers indicated a focus on using assessment, i.e.: NWEA-MAP data to set and track goals for ELLs and SWDs. In addition, interventionists collaborate with general ed teachers through planning meetings and Google classroom, where they have access to review accommodations embedded in lesson plans.
- **Indicator c:** The 2021-2022 curriculum audit conducted by the CMO may be a function of assessing the effectiveness of the academic program; however, based on discussions during the focus groups, leadership stated that teachers were being coached to align learning objectives. It was unclear whether the data is currently being used to inform the overall academic program.

4. Element: ***Supports for Diverse Learners:***

- **Indicator a:** In terms of providing supports to meet the academic needs for all students, including SWDs, ELLs, and economically disadvantaged students, the school has a mixed record. According to HHLA data, the school currently serves 50 students identified as ELL. Spanish, Russian, and Haitian-Creole are among the top three home languages spoken by HHLA students. During the special populations focus group, teachers indicated that for students identified as ELLs they work collaboratively toward an inclusive education model that primarily involves push-in support and pull-out interventions, primarily for foundational skills. During the focus group, HP special populations leadership shared a litany of differentiation devices and strategies, such as chunking, graphic organizers, pre-teaching, manipulatives, strategic grouping, leveled literacy interventions-based assessments, teaching vocabulary, use of visuals, small group instruction, one-on-one push-in, and use of glossaries. However, it was not clear from the special populations focus group discussion, which of these specific strategies were separately applied in the academic program for SWDs and ELLs. Differentiation or scaffolding was not apparent for ELLs in observed classes, and no stand-alone English as a new language (ENL) instruction was observed. It is unclear whether any staff has a bilingual or Teaching English to Speakers of other Languages (TESOL) certification or endorsement. Further, data related to the percentage of students attaining Hebrew proficiency and/or percentage of ELLs achieving commanding level on the NYSESLAT was not presented.

HHLA serves a greater percentage of SWDs than that of the district of location, and SWDs outperform the state average for similar students, based on SY 2018-2019 data. HHLA’s commitment to serving the most vulnerable students is evidenced by its willingness to continue the remote option year-round for medically fragile students, of which 13 students currently classify. During a remote classroom visit, a small group intervention class was observed. The

teacher conducted a read-aloud and checked for understanding through oral response to comprehension questions. Additional support for this session could have included posting and reference to the class objective. Currently, special education teachers train general education teachers, but during the focus group, both sets of teachers expressed desire to receive additional training on the responsive classroom model.

SETTS and ENL stand-alone classes were not observed, but it should be noted that SETTS and ENL are provided at the same time using the same staff, which the NYSED Office of Bilingual Education and World Languages does not consider to be effective instruction for ELLs, as ELLs and SWDs have different programmatic needs and may each require differing scaffolds and instructional strategies or content. During the on-site school visit, NYSED staff observed classrooms labeled for SETTS and ELL instruction that were being used for other purposes. Additionally, during an onsite classroom observation, one student with an individualized education plan (IEP) was observed out of his seat and off-task and upon inquiry the observer learned that a paraprofessional who works one-on-one with him was absent, but there was no replacement paraprofessional or push-in SPED-certified teacher working with that student.

- **Indicator b:** In terms of systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students, NYC DOE Committee on Special Education (CSE) 10 reports that “the school communicates well with the CSE to address students' needs and provide information necessary to facilitate the IEP process. The school provides reports in preparation for IEP meetings and makes teachers available to participate in IEP meetings . . . however, the CSE team has concerns about the school's ability to implement management needs of the students as well as behavior intervention plans.” The school has reported to the CSO that since the site visit it has implemented new procedures: “. . . we have implemented an incentive plan system with 15 of our highest needs students.” They report that the system is managed by the SPED director and serviced and supported by the SPED coordinator, along with the HHLA mental health and culture teams: “The system is individually monitored by a designated member of the team and includes three intentional check-ins with the student each day.” The CSE report also indicated issues with family communication that are covered under BM 3.

Regarding ELLs, instructional priorities identified during the special populations focus group included creating ELL support sheets for general education teachers. These would be based on NYSITELL/NYSESLAT levels to target ELL support and outline scaffolding and differentiation strategies. During focus group interviews, teachers indicated a focus on using assessment, i.e.: NWEA data to set and track goals for ELLs and SWDs. In addition, interventionists collaborate with general ed teachers through planning meetings and Google classroom, where they have access to review accommodations embedded in lesson plans. According to the renewal application, ICT teachers and SETSS providers meet with students monthly to track progress toward the IEP goals, which is collected and shared with classroom teachers. During the special populations focus group, teachers stated that IEP goal progress is also shared with parents on student progress reports.

Benchmark 3: Culture, Climate, and Family Engagement

The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none">a. The school has a clear approach to behavioral management, including a written discipline policy.b. The school appears safe, and all school constituents are able to articulate how the school community maintains a safe environment.c. The school has systems in place to ensure that the environment is free from harassment and discrimination.d. Classroom environments are conducive to learning and generally free from disruption.
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none">a. The school communicates with and engages families with the school community.b. Teachers communicate with parents to discuss students' strengths and needs.c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.d. The school has a systematic process for responding to family or community concerns.e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students, and school constituents.
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none">a. The school has systems or programs in place to support the social-emotional needs of students.b. School leaders collect and use data to track the socio-emotional needs of students.c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory with regard to this benchmark has improved from a Falls Far Below during the mid-term site visit to an Approaches during this renewal site visit. The school continues to have school climate and family communication issues that deter it from reaching a Meets rating.

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** The renewal application included a written discipline policy that identifies a focus on restorative practices; however, there is also a reference to detention, which aligns to a more traditional model of student discipline. During focus group discussions, staff clarified that detention referenced is more of a reflection/time-out session where students engage in a problem-solving project (consequence) related to the behavioral challenge.

Teachers and administration discussed a significant increase in behavioral challenges since students returned to in-person learning; but emphasized that further training and support to teachers on the Responsive Classroom curriculum, zones of regulation strategies, and aligning restorative practice consequences were starting to right the course.

- **Indicator b:** According to CSO records, parents and members of the school community have contacted the CSO during the charter term to report incidents involving accidents and student injury. During focus group discussions, teachers reflected that more challenging behaviors had become apparent since students returned to the school building. Teachers indicated that they are reviewing and considering implementation of the Zones of Regulation to address social/emotional development and behaviors.
- **Indicator c:** Seventy percent (33) of HHLA teachers responded to the CSO 2021 Teacher Survey, and 93% of responding teachers strongly agree or agree that the school environment is free from harassment and discrimination. Family members in their focus group described the school as safe and said that bullying incidents are addressed quickly.
- **Indicator d:** Based on classroom observations, class environments are conducive to learning and generally free from disruption. Hebrew language classes featured strong rituals and routines with which students were familiar. During focus groups, teachers expressed that morning meeting/advisory has helped re-establish rituals and routines to socialize students.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** An example of proactive communication to families was shared during the special populations focus group, in which participants described how the school shared issues with families related to a recent incident provoked by a social media/TikTok challenge. The issue was addressed broadly with proactive messaging to kids and families. During the parent focus group, teachers were described as “welcoming,” and parents said they “really listen,” to them. HHLA staff, specifically native Spanish speakers, provide language support for families. Translation is available for teacher conferences, and the school orientation is offered in Spanish and English. However, the school does not have any native Russian, Haitian-Creole, or French speakers on staff.
- **Indicator b:** During the focus group, teachers indicated that remote instruction has helped increase communication with parents, and there is generally a “positive rapport.” Parents have access to the gradebook PowerSchool so that there is two-way communication re: student progress. Parents shared, during the focus group, that teachers were accessible, responsive, and proactive in sharing strengths and positive attributes of their children. However, NYCDOE CSE 10 reports that it has recognized “some issues with regard to the school’s communication and with parents. Some parents have expressed concerns to the CSE about their interactions with the

school administration. Some parents have indicated feeling dismissed by school staff/leadership and have reported a lack of collaboration by the school.”

- **Indicator c:** In addition to the CSO 2021 Parent and Teacher Surveys, HHLA issued multiple surveys during remote learning to assess the needs of parents and students. During this time, HP offered subsidized childcare for parents and caregivers who needed coverage during quarantine and periods of remote learning. Only 16% of the parent population participated in the CSO 2021 Parent Survey, which is a low response rate, especially given the return to in-person learning. During the 2020-2021 SY, the HHLA team hosted five virtual town hall meetings to solicit feedback from families. The self-evaluation report indicates there was an overwhelmingly positive response to these sessions (although no attendance or feedback data was provided), and the school will continue to solicit feedback in numerous ways.
- **Indicator d:** The school’s 2021 Self-Evaluation Tool indicates that the school has systems in place to support a safe and respectful learning environment for students. During focus groups, teachers indicated that the morning meeting/advisory, which is used to address schoolwide and classroom issues, was re-instituted due to community feedback.
- **Indicator e:** During the family focus group, some parents acknowledged they were informed regarding how the school is doing on state tests compared to the district and the state; however, a few parents indicated they were only attentive to their child’s performance.

3. Element: ***Social-Emotional Supports:***

- **Indicator a:** According to the school’s self-evaluation report and focus group discussions, the school implements a responsive classroom approach, which is based on teaching social and emotional competencies: cooperation, assertiveness, responsibility, empathy, and self-control. The school’s 2021 Self-Evaluation Tool indicates that teachers impart these competencies through teacher modeling, peer collaboration, and facilitated reflection.
- **Indicator b:** During focus group discussion, the HP Chief Executive Officer (CEO) expressed reluctance to assess social/emotional learning (SEL) effectiveness based on his belief that research has not validated a credible method for assessing overall effectiveness. The school has since reported to the CSO that to assess SEL effectiveness leaders look at student engagement (attendance and discipline) data, and there are plans to pilot Satchel Pulse: “an online platform that we will be using as an SEL screener and for SEL intervention management.”
- **Indicator c:** Focus group discussions and renewal documents relate that at minimum, school leadership and teachers are anecdotally assessing the effectiveness and impact of programs. No evidence of systematic collection or review of data related to programmatic impact was shared or collected. However, additional staff capacity has been added, including a culture associate and two social work interns.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Falls Far Below

Over this charter term, the trajectory with regard to this benchmark has been consistent with its Falls Far Below rating for both its mid-term site visit and its renewal site visit. It continues to have low composite scores over the charter term and during the previous charter term, and very poor financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

Financial Condition

HHLA appears to be in very poor financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Harlem Hebrew Language Academy Charter School's 2020-2021 composite score is -.31.

**Composite Scores
2016-2017 to 2020-2021**

<i>Year</i>	<i>Composite Score</i>
2016-2017	.42
2017-2018	.93
2018-2019	-.93
2019-2020	-1.00
2020-2021	-.31

Benchmark 5: Financial Management

The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls, and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

Over this charter term, the trajectory with regard to this benchmark has improved from an Approaches rating during the mid-term site visit, to a Meets rating during the renewal site visit. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed HHLA's 2020-2021 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none">a. The board recruits and selects board members with skills and expertise that meet the needs of the school.b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy.c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.d. The board regularly updates school policies.e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory with regard to this benchmark has been consistent in an Approaches rating due to persistent issues related to compliance and management oversight.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** Based on a review of the resumes and bios of the board, membership has the requisite skills and background to serve as a high-functioning board. However, due to persistent issues related to compliance and management oversight, additional trustee experience and expertise in the area of K-12 school leadership, law, and tailored governance training will strengthen capacity of the board.
- **Indicator b:** During the focus group, the board was unable to clearly articulate definitive SMARTIE goals for the school or leadership,
- **Indicator c:** Based on the board focus group and review of the CMO evaluation, tailored governance training would support and strengthen the board's capacity to provide active oversight of the charter school management and progress toward meeting academic and other school goals.
- **Indicator d:** According to the renewal application, the board relies on retained legal counsel to update school policies. No specific details regarding this indicator were provided during the focus

group discussion; however, the board referenced working with the NYC Charter School Center to resolve teacher certification compliance issues.

- **Indicator e:** The most recent version of the school leader evaluation rated the head of school as “meets” on most indicators. During the board focus group, trustees expressed confidence in the leader and specifically stated, “[She] is a strong leader, and we want to keep her.” Concerned about “burnout,” trustees noted that the leader goes above and beyond and is hyper-attentive to details.
- **Indicator f:** The renewal application indicates that legal counsel reviews and advises the board of its legal obligations. As discussed during the board focus group, additional board capacity in this area, such as adding board members with legal expertise, was discussed as a possible strategy to mitigate the over-reliance on external support and balance oversight of the management company.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none">a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. <i>Professional Climate</i>	<ul style="list-style-type: none">a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.b. The school has established structures for frequent collaboration among teachers.c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. <i>Contractual Relationships</i> □N/A	<ul style="list-style-type: none">a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory with regard to this benchmark has been approaching the standard due to a lack of consistency and clarity regarding schoolwide goals for student performance outcomes and issues with facilities, staffing, and teacher certification.

1. Element: ***School Leadership:***

- **Indicator a:** During the leadership team and board focus groups, it was clear that the leadership has obtained staff commitment to the school's clearly defined mission and OLAM (Outstanding Problem Solving, Lifelong Learning, Aware Communication, and [they are] Making a Difference) values. However, there was not an expressed alignment on school performance or student outcome goals. The renewal application provides that the head of school is in her third year with HHLA. During the board focus group, trustees expressed confidence in the head of school's capacity to lead and improve school performance. Trustees indicated that due to the COVID-19 pandemic, it had taken some time to establish the leadership team, but believe a stronger team is now in place.
- **Indicator b:** The renewal application includes a new proposed organization chart, which HHLA indicated as clarifying roles, relationships, and responsibilities for leaders, staff, and management.
- **Indicator c:** The school's 2021 Self-Evaluation Tool states stakeholder relationships are a priority, which is evidenced by the clear and consistent communications to school stakeholders, including a weekly email to the board outlining areas of growth and challenges. During the board focus group, board members praised the head of school's overcommunication during the early days of the COVID-19 pandemic and attributed much of the school's connectedness during this time to her attentiveness to the needs of staff, students, and families above her own. According to the school's 2021 Self-Evaluation Tool, there is a formal and informal feedback loop for parents and staff, as well as a new communication platform that allows the school and parents to translate to their preferred language.
- **Indicator d:** According to the roster and information provided by HHLA, there are eight teacher vacancies, and the school has yet to sufficiently maintain compliance with the state teacher certification requirements. According to the school's 2021 Self-Evaluation Tool, HP's talent team is responsible for recruiting and hiring high quality personnel, and, during the charter term, HHLA partnered with the HP talent team to enhance the school's hiring process. However, enhancements described: "strong academic preparation, instructional/operational knowledge and expertise, professional competence, intellectual rigor, appreciation of diversity and emotional maturity," seem rudimentary. In addition to the above, the report indicates that the candidate screening process now includes a weighting for certified teachers. The school since reports that its hiring processes were revamped for the 2021-2022 hiring season: "The hiring process is rooted in six selection criteria that identify a candidate's strengths in the following areas: Belief and Urgency, Lesson Design and Focus, Rigor and Inclusiveness, Culture of Achievement, Student Progress Towards Mastery and Commitment to Diversity, Equity and Inclusion."

During the parent focus group, concerns about teacher turnover were highlighted, with a conclusion that loss of good teachers to the district was the result of the low pay scale at HHLA. The self-evaluation report references leadership turnover as a challenge; but does not offer any discussion on a strategy to address this issue.

2. Element: ***Professional Climate:***

- **Indicator a:** In its annual reports, HHLA reported 42 uncertified teachers in 2018-2019, 32 uncertified teachers in 2019-2020, and 23 uncertified teachers in 2020-2021. In May 2021 HHLA was issued a Notice of Deficiency with Request for a Corrective Action Plan based on information

submitted with the HHLA 2020 Annual Report, which indicates that the school employs 32 uncertified teachers, 17 of whom do not fit into the statutory categories. According to documentation submitted by HHLA following the renewal site visit, the HHLA teaching staff is currently comprised of 44 teachers, of whom 23% have earned advanced degrees and have taught for more than five years. The school claims that currently 52% of the teaching staff are certified or pending certification. The head of school is entering her third year as the HHLA school leader. In terms of operational needs, including finance, human resources, and communication, the board has retained the services of the aforementioned CMO HP, which oversees four schools on the east coast, including two others in the NYC metropolitan area, and has its own operations team.

- **Indicator b:** According to HHLA’s 2021 Self-Evaluation Tool, teacher and staff collaboration is core to its professional culture. The report indicated that the grade teams meet weekly to develop lesson plans, review academic data, and align the school’s goals. However, this alignment and clear understanding was not evident during the focus groups with teachers and staff. When asked about the annual or quarterly performance goals and targets, no group or individual provided a clear or aligned SMARTIE goal. Instead, stakeholders, including teachers, leadership, and the CMO leadership shared broad-brushed purpose or objective statements, such as “we want 100% of our students meeting standards.”
- **Indicator c:** The school’s self-evaluation report indicates that for the past two years, HHLA, in partnership with HP, hosts two-week summer professional development for the leadership team and teachers. In addition to the summer sessions, all staff meets weekly for a combination of targeted professional development, general updates, and community building led by school and HP network leaders. The renewal application reports that the professional development is focused on assessing student growth, adjusting instruction, and building relationships and routines with students, as well as the many small requirements of school staff. In addition, each week the CMO convenes school leaders across its network to discuss best practices for coaching teachers, implementing data driven instruction, and applying assessment components.
- **Indicator d:** Seventy percent (33) of HHLA teachers responded to the CSO 2021 Teacher Survey, and 90% of responding teachers strongly agree or agree that the school has systems to monitor and maintain organizational and instructional quality, which includes a formal process for teacher evaluation geared toward improving instructional practice.
- **Indicator e:** HHLA reports in its renewal application that soliciting feedback and understanding teacher satisfaction is a critical component of the school’s professional culture. Of the 70% (33) HHLA teachers who responded to the CSO 2021 Teacher Survey, 83% strongly agree or agree that the school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.

3. Element: ***Contractual Relationships:***

- **Indicator a:** According to the board of trustees focus group, the HHLA board of trustees and the school leadership have an established working relationship with the management company. However, the discussion revealed a lack of clarity and accountability related to the roles of the CMO and the board.

- **Indicator b:** There are no changes or requested revisions that impact the CMO; however, the renewal application does include an updated, proposed service agreement for the anticipated next charter term.
- **Indicator c:** N/A

Benchmark 8: Mission and Key Design Elements

The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory with regard to this benchmark has improved from an Approaches rating for the mid-term to Meets during the renewal site visit. HHLA has endeavored to review, refine, and revise its KDEs since the beginning of the charter term.

1. Element: ***Missions and Key Design Elements:***

- **Indicator a:** Based on the discussions during the focus groups with school stakeholders, including board members, school leadership, teachers, and parents, all share a common and consistent understanding of the school's mission and focus on teaching about the Hebrew culture as well as the language and describe commitment and intentionality regarding OLAM values. "OLAM values," however, is not a KDE in the last approved charter. HHLA has endeavored to review, refine, and revise its KDEs since the beginning of the charter term, but began implementing these changes without submitting a material revision to NYSED.
- **Indicator b:** KDE that the CSO team observed being implemented in classrooms during the visit include: "Gradual Release of Responsibility and Balanced Literacy," "Hebrew Language Instruction," and "Time on Task." Teachers and administrative staff in all focus groups affirmed the implementation of the "Professional Development" KDE, and school administrators and board members described in their focus groups how HHLA leverages "Partner Organization Support." "Instructional Supports for Students at Risk," "Support Entity," and "Service Learning" were not directly observed, but the "Service Learning" KDE has been hampered by COVID-19 pandemic restrictions, and "Instructional Supports for Students at Risk" were outlined by the special populations team in their focus group, as well as in the school's renewal application and 2021 Self-Evaluation Tool. The self-evaluation indicates that HHLA has implemented nearly all of its KDEs, except for those that it would like to remove as part of its requested material revision to the original KDEs. The report indicated the revisions were approved by the HHLA board of trustees in collaboration with school leadership. The rationale for the revision is that it will better reflect KDE alignment with the HHLA mission and values and further support student growth and attainment in alignment with NYS Next Generation Learning Standards. The revisions requested include: (a) reduced enrollment cap by 29%; (b) re-aligned KDEs; (c) updated school calendar; and (d) updated organizational chart.

Benchmark 9: Enrollment, Recruitment, and Retention

The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include but are not limited to outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory with regard to this benchmark has been consistent in its Approaches rating. Despite strong subgroup enrollment, HHLA has not met its approved enrollment capacity of 783 students over the term of the charter and overall enrollment has been consistently well below 85%, the minimum to indicate that a school is working towards maintaining sufficient enrollment demand to “meet or come close to meeting” the enrollment plan outlined in its charter.

1. Element: **Targets are met:**

• Indicator a:

- HHLA has exceeded the district of location in its SWD and ED enrollment:
 - Seventy-four percent of HHLA students identified as ED, which far exceeds 43% of students identified as ED served by NYC CSD 3, a differential of +31 percentage points.
 - Twenty-five percent of HHLA students are identified as SWDs, whereas NYC CSD 3 serves 20%.

2. Element: **Targets are not met:**

- **Indicator a:** HHLA has not met its approved enrollment capacity of 783 students over the term of the charter. NYSED SY 2020-2021 data indicates reported enrollment at 505 out of 783 or 64% of its contracted enrollment, a significant drop since SY 2019-2020's 75%, as well as being further below the 85% enrollment threshold. HHLA self-reports its current enrollment at 490 or 63% of the 783 maximum enrollment number that is contracted.
 - Due to a reporting error, for the 2020-2021 school year the enrollment of current and former ELLs was 3%, five percentage points below the district of location. In prior years of the charter term, HHLA matched or exceeded the district of location in ELL enrollment. The school has self-reported to the NYSED CSO that it enrolled 53 current ELLs or 11.7% of its enrollment, in the 2020-2021 school year.

HHLA is located in Harlem, with a zoned attendance area for NYC CSD 3; however, as noted in BM 1, more than 75% of HHLA students are assigned to other districts: NYC CSD 5 (17.43%), NYC CSD 10 (16.44%), NYC CSD 6 (11.29%), NYC CSD 9 (10.10%) and various other districts (21.39%). When compared to NYC CSD 5, which houses the largest percentage of HHLA students outside the district of location, SY 2020-2021 data show HHLA subgroup enrollment significantly lower, 12 percentage points fewer SWDs, 11 percentage points fewer ELLs, and 14 percentage points fewer EDs.

Per the renewal application, HHLA is seeking a 29% reduction in enrollment capacity revision to the charter. This revision is sought based on the HHLA board and leadership decision to realign its academic program and develop more accurate enrollment projections. During the focus group, HP leadership shared that the founding board ambitiously intended to serve three sections per grade level; however, the school's enrollment has been impacted by its location in a community with multiple charter schools and attributes further student loss to the COVID-19 pandemic and pre-pandemic enrollment loss across the city.

During the leadership focus group, the CEO of the CMO indicated that the founding board initially intended to serve a larger student population, specifically three sections per grade level. The enrollment projections by the founding board were based on pursuit of funding a building expansion project and without consideration of reduced enrollment across the district and the proliferation of charter school options in the area. In advance of the renewal, the HHLA board, the CMO, and school leadership analyzed its historical enrollment trends, fiscal implications for the school program, and needs of the community it currently serves and decided to seek a revision to its charter by reducing its enrollment capacity by almost 30% (783 to 550). In May 2021 the CSO issued HHLA a Notice of Deficiency with Request for a CAP, based on SY 2019-2020 data, for having overall enrollment at 75% (525/696), which falls far below the 85% threshold that serves as a minimum to indicate that a school is working towards maintaining sufficient enrollment demand to "meet or come close to meeting" the enrollment plan outlined in its charter. HHLA submitted a CAP that was approved by the CSO on June 21, 2021, and the CSO is checking in with the school regarding CAP progress. In written comments to the CSO submitted prior to the 2021 check-in site visit, the school said that SY 2020-2021 enrollment "has remained fairly stable."

- **Indicator b:** School leaders in their focus group noted that the school is backfilling open seats throughout the school year, where seats are available. It is worth noting that this strategy likely supports students living in transitional settings (STLS) and ED students. However, it also significantly impacts the BM 1 performance as well.

The school has implemented recruitment strategies and program services to attract and retain SWDs, ELLs, and ED students:

- During the leadership focus group and in the self-evaluation report, school leaders indicated a new recruitment and retention strategy to strengthen the school-family connection with new families. The strategy involves current teachers making personalized, welcome phone calls to prospective students and their families.
 - Additionally, teachers will conduct virtual visits with newly registered families, over the summer, to support completion of the enrollment process.
-
- **Indicator c:** During the focus groups, HHLA staff attributed offerings such as free summer camp for returning students as effective retention strategies. The team also indicated that because the HHLA middle school program is relatively new and district schools have middle school options with sixth grade entry, it is expected to see attrition at the sixth grade. Otherwise, little information was provided regarding a systematic process for evaluating recruitment and outreach strategies.

Benchmark 10: Legal Compliance

The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory with regard to this benchmark has approached the standard, due to legal compliance issues during the charter term, including (1) lack of adequate employee clearance and fingerprinting procedures; (2) uncertified teaching staff; and (3) a history of implementing revisions to its charter without submitting a revision request to the NYSED CSO and/or before receiving NYSED CSO approval for such revisions.

1. Element: ***Legal Compliance:***

- **Indicator a:** As reported in the school's 2021 Self-Evaluation Tool, HHLA has retained legal counsel, and its CMO supports and addresses legal compliance concerns. According to the HHLA self-evaluation report, legal counsel reviews school policies and practices, advises the board of any new legal obligations, and is available for consultation on school-related legal matters on an as-needed basis. Renewal documents, including the CSO Check-in Site Visit Memo dated July 2021, reported two primary legal compliance issues during the term of the charter: (1) employee security clearance and fingerprinting procedures; and (2) uncertified teaching staff. The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

Based on reports by the CSO and information provided by HHLA, throughout its charter term the school has not complied with statutory requirements for teacher certification. According to a teaching staff roster provided by HHLA, the teaching staff is comprised of 44 teachers, of which 52% (23) are certified or pending certification. The teaching roster indicates that all but two teachers have earned a bachelor's degree and 41% have earned a master's degree. In its annual reports, HHLA reported 42 uncertified teachers in 2018-2019, 32 uncertified teachers in 2019-2020, and 23 uncertified teachers in 2020-2021. In May 2021 HHLA was issued a Notice of Deficiency with Request for a Corrective Action Plan based on information submitted with the

HHLA 2020 Annual Report, which indicates that the school employs 32 uncertified teachers, 17 of whom do not fit into the statutory categories for uncertified classroom teachers.

The CSO issued HHLA a Notice of Deficiency on March 27, 2020, for lacking adequate procedures for fingerprinting and securing NYSED TEACH clearances for all prospective employees prior to employment, in accordance with state education law and Regulations of the NYS Commissioner of Education. HHLA was also cited for having multiple school employees working in the building for an extended period without fingerprint clearances. This issue had been discussed with the school prior on March 29, 2019. At that time, the CSO learned that two paraprofessionals were working in the school building without OSPRA fingerprint clearance certificates, and the CSO advised HHLA of the need to fingerprint employees of third-party service providers. In a March 29, 2019, phone conversation, CSO Counsel spoke with HHLA, discussed fingerprinting requirements, and advised the school not to employ anyone who did not have the appropriate fingerprint clearance. HHLA provided a CAP in April 2020, which was considered satisfied and was terminated on June 15, 2021, with no further action needed. HHLA, via its CMO, has extensively and satisfactorily revised its fingerprint clearance policy and procedures, and based upon evidence provided by the school, including updated rosters and official fingerprint clearance records, has maintained proper clearance records and procedures for the past year.

- **Indicator b:** As indicated above, HHLA and its CMO are attempting to address the shortage of certified teachers, by intensifying recruitment efforts with incentives, and it may be relevant to determine if there are any options for waivers. In the renewal application, HHLA reports that it has amended its candidate screening process to prioritize and weigh more heavily candidates with certification. HHLA responded to renewal inquiries during the focus group indicating it is taking steps to fill eight teacher vacancies, as well as identify options for supporting teacher certification of current staff. The renewal application stated that in addition to participating in teacher job fairs, the school has partnered with Teach for America to hire transitionally certified teachers. Current HHLA teaching staff are connected to resources through the NYC Charter School Center to navigate the certification process.

During the board focus group, trustees were unable to definitively articulate accountability related to teacher recruitment and certification compliance. It is not clear that the board has identified clear accountability actions as it relates to the CMO. This is evidenced by the CMO evaluation that includes ratings of meets or approaches on all categories. An updated CMO agreement was included in the renewal application and indicates that the CMO will “advise and support” recruitment.

- **Indicator c:** In its renewal application, HHLA is seeking revisions to its charter, including its maximum approved enrollment, organization chart, and KDE. HHLA has a history of implementing revisions to its charter without submitting a revision request to the NYSED CSO and/or before receiving NYSED CSO approval for such revisions.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

BEDS Code

310300861034

2020-2021 Enrollment

505

ESEA Accountability Designation (2019-2020):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT # 3
Total Public School Enrollment of Resident Students attending Charter Schools:	14%
Additional School District: (if applicable)*	NEW YORK CITY GEOGRAPHIC DISTRICT # 5
Total Public School Enrollment of Resident Students attending Charter Schools:	36%
Grades Served:	Elementary-Middle
Address:	147 ST NICHOLAS AVE NEW YORK NY 10026
Website:	www.harlemhebrewcharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - MANHATTAN
Regent:	NAN EILEEN MEAD
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	EMILY CARSON
CEO Phone:	(212) 866-4608
CEO Email:	ecarson@harlemhebrewcharter.org
BOT President:	VANESSA GOLDBERG-DROSSMAN
BOT President Phone:	(551) 208-2719
BOT President Email:	vanessaknows@gmail.com
Institution ID:	800000074676

BoR Charter School Office Information

Regional Liaison:	Paula Orlando
Performance Framework:	2015
Current Term:	7/1/18-6/30/22
2017-2018	Renewal
2018-2019	Check-in
2019-2020	Midterm
2020-2021	Check-in
2021-2022	Renewal

Benchmark Rating

Year of Rating

BM1

BM2

BM3

BM4

BM5

BM6

BM7

BM8

BM9

BM10

2021 Survey Results	Expected Responses	Total Responses	Response Rate
Parent Survey	513	83	16%
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	-	33	-

*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

2018-2019

HARLEM HEBREW LANGUAGE ACADEMY CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle School	+/- 5	EDWARD SMITH K-8 SCHOOL	+7	+15	+39	.
		HEBREW LANGUAGE ACADEMY CHARTER	-7	-10	+3	.
		HOLMES SCHOOL	-1	+10	-2	.
		PS 171 PATRICK HENRY	-32	-34	-14	.
		PS 180 HUGO NEWMAN	+9	+13	+37	.
		PS 71 ROSE E SCALA	-5	-10	+8	.
		PS/IS 295	-20	-8	-7	.
		PS/MS 147 RONALD MCNAIR	+8	+20	+27	.
		PS/MS 200 MAGNET SCHOOL-GLOBAL STUDI	-18	-10	-1	.
		SCHOOL 5	+18	+11	-4	.
		STATEN ISLAND SCH-CIVIC LEADERSHIP	-18	-13	-1	.
		Mean	-5	-1	+8	.
	+/- 7.5	CHILDREN'S AID COLLEGE PREP CHARTER	-2	+4	-16	.
		CROSS HILL ACADEMY	+18	+17	+25	.
		EXCELLENCE BOYS CHAR SCH-BED STUY	-16	-29	+9	.
		EXPLORE EXCEED CHARTER SCHOOL	0	-9	+31	.
		EXPLORE EXCEL CHARTER SCHOOL	-6	-14	+18	.
		GRIMES SCHOOL	+8	+8	+3	.
		HARBOR SCI & ARTS CHARTER SCHOOL	-4	+11	+19	.
		LYNCOURT SCHOOL	+9	+8	+10	.
		PS 15 INST FOR ENVIRON LRNG	-11	-15	+8	.
		PS 181	+15	+15	+47	.
		PS 81	+1	+4	+17	.
		PS/MS 138 SUNRISE	+7	+23	+38	.
		PS/MS 498 VAN NEST ACADEMY	-8	-17	-2	.
		RIVERSIDE SCHOOL FOR MAKERS-ARTISTS	+4	+13	+12	.
		ROBERTS K-8 SCHOOL	+24	+25	+39	.
		SCHOOL 16	+6	+9	0	.
		SUCCESS ACADEMY CHARTER-BED STUY 1	-52	-59	-19	.
		SUCCESS ACADEMY CS-WILLIAMSBURG	-60	-61	-19	.
		Mean	-4	-4	+12	.
	+/- 10	BENNETT PARK MONTESSORI SCHOOL	+16	+24	+51	.
		BROOKLYN DREAMS CHARTER SCHOOL	-7	-1	+28	.
		CHALLENGE PREPARATORY CHARTER SCHOOL	-14	-11	+2	.
		EMBER CHARTER SCHOOL	-16	+6	+32	.
		FAMILY SCHOOL 32	+16	+10	+22	.
		GIRLS PREP CHARTER SCHOOL	-22	-17	-6	.
		GORDON PARKS SCHOOL (THE)	-11	-1	+17	.
		GRAHAM SCHOOL	+17	+16	-7	.
		LEADERSHIP PREP CANARSIE CHARTER SCH	-19	-30	-14	.
		LORRAINE ELEMENTARY SCHOOL	+8	+11	+35	.
		NEIGHBORHOOD CHARTER SCHOOL OF HARLE	-26	-39	-19	.
		OCEAN HILL COLLEGIATE CHARTER SCH	-9	-23	.	.

2/17/2022

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

	PAULA HEDBAVNY SCHOOL	-13	-11	-5	.
	PS 124 OSMOND A CHURCH	-10	-6	+16	.
	PS 66	+2	+4	+4	.
	PS 95 GRAVESEND (THE)	-18	-24	-2	.
	PS/IS 104 FORT HAMILTON SCHOOL (THE)	-25	-23	+5	.
	RIVERTON STREET CHARTER SCHOOL	-15	-14	+16	.
	SCHOOL 29	+7	+1	-13	.
	SUCCESS ACAD CHARTER SCH-PROSPECT	-48	-60	-19	.
	WILLIAM BOYCE THOMPSON SCHOOL	+11	+11	-4	.
	Mean	-8	-8	+7	.
Mean		-6	-5	+9	.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency :

Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Harlem Hebrew Language Academy CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	47%	33%	-	18%	36%	27%	-	10%
2017-2018	48%	28%	33%	30%	49%	34%	33%	35%
2018-2019	49%	33%	48%	45%	46%	35%	40%	42%

*See NOTES (2), (3), (7), and (8) below.

2022 NYSED Charter School Information Dashboard

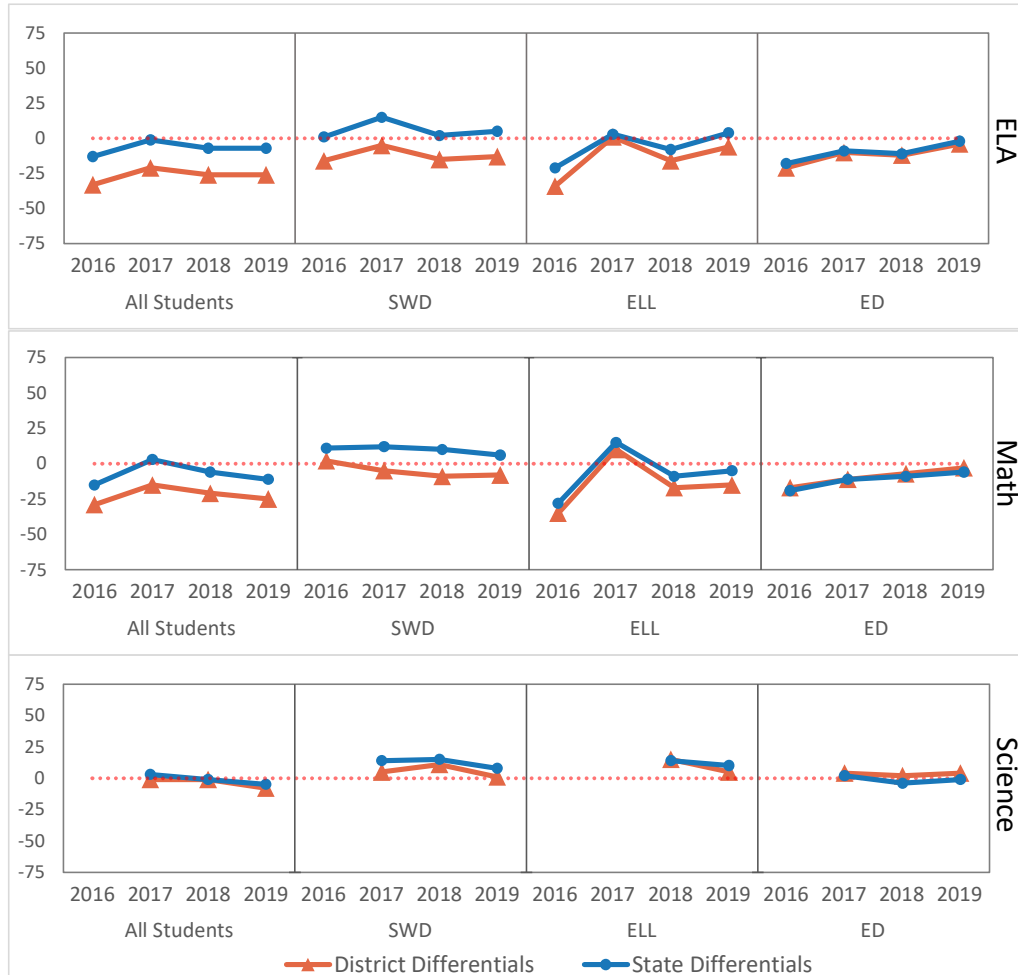
Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of

Harlem Hebrew Language Academy Charter School and New York City CSD 3



*See NOTES (1), (2), (3), and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of

Harlem Hebrew Language Academy Charter School and New York City CSD 5



*See NOTES (1), (2), (3), and (6) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS
All Students	2015-2016	29%	62%	-33	42%	-13	29%	58%	-29	44%	-15	-	-	-	-	-
	2016-2017	41%	62%	-21	42%	-1	49%	64%	-15	46%	+3	89%	90%	-1	86%	+3
	2017-2018	38%	64%	-26	45%	-7	43%	64%	-21	49%	-6	88%	89%	-1	89%	-1
	2018-2019	39%	65%	-26	46%	-7	39%	64%	-25	50%	-11	81%	89%	-8	86%	-5
SWD	2015-2016	14%	30%	-16	13%	+1	29%	27%	+2	18%	+11	-	-	-	-	-
	2016-2017	29%	34%	-5	14%	+15	32%	37%	-5	20%	+12	83%	78%	+5	69%	+14
	2017-2018	20%	35%	-15	18%	+2	32%	41%	-9	22%	+10	90%	79%	+11	75%	+15
	2018-2019	22%	35%	-13	17%	+5	26%	34%	-8	20%	+6	77%	76%	+1	69%	+8
ELL	2015-2016	0%	34%	-34	21%	-21	0%	35%	-35	28%	-28	-	-	-	-	-
	2016-2017	20%	19%	+1	17%	+3	40%	30%	+10	25%	+15	-	-	-	-	-
	2017-2018	20%	36%	-16	28%	-8	25%	42%	-17	34%	-9	89%	74%	+15	75%	+14
	2018-2019	32%	38%	-6	28%	+4	29%	44%	-15	34%	-5	83%	78%	+5	73%	+10
ED	2015-2016	13%	34%	-21	31%	-18	14%	31%	-17	33%	-19	-	-	-	-	-
	2016-2017	22%	32%	-10	31%	-9	23%	34%	-11	34%	-11	82%	78%	+4	80%	+2
	2017-2018	24%	36%	-12	35%	-11	29%	36%	-7	38%	-9	80%	78%	+2	84%	-4
	2018-2019	34%	38%	-4	36%	-2	33%	36%	-3	39%	-6	80%	76%	+4	81%	-1

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
All Students	2015-2016	29%	21%	+8	42%	-13	29%	22%	+7	44%	-15	-	-	-	-	-
	2016-2017	41%	24%	+17	42%	-1	49%	22%	+27	46%	+3	89%	71%	+18	86%	+3
	2017-2018	38%	28%	+10	45%	-7	43%	26%	+17	49%	-6	88%	74%	+14	89%	-1
	2018-2019	39%	32%	+7	46%	-7	39%	29%	+10	50%	-11	81%	69%	+12	86%	-5
SWD	2015-2016	14%	6%	+8	13%	+1	29%	10%	+19	18%	+11	-	-	-	-	-
	2016-2017	29%	9%	+20	14%	+15	32%	12%	+20	20%	+12	83%	64%	+19	69%	+14
	2017-2018	20%	15%	+5	18%	+2	32%	16%	+16	22%	+10	90%	65%	+25	75%	+15
	2018-2019	22%	15%	+7	17%	+5	26%	14%	+12	20%	+6	77%	56%	+21	69%	+8
ELL	2015-2016	0%	8%	-8	21%	-21	0%	20%	-20	28%	-28	-	-	-	-	-
	2016-2017	20%	7%	+13	17%	+3	40%	15%	+25	25%	+15	-	-	-	-	-
	2017-2018	20%	16%	+4	28%	-8	25%	18%	+7	34%	-9	89%	57%	+32	75%	+14
	2018-2019	32%	16%	+16	28%	+4	29%	23%	+6	34%	-5	83%	56%	+27	73%	+10
ED	2015-2016	13%	20%	-7	31%	-18	14%	22%	-8	33%	-19	-	-	-	-	-
	2016-2017	22%	23%	-1	31%	-9	23%	21%	+2	34%	-11	82%	72%	+10	80%	+2
	2017-2018	24%	25%	-1	35%	-11	29%	24%	+5	38%	-9	80%	73%	+7	84%	-4
	2018-2019	34%	29%	+5	36%	-2	33%	26%	+7	39%	-6	80%	67%	+13	81%	-1

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	29%	62%	-33	42%	-13	29%	58%	-29	44%	-15	-	-	-	-	-
	2016-2017	41%	61%	-20	43%	-2	60%	63%	-3	49%	+11	-	-	-	-	-
	2017-2018	32%	67%	-35	51%	-19	42%	67%	-25	54%	-12	-	-	-	-	-
	2018-2019	36%	66%	-30	52%	-16	43%	68%	-25	55%	-12	-	-	-	-	-
Grade 4	2016-2017	41%	64%	-23	41%	0	34%	64%	-30	43%	-9	89%	90%	-1	86%	+3
	2017-2018	46%	67%	-21	48%	-2	44%	67%	-23	48%	-4	88%	89%	-1	89%	-1
	2018-2019	34%	71%	-37	48%	-14	38%	68%	-30	51%	-13	81%	89%	-8	86%	-5
Grade 5	2017-2018	37%	59%	-22	37%	0	43%	59%	-16	44%	-1	-	-	-	-	-
	2018-2019	39%	58%	-19	38%	+1	42%	60%	-18	46%	-4	-	-	-	-	-
Grade 6	2018-2019	55%	64%	-9	47%	+8	32%	59%	-27	47%	-15	-	-	-	-	-

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iii. Aggregate Grade-Level Proficiency:

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	29%	21%	+8	42%	-13	29%	22%	+7	44%	-15	-	-	-	-	-
	2016-2017	41%	24%	+17	43%	-2	60%	25%	+35	49%	+11	-	-	-	-	-
	2017-2018	32%	32%	0	51%	-19	42%	33%	+9	54%	-12	-	-	-	-	-
	2018-2019	36%	36%	0	52%	-16	43%	33%	+10	55%	-12	-	-	-	-	-
Grade 4	2016-2017	41%	24%	+17	41%	0	34%	18%	+16	43%	-9	89%	71%	+18	86%	+3
	2017-2018	46%	29%	+17	48%	-2	44%	23%	+21	48%	-4	88%	74%	+14	89%	-1
	2018-2019	34%	30%	+4	48%	-14	38%	28%	+10	51%	-13	81%	69%	+12	86%	-5
Grade 5	2017-2018	37%	22%	+15	37%	0	43%	23%	+20	44%	-1	-	-	-	-	-
	2018-2019	39%	25%	+14	38%	+1	42%	26%	+16	46%	-4	-	-	-	-	-
Grade 6	2018-2019	55%	38%	+17	47%	+8	32%	31%	+1	47%	-15	-	-	-	-	-

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	14%	30%	-16	13%	+1	29%	27%	+2	18%	+11	-	-	-	-	-
	2016-2017	26%	30%	-4	15%	+11	37%	35%	+2	22%	+15	-	-	-	-	-
	2017-2018	19%	42%	-23	24%	-5	38%	46%	-8	28%	+10	-	-	-	-	-
	2018-2019	17%	34%	-17	23%	-6	22%	42%	-20	28%	-6	-	-	-	-	-
Grade 4	2016-2017	33%	37%	-4	13%	+20	25%	39%	-14	17%	+8	83%	78%	+5	69%	+14
	2017-2018	15%	37%	-22	19%	-4	30%	41%	-11	21%	+9	90%	79%	+11	75%	+15
	2018-2019	27%	44%	-17	18%	+9	38%	39%	-1	22%	+16	77%	76%	+1	69%	+8
Grade 5	2017-2018	31%	27%	+4	11%	+20	23%	34%	-11	17%	+6	-	-	-	-	-
	2018-2019	14%	26%	-12	11%	+3	18%	30%	-12	17%	+1	-	-	-	-	-
Grade 6	2018-2019	33%	34%	-1	15%	+18	25%	27%	-2	15%	+10	-	-	-	-	-

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	14%	6%	+8	13%	+1	29%	10%	+19	18%	+11	-	-	-	-	-
	2016-2017	26%	8%	+18	15%	+11	37%	15%	+22	22%	+15	-	-	-	-	-
	2017-2018	19%	21%	-2	24%	-5	38%	22%	+16	28%	+10	-	-	-	-	-
	2018-2019	17%	18%	-1	23%	-6	22%	15%	+7	28%	-6	-	-	-	-	-
Grade 4	2016-2017	33%	10%	+23	13%	+20	25%	9%	+16	17%	+8	83%	64%	+19	69%	+14
	2017-2018	15%	15%	0	19%	-4	30%	13%	+17	21%	+9	90%	65%	+25	75%	+15
	2018-2019	27%	18%	+9	18%	+9	38%	18%	+20	22%	+16	77%	56%	+21	69%	+8
Grade 5	2017-2018	31%	10%	+21	11%	+20	23%	12%	+11	17%	+6	-	-	-	-	-
	2018-2019	14%	11%	+3	11%	+3	18%	13%	+5	17%	+1	-	-	-	-	-
Grade 6	2018-2019	33%	15%	+18	15%	+18	25%	10%	+15	15%	+10	-	-	-	-	-

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	0%	34%	-34	21%	-21	0%	35%	-35	28%	-28	-	-	-	-	-
	2016-2017	14%	24%	-10	19%	-5	43%	33%	+10	29%	+14	-	-	-	-	-
	2017-2018	13%	44%	-31	33%	-20	25%	49%	-24	40%	-15	-	-	-	-	-
Grade 4	2017-2018	33%	37%	-4	30%	+3	33%	43%	-10	32%	+1	89%	74%	+15	75%	+14
	2018-2019	45%	52%	-7	33%	+12	42%	53%	-11	38%	+4	83%	78%	+5	73%	+10
Grade 5	2018-2019	17%	22%	-5	20%	-3	25%	38%	-13	30%	-5	-	-	-	-	-

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	0%	8%	-8	21%	-21	0%	20%	-20	28%	-28	-	-	-	-	-
	2016-2017	14%	6%	+8	19%	-5	43%	21%	+22	29%	+14	-	-	-	-	-
	2017-2018	13%	23%	-10	33%	-20	25%	28%	-3	40%	-15	-	-	-	-	-
Grade 4	2017-2018	33%	13%	+20	30%	+3	33%	13%	+20	32%	+1	89%	57%	+32	75%	+14
	2018-2019	45%	20%	+25	33%	+12	42%	23%	+19	38%	+4	83%	56%	+27	73%	+10
Grade 5	2018-2019	17%	11%	+6	20%	-3	25%	23%	+2	30%	-5	-	-	-	-	-

*See NOTES (1), (2), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	13%	34%	-21	31%	-18	14%	31%	-17	33%	-19	-	-	-	-	-
	2016-2017	26%	31%	-5	32%	-6	35%	33%	+2	37%	-2	-	-	-	-	-
	2017-2018	22%	38%	-16	40%	-18	27%	38%	-11	43%	-16	-	-	-	-	-
	2018-2019	27%	38%	-11	42%	-15	24%	41%	-17	44%	-20	-	-	-	-	-
Grade 4	2016-2017	18%	33%	-15	31%	-13	9%	35%	-26	32%	-23	82%	78%	+4	80%	+2
	2017-2018	33%	37%	-4	38%	-5	30%	39%	-9	37%	-7	80%	78%	+2	84%	-4
	2018-2019	31%	45%	-14	38%	-7	36%	39%	-3	40%	-4	80%	76%	+4	81%	-1
Grade 5	2017-2018	15%	32%	-17	27%	-12	30%	31%	-1	33%	-3	-	-	-	-	-
	2018-2019	30%	28%	+2	28%	+2	33%	31%	+2	36%	-3	-	-	-	-	-
Grade 6	2018-2019	54%	42%	+12	37%	+17	35%	34%	+1	36%	-1	-	-	-	-	-

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

2.b.iv. Subgroup Grade-Level Proficiency:

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	13%	20%	-7	31%	-18	14%	22%	-8	33%	-19	-	-	-	-	-
	2016-2017	26%	22%	+4	32%	-6	35%	24%	+11	37%	-2	-	-	-	-	-
	2017-2018	22%	28%	-6	40%	-18	27%	30%	-3	43%	-16	-	-	-	-	-
	2018-2019	27%	34%	-7	42%	-15	24%	31%	-7	44%	-20	-	-	-	-	-
Grade 4	2016-2017	18%	24%	-6	31%	-13	9%	18%	-9	32%	-23	82%	72%	+10	80%	+2
	2017-2018	33%	26%	+7	38%	-5	30%	21%	+9	37%	-7	80%	73%	+7	84%	-4
	2018-2019	31%	26%	+5	38%	-7	36%	25%	+11	40%	-4	80%	67%	+13	81%	-1
Grade 5	2017-2018	15%	21%	-6	27%	-12	30%	22%	+8	33%	-3	-	-	-	-	-
	2018-2019	30%	23%	+7	28%	+2	33%	24%	+9	36%	-3	-	-	-	-	-
Grade 6	2018-2019	54%	33%	+21	37%	+17	35%	26%	+9	36%	-1	-	-	-	-	-

*See NOTES (1), (3), (6), and (7) below.

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

3.a.i. and 3.a.ii. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.a.iii. and 3.a.vi. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates:

Not applicable to this charter school

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup Cohort On-Track to Graduate:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Harlem Hebrew Language Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2016-2017	380	332	87%
2017-2018	446	394	88%
2018-2019	609	493	81%
2019-2020	696	525	75%
2020-2021	783	505	64%

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District
2016-2017	27%	21%	+6	7%	7%	0	49%	41%	+8
2017-2018	26%	23%	+3	11%	8%	+3	59%	43%	+16
2018-2019	24%	22%	+2	11%	8%	+3	72%	43%	+29
2019-2020	26%	23%	+3	12%	8%	+4	72%	41%	+31
2020-2021	25%	20%	+5	3%	8%	-5	74%	43%	+31

*See NOTES (2) and (6) below.

*The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

Subgroup Enrollment: Students with Disabilities, English Language Learners*, and Economically Disadvantaged

	SWD			ELL			ED		
	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District
2016-2017	27%	28%	-1	7%	14%	-7	49%	90%	-41
2017-2018	26%	31%	-5	11%	15%	-4	59%	91%	-32
2018-2019	24%	31%	-7	11%	14%	-3	72%	90%	-18
2019-2020	26%	32%	-6	12%	14%	-2	72%	89%	-17
2020-2021	25%	37%	-12	3%	14%	-11	74%	88%	-14

*See NOTES (2) and (6) below.

*The 2020-2021 ELL enrollment for this charter school is under-represented due to a reporting error.

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 3	Differential to District
2016-2017	83%	86%	-3	79%	81%	-2	76%	81%	-5	82%	82%	0
2017-2018	78%	87%	-9	73%	84%	-11	82%	81%	+1	78%	82%	-4
2018-2019	65%	86%	-21	58%	84%	-26	77%	81%	-4	67%	82%	-15
2019-2020	63%	87%	-24	65%	87%	-22	71%	81%	-10	68%	84%	-16
2020-2021	73%	76%	-3	74%	75%	-1	84%	74%	+10	74%	81%	-7

*See NOTES (2) and (6) below.

1.b.i. and 1.b.ii. Retention:

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District	Harlem Hebrew Language Academy CS	NYC CSD 5	Differential to District
2016-2017	83%	78%	+5	79%	77%	+2	76%	82%	-6	82%	79%	+3
2017-2018	78%	79%	-1	73%	80%	-7	82%	83%	-1	78%	79%	-1
2018-2019	65%	77%	-12	58%	79%	-21	77%	78%	-1	67%	77%	-10
2019-2020	63%	78%	-15	65%	80%	-15	71%	79%	-8	68%	78%	-10
2020-2021	73%	78%	-5	74%	78%	-4	84%	75%	+9	74%	78%	-4

*See NOTES (2) and (6) below.

1.c.i. and 1.c.ii. High School Persistence:

Not applicable to this charter school

2022 NYSED Charter School Information Dashboard

Notes

- (1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).

Charter School Fiscal Accountability Summary

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

Grades Served
Maximum Chartered Grades Served
Chartered Enrollment
Maximum Chartered Enrollment
Actual Enrollment

2016-17	2017-18	2018-19	2019-20	2020-21
K-4	K-5	K-6	K-7	K-8
K-8	K-8	K-8	K-8	K-8
380	446	609	696	783
783	783	783	783	783
332	394	494	526	505

ASSETS

Current Assets

Cash and Cash Equivalents
Grants and Contracts Receivable
Prepaid Expenses
Other Current Assets

168,247	107,531	477,999	673,653	2,025,114
201,324	301,185	237,980	317,186	367,123
132,889	25,500	67,683	65,372	96,221
-	225,223	66,776	498,104	647,610
502,460	659,439	850,438	1,554,315	3,136,068

Non-Current Assets

Property, Building and Equipment, net
Restricted Cash
Security Deposits
Other Non-Current Assets

459,169	475,120	583,132	468,545	420,184
75,221	75,352	75,510	75,089	75,089
-	-	-	-	-
-	-	-	-	-
534,390	550,472	658,642	543,634	495,273
1,036,850	1,209,911	1,509,080	2,097,949	3,631,341

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Payroll Taxes
Due to Related Parties
Refundable Advances
Other Current Liabilities

178,443	205,515	450,428	163,053	277,321
441,446	317,500	365,890	381,155	353,602
67,258	207,038	15,979	11,868	34,780
-	-	-	-	-
2,934	21,790	264,042	751,607	539,448
690,081	751,843	1,096,339	1,307,683	1,205,151

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

144,723	149,246	1,503,805	2,608,170	3,329,236
-	-	-	568,729	1,109,300
144,723	149,246	1,503,805	3,176,899	4,438,536
834,804	901,089	2,600,144	4,484,582	5,643,687

NET ASSETS

Unrestricted
Restricted

202,046	308,822	(1,091,064)	(2,386,633)	(2,012,346)
-	-	-	-	-
202,046	308,822	(1,091,064)	(2,386,633)	(2,012,346)
1,036,850	1,209,911	1,509,080	2,097,949	3,631,341

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed
State and Local Per Pupil Revenue - SPED
State and Local Per Pupil Facilities Revenue
Federal Grants
State and City Grants
Other Operating Income

4,651,229	5,644,410	7,345,962	7,850,287	7,957,507
742,809	1,060,465	1,292,685	1,330,268	1,353,514
538,999	1,158,492	1,675,038	1,780,608	1,856,039
28,302	247,170	345,985	381,884	649,751
226,621	26,366	34,406	38,155	322,544
115,392	129,733	304,803	466,018	125,204
6,303,352	8,266,636	10,998,879	11,847,220	12,264,559

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

5,374,973	6,281,257	10,186,382	8,203,151	7,061,860
1,113,250	1,369,447	2,101,394	3,957,582	4,002,736
-	-	-	226,211	221,952
6,488,223	7,650,704	12,287,776	12,386,944	11,286,548

Supporting Services

Management and General
Fundraising

838,394	782,198	827,420	1,208,606	1,055,567
-	-	-	-	-
838,394	782,198	827,420	1,208,606	1,055,567
7,326,617	8,432,902	13,115,196	13,595,550	12,342,115

Surplus/Deficit from Operations

(1,023,265)	(166,266)	(2,116,317)	(1,748,330)	(77,556)
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SUPPORT AND OTHER REVENUE

Interest and Other Income
Contributions and Grants
Fundraising Support
Other Support and Revenue

117	131	158	87	1,693
720,436	252,131	705,689	438,949	450,150
-	-	-	-	-
33,014	20,780	10,584	13,725	-
753,567	273,042	716,431	452,761	451,843

Change in Net Assets

(269,698)	106,776	(1,399,886)	(1,295,569)	374,287
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Net Assets - Beginning of Year

471,744	202,046	-	(2,386,633)	-
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Net Assets - End of Year

202,046	308,822	(1,399,886)	(1,295,569)	(2,012,346)
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REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

18,986	20,981	22,265	22,523	24,286
2,270	693	1,450	861	895
21,256	21,674	23,715	23,384	25,181

Expenses - Per Pupil

Program Services
Management and General, Fundraising

19,543	19,418	24,874	23,549	22,350
2,525	1,985	1,675	2,298	2,090
22,068	21,403	26,549	25,847	24,440

Total Expenses

88.6%	90.7%	93.7%	91.1%	91.4%
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% of Program Services

11.4%	9.3%	6.3%	8.9%	8.6%
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% of Management and Other

-3.7%	1.3%	-10.7%	-9.5%	3.0%
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% of Revenue Exceeding Expenses

FINANCIAL COMPOSITE SCORE

Composite Score
BENCHMARK and FINDING:
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /
Needs Monitoring: -1.0 - 0.9

0.42	0.93	(0.93)	(1.00)	(0.31)
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WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

(187,621)	(92,404)	(245,901)	246,632	1,930,917
0.7	0.9	0.8	1.2	2.6

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

0.8	0.7	1.7	2.1	1.6
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BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

CASH POSITION

Days of Cash

8.4	4.7	13.3	18.1	59.9
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BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

TOTAL MARGIN

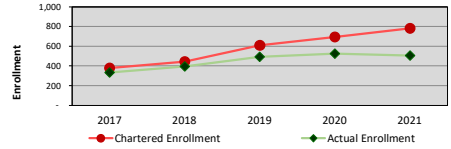
Total Margin Ratio

(0.0)	0.0	(0.1)	(0.1)	0.0
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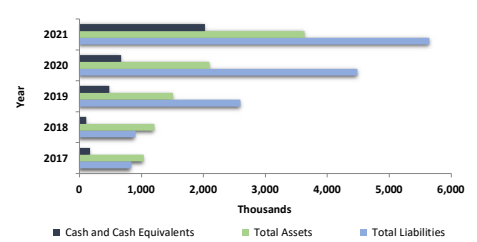
BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

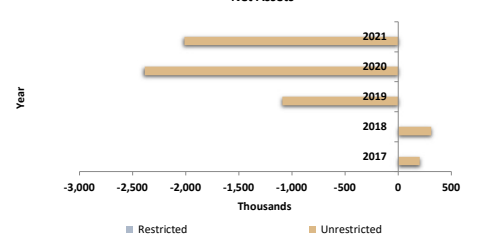
Chartered vs. Actual Enrollment



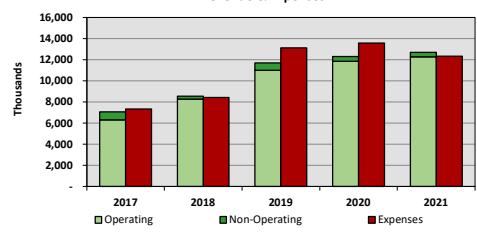
Cash, Assets and Liabilities



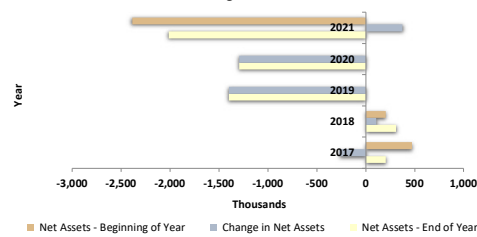
Net Assets



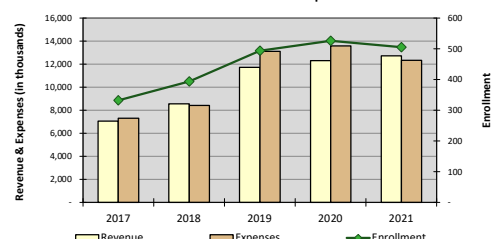
Revenue & Expenses



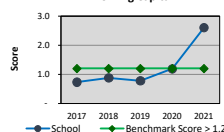
Change in Net Assets



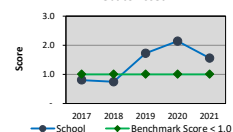
Enrollment vs. Revenue & Expenses



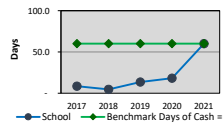
Working Capital



Debt to Asset



Days of Cash



Total Margin

