

Application: Harlem Village Academy East Charter School

Latika Keegan - lkeegan@harlemvillage.org
Annual Reports

Summary

ID: 0000000189
Status: Annual Report Submission
Last submitted: Oct 30 2020 07:18 PM (EDT)

Entry 1 School Info and Cover Page

Completed Aug 3 2020

Instructions

Required of ALL Charter Schools

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

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 310400860849

a1. Popular School Name

(No response)

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

d. DATE OF INITIAL CHARTER

9/2002

e. DATE FIRST OPENED FOR INSTRUCTION

9/2005

h. SCHOOL WEB ADDRESS (URL)

<http://harlemvillageacademies.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

957

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

633

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

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

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	Yes, 3 sites
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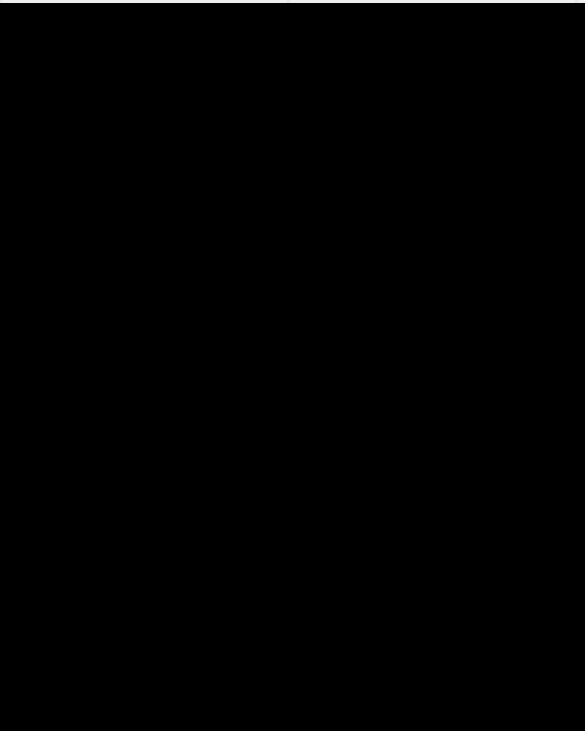
School Site 1 (Primary)

m1. SCHOOL SITES

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

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

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Yaritza Cortes			ycortes@harlemvillage.org
Operational Leader	Erica Newman			enewman@harlemvillage.org
Compliance Contact	Robert Ollwerther			rollwerther@harlemvillage.org
Complaint Contact	Justine Neeson			jneeson@harlemvillage.org
DASA Coordinator	Justine Neeson			jneeson@harlemvillage.org
Phone Contact for After Hours Emergencies	Erica Newman			enewman@harlemvillage.org

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

Co-located Space

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

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

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

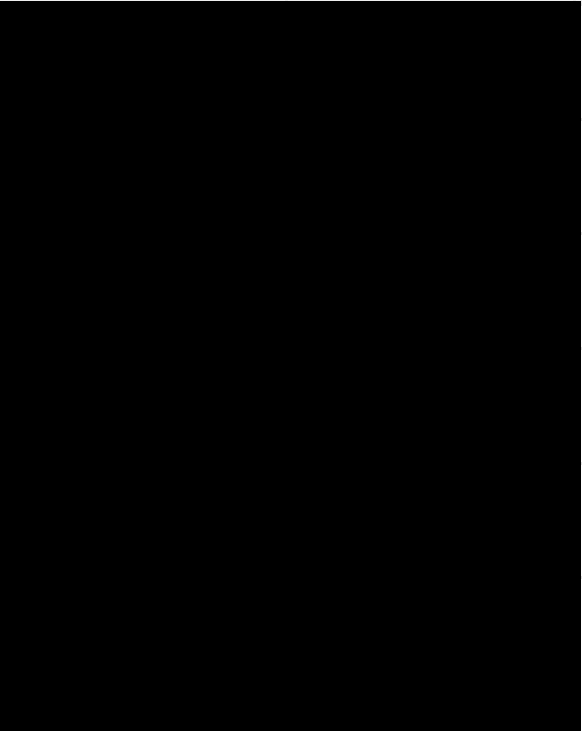
School Site 2

m2. SCHOOL SITES

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

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

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Kimberly Clincy			kclincy@harlemvillage.org
Operational Leader	Erica Newman			enewman@harlemvillage.org
Compliance Contact	Robert Ollwerther			rollwerther@harlemvillage.org
Complaint Contact	Justine Neeson			ineeson@harlemvillage.org
DASA Coordinator	Justine Neeson			ineeson@harlemvillage.org
Phone Contact for After Hours Emergencies	Erica Newman			enewman@harlemvillage.org

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

Co-located Space

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

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

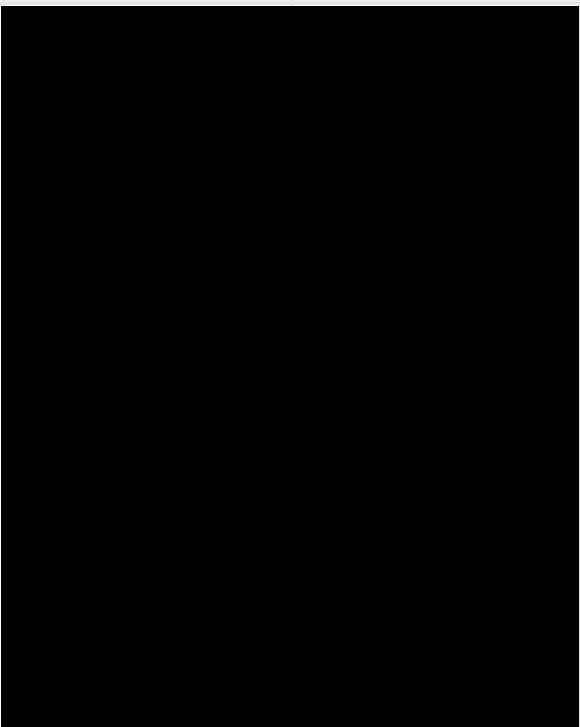
School Site 3

m3. SCHOOL SITES

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

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

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Yohana De Los Santos			ydelossantos@harlemvillage.org
Operational Leader	Erica Newman			enewman@harlemvillage.org
Compliance Contact	Robert Ollwerther			rollwerther@harlemvillage.org
Complaint Contact	Justine Neeson			jneeson@harlemvillage.org
DASA Coordinator	Justine Neeson			jneeson@harlemvillage.org
Phone Contact for After Hours Emergencies	Erica Newman			enewman@harlemvillage.org

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 3 Certificate of Occupancy (COO)

[HVAH Final CofO 3.7.14.PDF](#)

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

Site 3 Fire Inspection Report

[S28986.pdf](#)

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

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Maximum Approved Enrollment	Maximum approved enrollment was changed from 957 to 634.	01/15/2020	01/15/2020
2				
3				
4				
5				

More revisions to add?

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

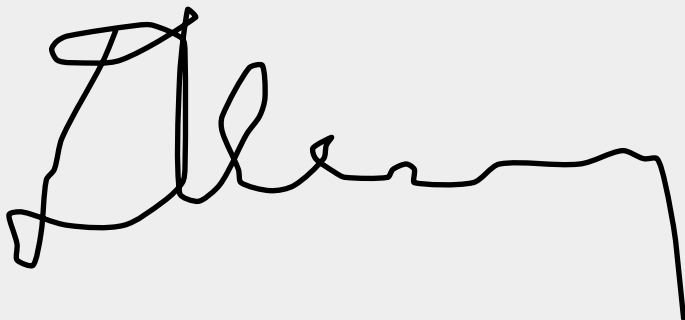
Name	Robert Ollwerther
Position	Chief Operating Officer
Phone/Extension	646-812-9596
Email	rollwerther@harlemvillage.org

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to read "Robert Ollwerther", is written on a light gray background.

Signature, President of the Board of Trustees



Date

Aug 3 2020

Thank you.



Entry 2 NYS School Report Card

Completed Aug 3 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 310400860849

NEW YORK STATE REPORT CARD

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

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/essa.php?year=2019&instid=800000056181>

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

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	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Oct 15 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

[2019-20-HVA-East-Accountability-Plan-Progress-Report-FINAL](#)

Filename: 2019 20 HVA East Accountability Plan P DdC4Vjm.pdf **Size:** 643.4 kB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

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

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

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

School Board Disclosure forms

Filename: School Board Disclosure forms ZxSx708.pdf **Size:** 3.4 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

Instructions

Required of All charter schools

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

Entry 8 BOT Table

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

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 310400860849

1. 2019-2020 Board Member Information (Enter info for each BOT member)

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	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	David Zwiebel [REDACTED]	Chair	N/A	Yes	19	07/01/2020	06/30/2021	5 or less
2	Daniel Pianko [REDACTED]	Treasurer	N/A	Yes	7	07/01/2020	06/30/2021	5 or less
3	Deborah Kenny [REDACTED]	Secretary	N/A	Yes	19	07/01/2020	06/30/2021	5 or less
4	Andrew August [REDACTED]	Trustee/Member	N/A	Yes	19	07/01/2020	06/30/2021	5 or less
5	Aria Gee [REDACTED]	Trustee/Member	N/A	Yes	1	07/01/2020	06/30/2021	5 or less
6	Ronald Sernau [REDACTED]	Trustee/Member	N/A	Yes	2	07/01/2020	06/30/2021	5 or less
7	Erica Newman [REDACTED]	Trustee/M	N/A	Yes	2	07/01/2020	06/30/2020	5 or less

		ember				20	21	
8								
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2019-2020

4

4. Number of Board meetings scheduled for 2020-2021

TBD

Thank you.

Entry 9 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

Entry 10 Enrollment & Retention

Completed Aug 3 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>The school used the following strategies to attract economically disadvantaged students in the 2019-20 school year:</p> <ul style="list-style-type: none"> • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and affordable housing buildings • Posting bus stop advertisements in neighborhoods with high concentrations students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch. • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch 	<p>The school anticipates using the following strategies to attract economically disadvantaged students in the 2020-21 school year:</p> <ul style="list-style-type: none"> • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and affordable housing buildings • Posting bus stop advertisements in neighborhoods with high concentrations students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch. • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch
	<p>The school used the following strategies to attract English language learners in the 2019-20</p>	<p>The school anticipates using the following strategies to attract English language learners in the</p>

English Language Learners/Multilingual Learners	<p>school year:</p> <ul style="list-style-type: none"> • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of English language learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by English language learner populations • Posting bus stop advertisements in neighborhoods with high concentrations of English language learners and noting in the advertisements that “se habla español” • Soliciting referrals from parents of English language learners currently enrolled at HVA 	<p>2020-21 school year:</p> <ul style="list-style-type: none"> • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of English language learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by English language learner populations • Posting bus stop advertisements in neighborhoods with high concentrations of English language learners and noting in the advertisements that “se habla español” • Soliciting referrals from parents of English language learners currently enrolled at HVA
Students with Disabilities	<p>The school used the following strategies to attract students with disabilities in the 2019-20 school year:</p> <ul style="list-style-type: none"> • Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations 	<p>The school anticipates using the following strategies to attract students with disabilities in the 2020-21 school year:</p> <ul style="list-style-type: none"> • Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations

Retention Efforts Toward Meeting Targets

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	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used these strategies, including:</p> <ul style="list-style-type: none"> • Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as • Pot luck dinners during the first week of school • Positive phone calls home during the first week of school • Increased communication with incoming families • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, five teachers will call the parent to convince them to stay • Improving the quality and increased the quantity of summer home visits that take place after students are accepted in the lottery but before the school year begins, increasing the specificity of our expectations. • Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school 	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <ul style="list-style-type: none"> • Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as • Family engagement events in the first month of school • Positive phone calls home during the first week of school • Increased communication with incoming families • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Improving the quality and increased the quantity of summer home visits that take place after students are accepted

Economically Disadvantaged

partnership opportunities as well as being available to immediately address parent concerns.

- New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

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

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

- Throughout September, teachers observe each other's classrooms during their free periods all day, then meet every evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:
 - Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior

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

- Principals put students in strategic situations in the first

in the lottery but before the school year begins, increasing the specificity of our expectations.

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

- New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

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

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

- Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:
 - Teachers intensively co-observe

week of the school year, and observe them closely

- Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so
- Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards
- Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.
- Academic Supports. Strategies to maximize the number of students who are promoted to the next each year grade include:
 - Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
 - Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
 - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
 - Commit to the low as well as the lowest students by spending

in classrooms throughout the day during the first month of school

- Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards
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 - Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
 - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
 - Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction

	<p>more time tutoring both groups during SGI, lunch, after school, and Saturday</p>	
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used these strategies, including:</p> <ul style="list-style-type: none"> • Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as • Pot luck dinners during the first week of school • Positive phone calls home during the first week of school • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, five teachers will call the parent to convince them to stay • Improving the quality and increased the quantity of summer home visits that take place after students are accepted in the lottery but before the school year begins, increasing the specificity of our expectations. • Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to 	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <ul style="list-style-type: none"> • Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as • Family Engagement events in the first month of school. • Positive phone calls home during the first week of school • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Improving the quality and increased the quantity of summer home visits that take place after students are accepted

English Language
Learners/Multilingual Learners

immediately address parent concerns.

- New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

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

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

- Throughout September, teachers observe each other's classrooms during their free periods all day, then meet every evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:

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

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

- Principals put students in strategic situations in the first week of the school year, and observe them closely

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	and Saturday	
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Students with Disabilities

•New Student Acclimation.

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

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
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 - Principals put students in strategic situations in the first week of the school year, and observe them closely
 - Provide intensive support to students on a daily basis,

• Deans and Social Workers

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

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

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
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- Academic Supports. Strategies to maximize the number of students who are promoted to the next each year grade include:
 - Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
 - Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
 - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
 - Support students who are struggling academically by providing SGI, lunch, after school and Saturday instruction.

Entry 12 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

Entry 12 Uncertified Teachers

School Name: HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 310400860849

Instructions for Reporting Percent of Uncertified Teachers

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

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

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

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 13 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

Entry 14 School Calendar

Completed Aug 3 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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

[Calendar_2020-21_final V5ar](#)

Filename: Calendar_2020_21_final_V5ar_lkZDyp6.pdf **Size:** 87.5 kB

Entry 15 Links to Critical Documents on School Website

Incomplete Hidden from applicant

Instructions

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

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

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: Harlem Village Academy East Charter School

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

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are

encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Harlem Village Academy East Charter School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	633	519	554

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

[illegible]

		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
		x	x	x	x	x	x	x	x	x	x	x	x	x	
Tota															0
I															

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



**Harlem Village Academy East
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 14, 2020

By Robert Ollwerther

35 West 124th Street, New York, NY 10027

(646) 812-9200

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BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David Zwiebel	Chair
Daniel Pianko	Treasurer
Dr. Deborah Kenny	Secretary
Dr. Andrew August	Member
Aria Gee	Member
Erica Newman	Member
Ronald Sernau, Esq.	Member

Deborah Kenny has served as the Executive Director since 2005.

SCHOOL OVERVIEW

The mission of Harlem Village Academy East is to prepare students of fine character to graduate from college and make a positive contribution to society. In order to accomplish this mission, we have established clear, measurable goals, which are outlined in this document. The school leadership and faculty continually strive to maintain our community's focus on achieving these goals. Harlem Village Academy East opened in the fall of 2003 with its first class of fifth graders. The school is divided into three academies that collectively serve approximately 653 students in grades Kindergarten through twelfth. The programmatic adjustments the school made as a response to the transition to remote learning in March 2020 include comprehensive deployment of Google Classroom and Zoom web conferencing to deliver instruction and support within adjusted class schedules and normed expectations.

ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	Elementary						Middle			High				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
2015-16	120	106	98	82	-	71	64	61	50	56	70	54	44	876
2016-17	110	87	96	76	69	70	49	51	52	29	53	60	49	851
2017-18	67	85	61	65	50	57	62	39	46	41	29	46	58	706
2018-19	60	69	82	53	54	33	47	55	30	49	37	26	47	642
2019-20	56	55	71	70	53	54	44	49	55	45	44	33	24	653

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2016 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2016-17 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2019-20 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2017-18	2014-15	2014	59	1	58
2018-19	2015-16	2015	48	0	48
2019-20	2016-17	2016	23	0	23

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2014-15	2014	58	0	58
2018-19	2015-16	2015	48	0	48
2019-20	2016-17	2016	23	0	23

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2017-18	2013-14	2013	0	2	2
2018-19	2014-15	2014	0	0	0
2019-20	2015-16	2015	1	0	1

PROMOTION POLICY

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

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

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

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

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

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

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

GOAL 1: HIGH SCHOOL GRADUATION

Summary of changes to the High School Graduation Goal due to the Covid-19 school closure:

- Schools do not have to report on the comparison to the district graduation rate.
- The leading indicator of Regents attainment is modified to align to the cancellation of the June and August 2020 examinations.
- Schools do report on all the remaining required measures.

GOAL 1: HIGH SCHOOL GRADUATION

Students will graduate from high school.

Goal 1: Leading Indicator

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

METHOD

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

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

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2019-20

Cohort Designation	Number in Cohort during 2019-20	Percent promoted
2018	41	95%
2019	39	100%

Harlem Village Academy East exceeded this measure.

Goal 1: Leading Indicator

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2020, the 2018 cohort will have completed its second year.

RESULTS AND EVALUATION

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

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions from June/August 2020)
2016	2017-18	26	81%
2017	2018-19	38	50%
2018	2019-20	41	90%

Harlem Village Academy East exceeded the measure for the 2016 and 2018 cohorts, but did not meet the measure for the 2017 cohort.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2016 cohort and graduated four years later and those who entered as members of the 2015 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

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

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2017-18	58	100%
2015	2018-19	48	97.9%
2016	2019-20	23	100%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2017-18	49	100%
2014	2018-19	58	100%
2015	2019-20	48	100%

Harlem Village Academy East exceeded the measure.

Goal 1: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

¹ The state's guidance for the 4+1 graduation pathway can be found here:
<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measure

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

METHOD

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

As a result of the Board of Regents' guidance regarding the cancellation of the June 2020 and August 2020 administrations of the Regents exams, students planning to take a pathway examination during those dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

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

Percentage of the 2016 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing $=[(b)/(a)]*100$
Regents Earth Science Exam	6	5	83.3%
Overall	6	5	83.3%

Pathway Exam Passing Rate
by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2014	2017-18	7	100%
2015	2018-19	N/A	N/A
2016	2019-20	6	83.3%

Harlem Village Academy East exceeded the measure.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

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

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Exceeded
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Exceeded for the 2016 and 2018 cohorts. Did not meet for the 2017 cohort.
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Exceeded
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Exceeded
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Exceeded

ACTION PLAN

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

GOAL 2: COLLEGE PREPARATION

Summary of changes to the College Preparation Goal due to the Covid-19 school closure:

- Schools do not have to report on the absolute or comparative measure related to the College, Career, and Civic Readiness Index (“CCCRI”).

GOAL 2: COLLEGE PREPARATION

Students will gain admission to college.

Goal 2: Absolute Measure

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

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

METHOD

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

RESULTS AND EVALUATION

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2016 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam	9	6	66.7%
Achieving the college and career readiness benchmark on the SAT – Evidence-Based Reading and Writing	23	12	52.2%
Achieving the college and career readiness benchmark on the SAT – Math	23	5	21.7%
Overall	23	12	52.2%

Harlem Village Academy East did not meet the measure.

Goal 2: Absolute Measure

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

Due to the state’s guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 2: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Absolute Measure

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

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2019-20 and provide preliminary matriculation data for 2016 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

RESULTS AND EVALUATION

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

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate $=[(b)/(a)]*100$
2014	2017-18	58	56	96.6%
2015	2018-19	48	45	93.8%
2016	2019-20	23	20	87.0%

Harlem Village Academy East exceeded the measure.

SUMMARY OF THE COLLEGE PREPARATION GOAL

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

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

ACTION PLAN

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

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY/MIDDLE ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary/Middle ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: English Language Arts

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

BACKGROUND

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

METHOD

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Performance on 2019-20 English Language Arts Final Interim Assessment Exam By All Students Enrolled

Grades	All Students	
	Percent Proficient	Number Tested
3	78.1%	64
4	59.8%	50
5	65.5%	50
6	73.2%	44
7	75.8%	49
8	91.4%	55
All	74.4%	312

ELA Performance by Grade Level and Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	63.3%	60	52.9%	51	78.1%	64
4	50.0%	48	51.0%	51	59.8%	50
5	57.9%	57	61.3%	31	65.5%	50
6	51.6%	62	72.3%	47	73.2%	44
7	28.9%	38	44.4%	54	75.8%	49
8	56.8%	44	53.3%	30	91.4%	55
All	52.8%	309	55.3%	264	74.4%	312

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

SUMMARY OF THE ELEMENTARY/MIDDLE ENGLISH LANGUAGE ARTS GOAL

Above you will see final percent proficient for students in each grade based on their final ELA interim assessment last year. We took each student's score and scaled it based on the average percentage of growth between our dress rehearsal and the New York State Test from the previous two school years to determine a score that reflects our understanding of how our students would have performed on the state test had it occurred last year.

ACTION PLAN

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

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Summary of changes to the High School ELA Goal due to the Covid-19 school closure:

- Schools do not have data necessary to report 2019-20 PI results.
- Schools do not have data necessary to report 2019-20 district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	58	0	36	62.1%
2015	2018-19	48	0	25	52.1%
2016	2019-20	23	0	12	52.2%

Harlem Village Academy East did not meet the measure.

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

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	26	19.2%	23	47.8%	23	52.2%
2017	41	-	38	15.8%	34	44.1%
2018			46	-	41	31.2%
2019					39	-

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

Goal 3: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	58	0	58	100.0%
2015	2016-19	48	0	48	100.0%
2016	2019-20	23	0	22	95.7%

Harlem Village Academy East exceeded the measure.

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	26	23.0%	23	91.3%	23	95.7%
2017	41	-	38	44.7%	34	82.4%
2018			46	-	41	73.7%
2019					39	-

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

Goal 3: Absolute Measure

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

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 3: Comparative Measure

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	36	0	15	41.7%
2015	2018-19	36	0	14	38.9%
2016	2019-20	16	0	5	31.3%

Harlem Village Academy East did not meet the measure.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	36	0	36	100.0%
2015	2018-19	36	0	33	91.7%
2016	2019-20	16	0	15	93.8%

Harlem Village Academy East exceeded the measure.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

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

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

ACTION PLAN

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

GOAL 4: MATHEMATICS

ELEMENTARY/MIDDLE MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 4: Mathematics

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

BACKGROUND

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

METHOD

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Performance on 2019-20 Mathematics Final Interim Assessment Exam By All Students Enrolled

Grades	All Students	
	Percent Proficient	Number Tested
3	100.0%	63
4	100.0%	50
5	61.0%	48
6	84.6%	44
7	95.0%	49
8	64.4%	55
All	88.8%	309

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled Achieving Proficiency					
	2017-18		2018-19		2019-20	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	81.7%	60	74.0%	50	100.0%	63
4	63.8%	47	74.5%	51	100.0%	50
5	73.2%	56	76.7%	30	61.0%	48
6	56.7%	60	80.9%	47	84.6%	44
7	53.8%	39	63.0%	54	95.0%	49
8	46.7%	45	70.0%	30	64.4%	55
All	63.8%	307	72.9%	262	88.8%	309

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

SUMMARY OF THE ELEMENTARY/MIDDLE MATHEMATICS GOAL

Above you will see final percent proficient for students in each grade based on their final math interim assessment last year. We took each student's score and scaled it based on the average percentage of growth between our dress rehearsal and the New York State Test from the previous two school years to determine a score that reflects our understanding of how our students would have performed on the state test had it occurred last year.

ACTION PLAN

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

HIGH SCHOOL MATHEMATICS

Summary of changes to the High School Mathematics Goal due to the Covid-19 school closure:

- Schools do not need to report on PI results.
- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment and growth from 8th grade in a modified format based on instructions under each respective measure below.

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for an exam.

RESULTS AND EVALUATION

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	58	0	4	6.9%
2015	2018-19	48	0	19	39.6%
2016	2019-20	23	0	12	52.2%

Harlem Village Academy East did not meet the measure.

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2016	26	42.3%	23	47.8%	23	52.2%
2017	41	29.3%	38	31.6%	34	38.2%
2018			46	21.7%	41	32.5%
2019					39	37.5%

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

Goal 4: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for an exam.

RESULTS AND EVALUATION

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	58	0	58	100.0%
2015	2016-19	48	0	48	100.0%
2016	2019-20	23	0	23	100.0%

Harlem Village Academy East exceeded the measure.

ADDITIONAL EVIDENCE

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

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	26	100.0%	23	100.0%	23	100.0%
2017	41	82.9%	38	86.8%	34	97.1%
2018			46	67.4%	41	82.5%
2019					39	62.5%

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

Goal 4: Absolute Measure

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

Due to the state's guidance regarding accountability determinations, the 2019-20 MIPs will be used for the 2020-21 school year and the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

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

RESULTS AND EVALUATION

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

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2014	2017-18	34	0	0	0.0%
2015	2018-19	34	0	7	20.6%
2016	2019-20	15	0	4	26.7%

Harlem Village Academy East did not meet the measure.

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

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

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

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2014	2017-18	34	0	34	100.0%
2015	2018-19	34	0	34	100.0%
2016	2019-20	15	0	15	100.0%

Harlem Village Academy East exceeded the measure.

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

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

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

ACTION PLAN

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

GOAL 5: SCIENCE

ELEMENTARY/MIDDLE SCIENCE

Summary of changes to the Elementary/Middle Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 5: Science

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

BACKGROUND

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

METHOD

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

RESULTS AND EVALUATION

For K-8, evaluation of student achievement and participation was holistic, with teachers supporting their consistent engagement. Due to the nature of the subject and way we were able to teach it in a remote environment we determined no course grade would be given for the year. Additionally, we chose to switch our science curriculum to amplify for the following year to ensure we could provide the best science education in both a remote and in person environment.

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

We used formative assessments on a weekly basis that helped us to adjust our instruction in order for students to be successful. Due to COVID, we were unable to complete the rest of our assessments when we went into remote learning. Just like the science state test itself the nature of our assessments is incredibly hands on and experienced based. We were able to transform this experience to meet the needs our students by having them perform virtual science experiments over zoom where they received verbal and written feedback in google classroom from their science teacher.

ACTION PLAN

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

HIGH SCHOOL SCIENCE

Summary of changes to the High School Science Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 5: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

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

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁴

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	58	0	58	100.0%
2015	2016-19	48	0	46	95.8%
2016	2019-20	23	0	22	95.7%

Harlem Village Academy East exceeded the measure.

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

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	26	88.5%	23	95.7%	23	95.7%
2017	41	58.5%	38	73.7%	34	91.2%
2018			46	78.3%	41	92.3%
2019					39	-

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

Goal 5: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 6: SOCIAL STUDIES

Summary of changes to the Social Studies Goal due to the Covid-19 school closure:

- Schools do not need to report out on district comparison measures.
- Schools do report on absolute Regents attainment in a modified format based on instructions below.

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

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

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	58	0	50	86.2%
2015	2016-19	48	0	43	89.6%
2016	2019-20	23	1	19	86.4%

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

EVALUATION

Harlem Village Academy East exceeded the measure.

ADDITIONAL EVIDENCE

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

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

Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	26	-	23	69.6%	23	86.4%
2017	41	-	38	-	34	-
2018			46	-	41	25.0%
2019					39	50.0%

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

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of June 2020 and August 2020 administrations of the Regents, some students in the 2016 Cohort who had not previously sat for the exam but were scheduled to sit for this exam in 2020 would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

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

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort					
Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2014	2017-18	58	0	51	87.9%
2015	2016-19	48	0	42	87.5%
2016	2019-20	23	0	19	82.6%

EVALUATION

Harlem Village Academy East exceeded the measure.

ADDITIONAL EVIDENCE

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

Global History Regents Passing Rate with a score of 65 by Cohort and Year						
Cohort Designation	2017-18		2018-19		2019-20*	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2016	26	65.4%	23	82.6%	23	82.6%
2017	41	-	38	65.8%	34	81.8%
2018			46	-	41	-
2019					39	-

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

Goal 6: Comparative Measure

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

Due to the fact that the state does not finalize high school outcome data until later in the school year and data prior to 2019-20 are not suitable for comparison, the calculation of this measure is not required.

GOAL 7: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Based on 2018-19 results, Harlem Village Academy East is in "Good Standing" for the 2019-20 school year.

Harlem Village Academy East met the measure.

ADDITIONAL EVIDENCE

The table below shows the school's accountability status for 2017-18, 2018-19, and 2019-20.

Accountability Status by Year

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing

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

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

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

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

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

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

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



Signature

6/8/20

Date



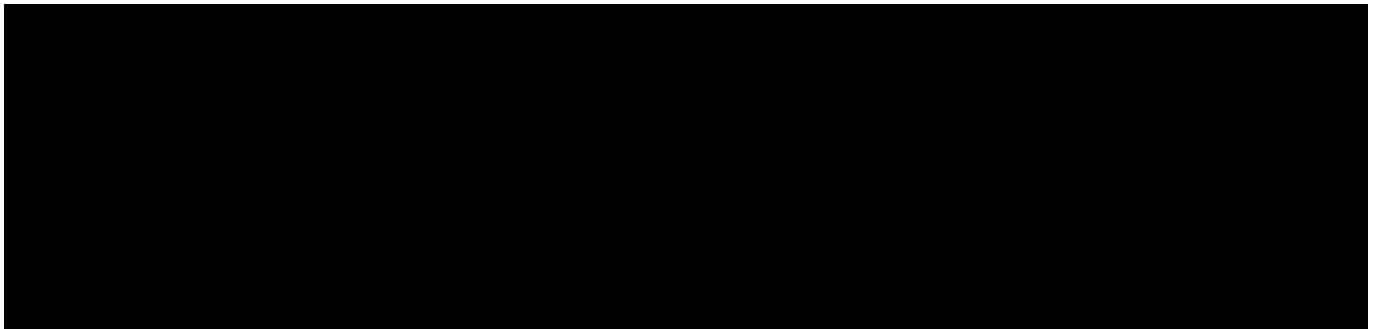
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FILING FOR SCHOOL
YEAR: _____

DATE RECEIVED: _____

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

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



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

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

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

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

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

Signature

Date



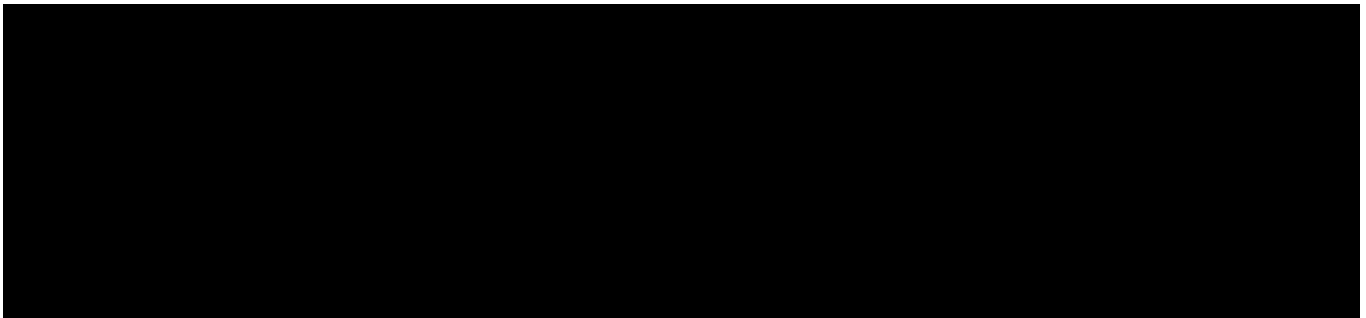
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FILING FOR SCHOOL
YEAR: _____

DATE RECEIVED: _____

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

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



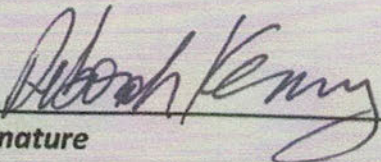
8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

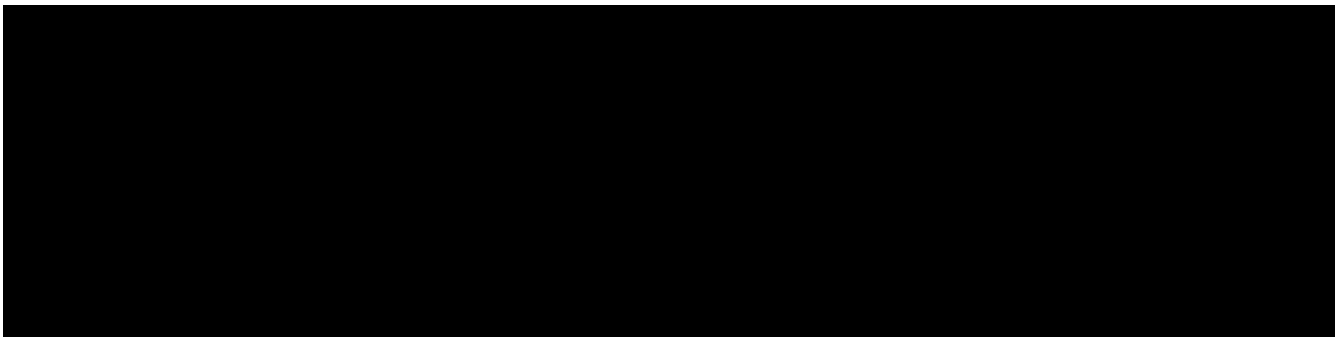
Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to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


 Signature

June 30, 2020
 Date

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

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



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

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

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

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

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

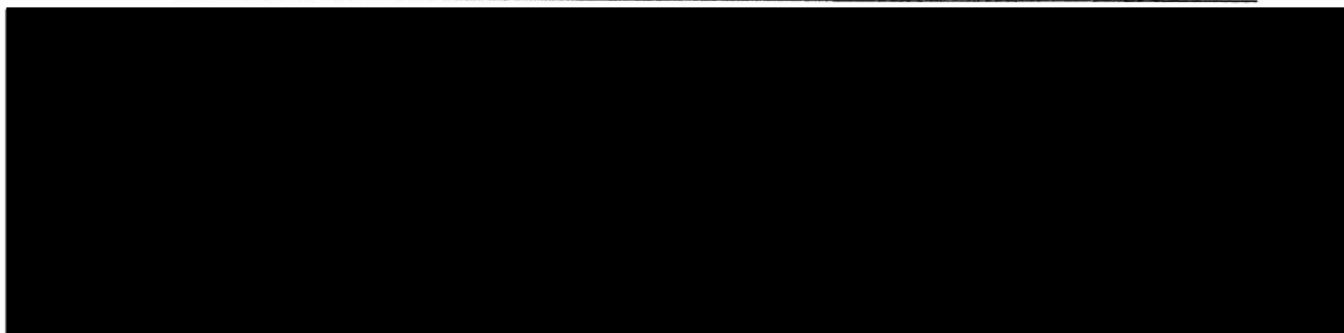
E. A. N.
Signature

6/10/20
Date



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

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



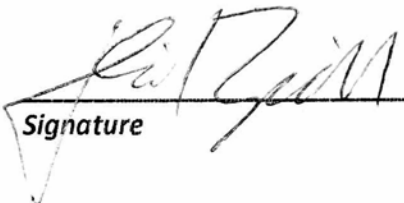
8. Is Trustee an employee of the education corporation? ___ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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



 Signature BRENT CHAIT

 HUA E & HUA W

6/6/20

 Date



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

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



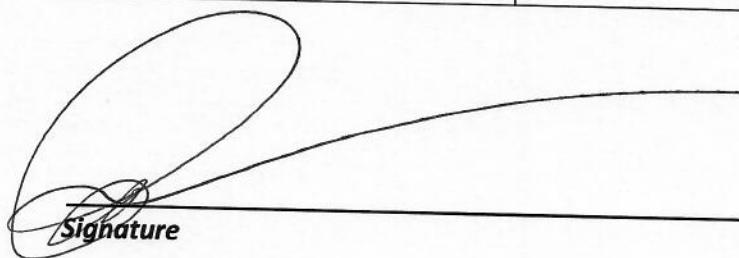
8. Is Trustee an employee of the education corporation? ____ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

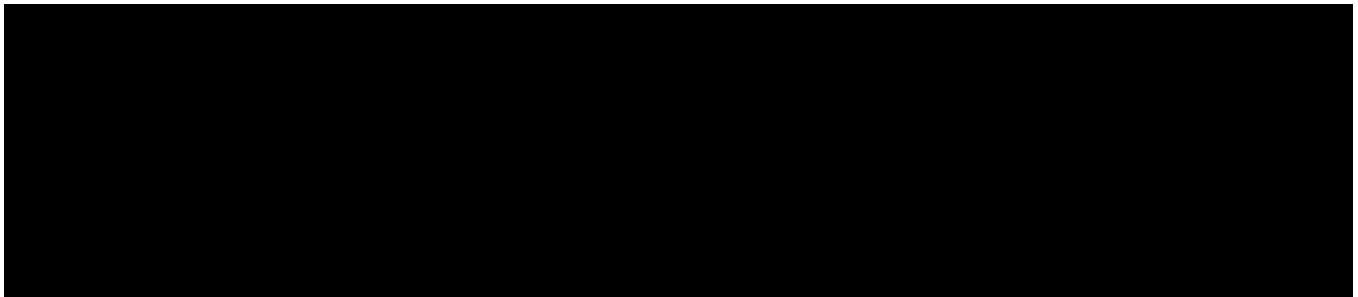
Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to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


Signature

6/10/2020
Date

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

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



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

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust,

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

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



Signature

5/18/2020

Date



2020-21 Calendar

July

Fri 7/17 – School Leader Prep Completed
Mon 7/27-Fri 7/31 – K-12 Leader PL

August

Mon 8/3 – Institute Part 1 Begins
Mon 8/24 – First day of remote learning for Grades K-8
Mon 8/31-Thr 9/3 – HVAH Freshman Orientation

September

Wed 9/2- First day of remote learning for Grades 9-12
Fri 9/4 – K-8 PL - No School
Fri 9/4 – HVAH 9th-12th Community Day in Advisories
Mon 9/7 – Labor Day – No School
Mon 9/28 - We will assess the current public health situation and whether it makes sense to move toward reopening school buildings. If it does not make sense to move toward reopening buildings, we will remain exclusively remote, and then reassess in another six to eight weeks.

October

Mon 10/5 - If we are in fact moving toward reopening, our teachers will be asked to come into schools in person for critical preparation. During this period of preparation, we expect remote instruction to continue asynchronously.
Fri 10/9 – K-8 PL Day – No School
Mon 10/12 – Indigenous Peoples Day – No School
Mon 10/19 - If we are in fact moving toward reopening, students will have the option of returning to the building.
Fri 10/30 – HVAH PL Day – No School

November

Wed 11/11 – Veterans Day – No School
Mon 11/16-Fri 11/20 – Book Shopping
Fri 11/20 – Field Trips & Gratitude Events
Mon 11/23-Fri 11/27 – Thanksgiving Break

December

Mon 12/14-Fri 12/18 – Book Shopping
Mon-Tue 12/21-22 – Field Trips & Performances
Wed 12/23 – Half day & Celebration
Thr 12/24-Fri 1/1 – Winter Break

January

Mon 1/18 – MLK Day – No School
Tue, 1/26-Fri 1/29 – January Regents (10-12)

February

Mon 2/8 -Fri 2/12 – Book Shopping
Fri 2/12 – Field Trips
Mon 2/15-Fri 2/19 – Mid-Winter Break

March

Fri 3/26 – HVAH PL Day – No School
Mon 3/22-Fri 3/26 – Book Shopping
Thr 3/25-Fri 3/26 – Field Trips
Mon 3/29-4/2 – Spring Break

April

Wed 4/21-Thr 4/22 – 3-8 ELA State Test

May

Tue, 5/4-Wed 5/19 – IB Tests
Wed 5/5-Thr 5/6 – 3-8 Math State Test
Fri 5/14 – College Signing Day
Tues, 5/25-Fri 6/4 – 4th & 8th Science Performance Test
Fri 5/28 – No School
Mon 5/31 – Memorial Day – No School

June

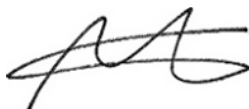
Mon 6/1-Thr 6/10 – Summer Book Shopping
Mon, 6/7 – 4th & 8th Science Written Test
Wed 6/9-Thr 6/10 – Field Trips & Performances
Fri 6/11 – K-8 Last Day of School (Half day)
Tue, 6/15 – HVAH Last Day of School for Students
Wed 6/16-Thr 6/24 – June Regents
Thr 6/24 – HVAH Graduation
Fri 6/25 – Last Day of School for HVAH Teachers

Certificate of Occupancy

CO Number: 120051745F

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

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



Borough Commissioner



Acting Commissioner

Certificate of Occupancy

CO Number: 120051745F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

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



Borough Commissioner



Acting

Commissioner

END OF DOCUMENT

FIRETRONICS

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

SERVICE REQUEST NO.

S28986

DATE OF REQUEST 2/18/20	REQUESTED BY	TELEPHONE NO.	PURCHASE ORDER	REQUISITION NO. M83360
JOB LOCATION:		INVOICE TO: (SAME AS JOB LOCATION UNLESS OTHERWISE INDICATED)		

HVA

35 W 124TH ST.

HARLEM, N.Y.

JOB CONTACT:	TELEPHONE NO.	EXT.
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DESCRIPTION OF PROBLEM: SEMIANNUAL INSPECTION

WARRANTY	NON WARRANTY	CONTRACT	TECHNICIAN FELIPE / EDUARDO	DATE OF JOB 02/18/20
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CONDITIONS FOUND:

REPAIRS MADE:

SYSTEM WAS TAKEN OFFLINE BEFORE START OF WORK.

WE PROCEED TO VERIFY STATUS OF F.A. SYSTEM

PROCEED TO TEST, CLEAN AND VERIFY COMMUNICATIONS OF ALL FIRE ALARM DEVICES IN THE PREMISES.

- SMOKE DETECTORS, DUCT DETECTORS, HEAT DETECTORS, CARBON MONOXIDE DETECTORS, MANUAL PULL STATIONS - OUTPUTS AND NOTIFICATION DEVICES.

ALL RESULTS LOGGED ON F.A. MAINTENANCE BOOKS.

SYSTEM RESTORED AND BACK ONLINE

PARTS USED:									
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REPAIR INCOMPLETE - DATE(S)	REPAIR COMPLETE DATE
-----------------------------	----------------------

PARTS/WORK REQUIRED:

ITEMS REQUIRED FOR REPAIR:

FIELD LABOR - MINIMUM SERVICE CHARGE:				SHOP LABOR:		TOTALS	
Regular Time	Labor Hours	Travel Hours	Total Hours	LABOR HOURS @	HR =	LABOR	
Overtime Time	Labor Hours	Travel Hours	Total Hours			PARTS	
Holiday Time	Labor Hours	Travel Hours	Total Hours			TAX	
CUSTOMER SIGNATURE				DATE		TOTAL AMOUNT	