



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for Hebrew Language Academy Charter
School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
Office of School Design and Charter Partnerships
52 Chambers Street
New York, NY 10007
Tel: 212-374-5419
CharterSchools@schools.nyc.gov
schools.nyc.gov/charters

TABLE OF CONTENTS

PART 1: SCHOOL OVERVIEW	2
CHARTER SCHOOL BACKGROUND	2
SCHOOL HIGHLIGHTS.....	2
CURRENT SCHOOL SNAPSHOT	3
CURRENT BOARD OF TRUSTEES.....	3
CHARTER AUTHORIZATION PROFILE	4
PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW	7
FRAMEWORK	7
ESSENTIAL QUESTIONS AND STANDARDS	7
PART 3: REVIEW	8
ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?	8
ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?	10
ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?	15
APPENDIX A : SCHOOL OVERVIEW	18
APPENDIX B : ACADEMIC PERFORMANCE	20
APPENDIX C : MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME	21
APPENDIX D : CHARTER SCHOOL GOALS	23
APPENDIX E : RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS	27
APPENDIX F : ADDITIONAL ACCOUNTABILITY DATA	29

For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Hebrew Language Academy (“HLA”) is an elementary and middle school located in the Mill Basin neighborhood of Brooklyn. The school is located in private space in Community School District 22. The school is not co-located with any other schools or programs.¹

The school is in its third charter term.

HLA’s leadership team is comprised of the following individuals: Head of School, David Penberg, has been at the school for less than one year; Director of General Studies Curriculum, Robyn Coghlan, has been with the school for four years; Director of Hebrew Studies Curriculum, Arleen Danon, has been with the school for five years; Director of Student Special Services, Elena Canaras, has been with the school for seven years; and Director of School Operations, Michelle Galeotti, has been with the school for seven years.

SCHOOL HIGHLIGHTS

HLA’s performance on the state Mathematics and English Language Arts (ELA) exams met or, in most cases, exceed that of the district city and state. Across the school, on the ELA exam, 42% of HLA students (Grades 3-5) met proficiency standards, compared with only 34.8% in CSD22 and 31% statewide. In Math, 64% of HLA students (Grades 3-5) met proficiency standards, compared with only 44.3% in CSD22 and 38% statewide.

To address the needs of struggling students, HLA has created after school learning labs two days a week. Further, leveled Literacy Intervention materials are used during guided reading sessions with select groups of students. Additional word work through “Month by Month Phonics,” “Bringing Words to Life,” and “Foundations” are used to address phonemic awareness and increasing sight vocabulary.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

Hebrew Language Academy Charter School	
DBN	84K746
School Leader(s)	David Penberg
Board Chair(s)	Sara Berman
Charter Management Organization (if applicable)	Hebrew Charter School Center
Other Partner(s)	N/A
District(s) of Location	22
Physical Address(es)	2186 Mill Avenue, Brooklyn, NY 11234
Facility Owner(s)	Private
Enrollment ²	565
Grades Served	K-6

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Sara Berman	Chair	Executive, Finance, Nominating	7	4/4
2. Karim Camara	Trustee	Church/State Committee	7	1/4
3. Charles Capetenakis	Trustee	Church/State Committee	7	0/4
4. Stacie Fledman	Trustee	Personnel	4	1/4
5. David Gedzelman	Vice-Chair	Executive, Education, Finance, Nominating,	7	4/4

² According to ATS data as of October 14, 2015.

³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

			Accountability, Church/State		
6.	Norman Green	Trustee	Executive, Education, Accountability	7	4/4
7.	Allyson Galishoff	Trustee	Education, Accountability	2	3/4
8.	Eliezer Schaap	Trustee	Executive, Finance, Education, Accountability, Personnel	3	4/4
9.	Hindie Weissman	Trustee	Education, Accountability	7	2/ 4
10.	Ella Zalkind	Secretary	Chair Of Personnel Committee	7	1/4

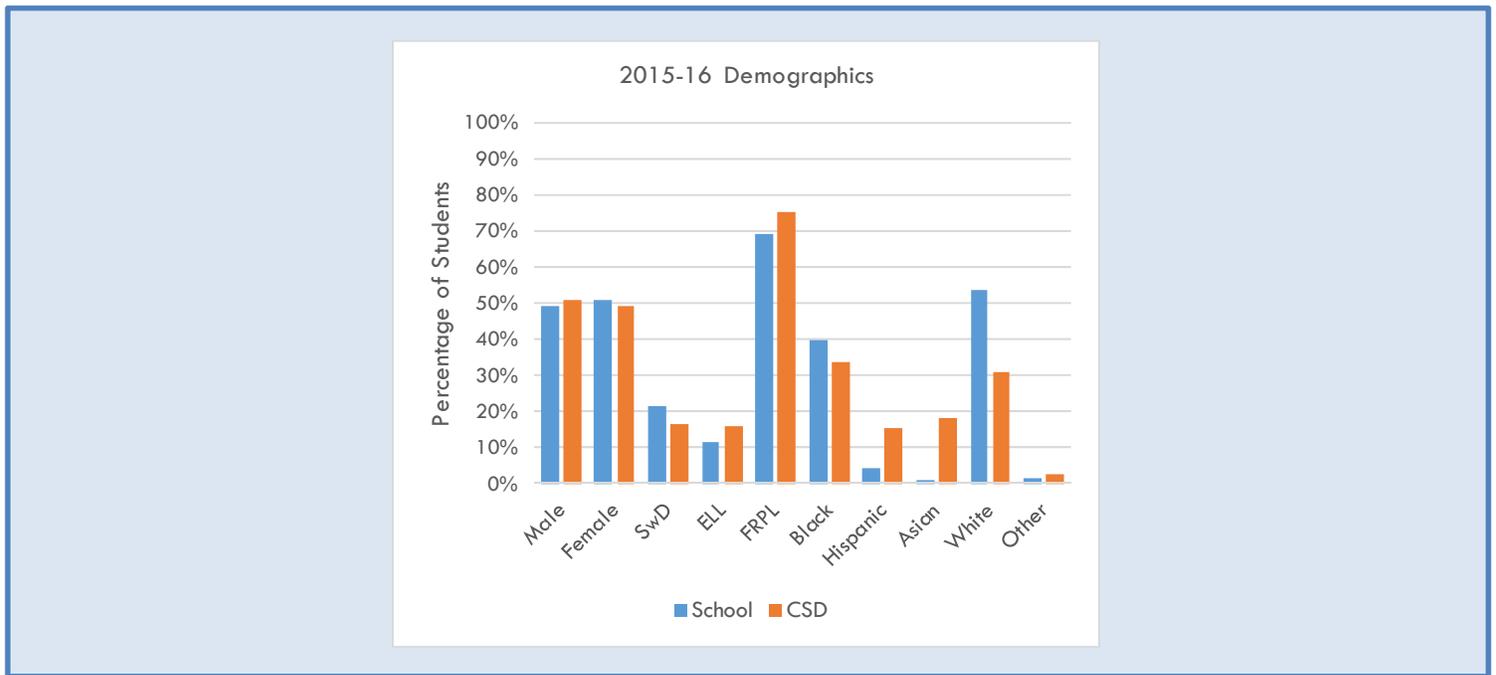
CHARTER AUTHORIZATION PROFILE

Hebrew Language Academy Charter School	
School Opened For Instruction	2009-2010
Date of First Renewal	2013-2014
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-8
Current Authorized Enrollment	783

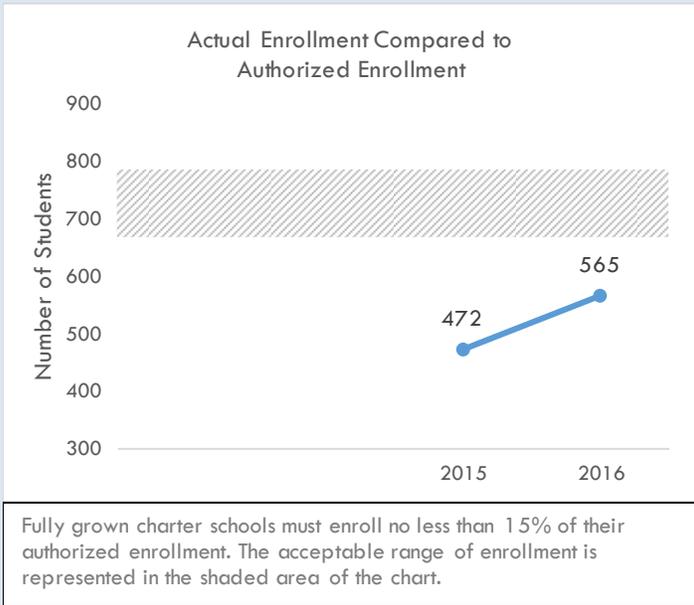
HLA name was previously renewed for a four year short term renewal in the 2014-15 academic year with the following condition:

Current Charter Conditions	On Target / Not On Target	Notes
The school must demonstrate academic growth, as measured by the school's median adjusted growth percentile in English Language Arts, for each year of the charter term. The median adjusted growth percentile for the school's students will be at or above 50 percent of city percent of range for English Language Arts in each year of the charter term.	Not On Target	The school was at 38% of City percent of range for the 2014-15 school year.

ENROLLMENT AND DEMOGRAPHICS⁴



⁴ Schools are permitted to fall below 15% below authorized enrollment until they are fully enrolled. The school is not yet fully grown.



PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

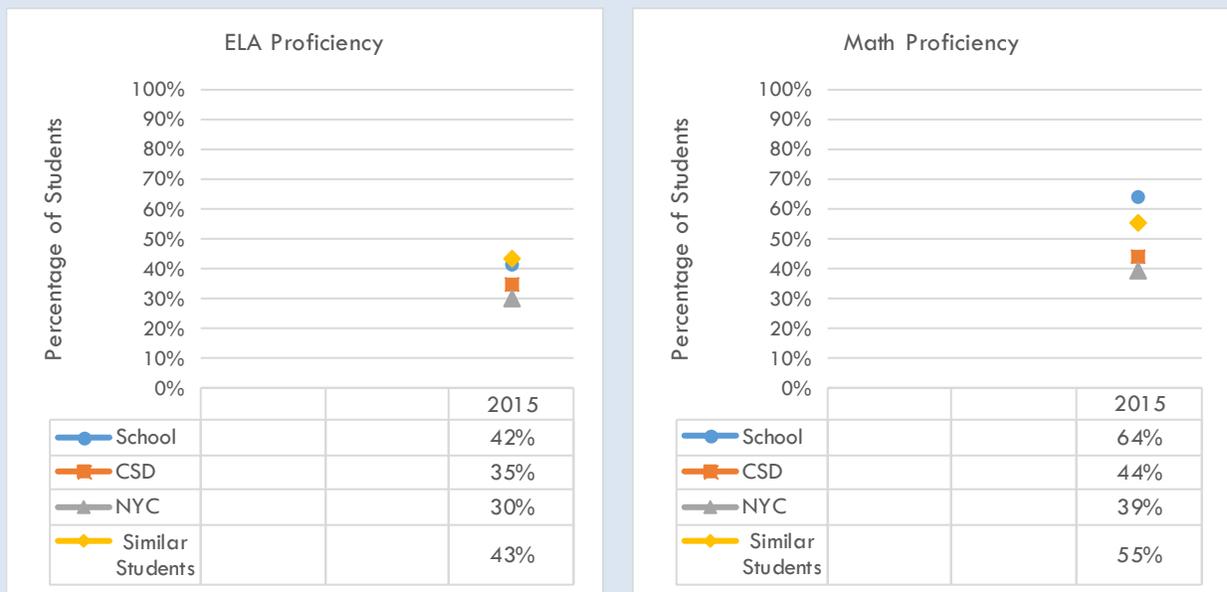
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁵

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix D.⁶ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁷



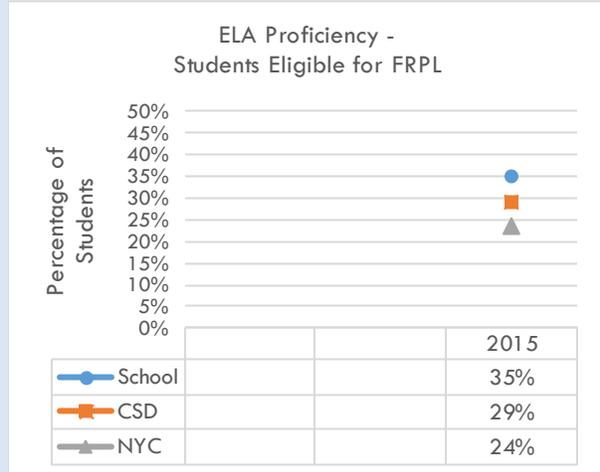
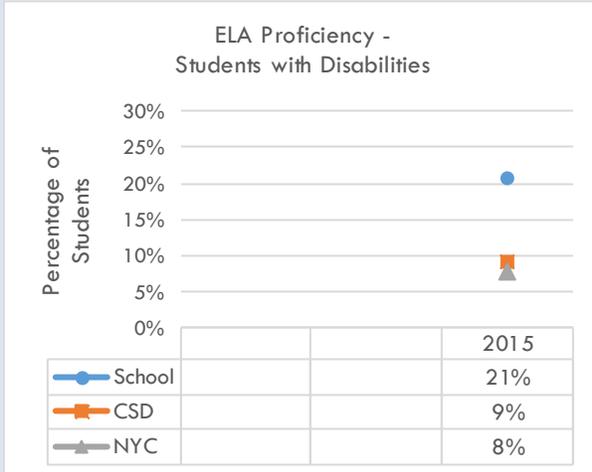
⁵ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁶ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

⁷ For more on the NYC DOE's similar students comparisons, please see the information here:

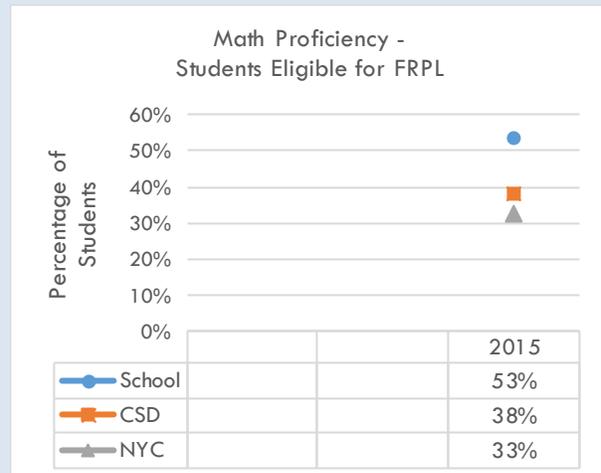
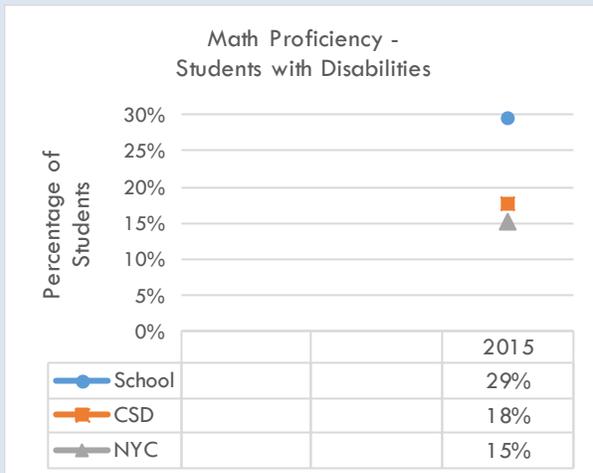
http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



The school did not serve sufficient numbers of English language learners to report on their results.

CLOSING THE ACHIEVEMENT GAP – MATH



The school did not serve sufficient numbers of English language learners to report on their results.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below.

THE WORKSHOP MODEL

The workshop model of instruction is used to deliver a balanced literacy approach to teaching and learning [as] a critical component of our school. Lessons are delivered using a mini-lesson format so as to support the Gradual Release of Responsibility for building independent learners. The workshop model enables learners to be actively engaged in thinking and learning while being scaffolded toward independence.

IMMERSIVE HEBREW INSTRUCTION

HLA provides immersive Hebrew language instruction every day and to all students. Instruction is delivered through the Proficiency Model of Instruction which is aligned with best practices documented by the American Council on the Teaching of Foreign Languages (ACTFL).

CO-TEACHING

A co-teaching model of instruction delivers Readers Workshop, Mathematics, and Hebrew instruction. This supports small groupings and differentiated instruction to meet students where they are and move them to identified learning goals.

SERVICE LEARNING

Service Learning is a central element of HLA's educational program in order to help students internalize the values of social responsibility and understanding of diverse cultures.

DATA-DRIVEN CULTURE

A data-driven culture sits at the foundation of HLA's instructional program.

SUPPORTING DIVERSITY

HLA reports they have faced above average staff turnover over the course of their most recent charter term. HLA's Head of School started in October of 2015. The other school leaders have been with the school

between four and seven years. HLA's has 62 members of its instructional staff and 44 are certified. Eighteen members of the instructional staff started teaching during the 2015-16 school year. The Head of School and Director of Curriculum and Instruction formally evaluate all instructional staff at mid-year and again at year's end using the Danielson Framework. Teachers who consistently earn high marks on their evaluation are considered high-performing.

GOVERNANCE

HLA's Board of Trustees has a developed governance structure including 10 board members, seven of whom have been on the board for seven years. The Board's calendar of meetings and four of the meeting minutes from July 2015 to January 2016 are accessible via the school's website.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix D. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix E.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Not Compliant	Policy is not posted on HLA's website

OPERATIONAL STABILITY

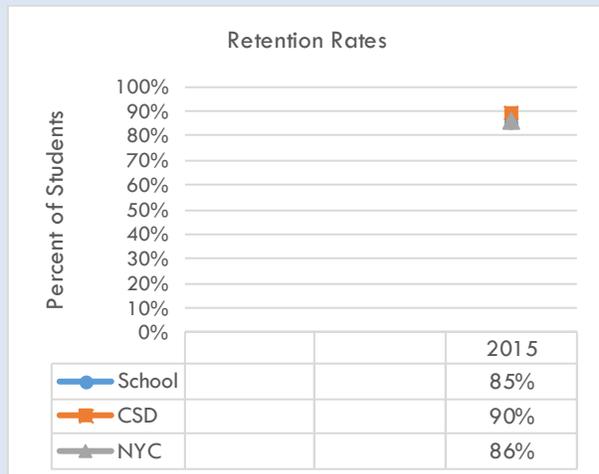
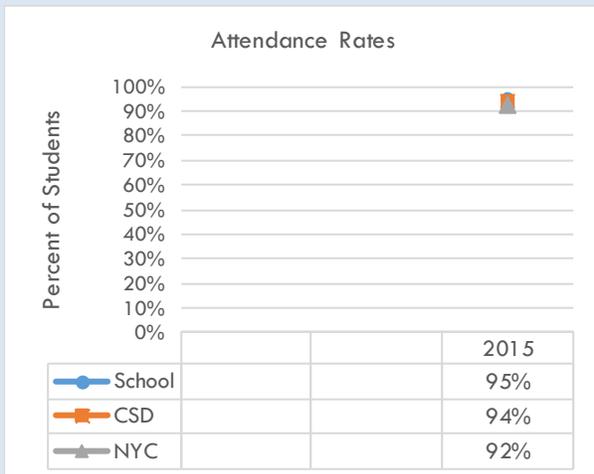
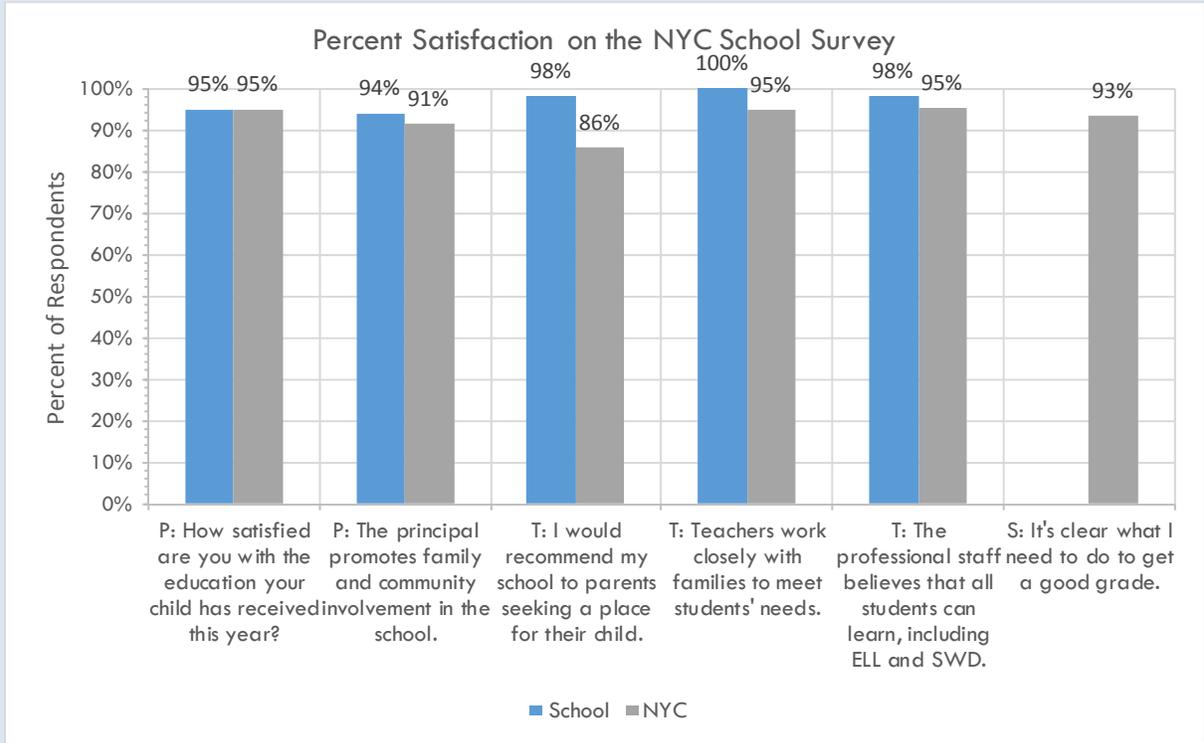
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Not Compliant	The school has submitted 82% of required documents on time
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	

Board meetings consistently meet quorum ⁸	Compliant
--	-----------

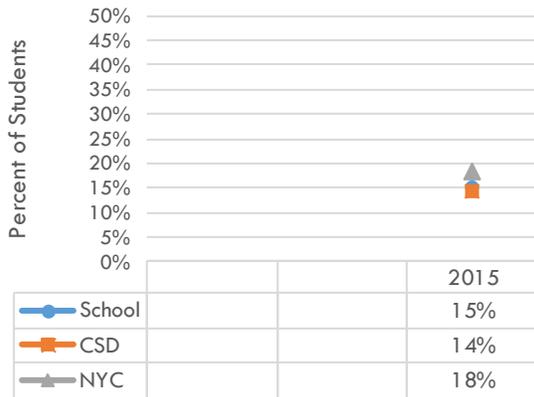
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (lease, certificate of occupancy, certificate of insurance, fire and safety inspections)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Not Compliant	17 of 62 teachers are not certified, exceeding the maximum allowed of 15.
School is in compliance with employee fingerprinting requirements	Not Compliant	The school has staff members whose fingerprint clearance date is after their start date in the 2015-16 school year.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 97.8% complete records; the goal was 99%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

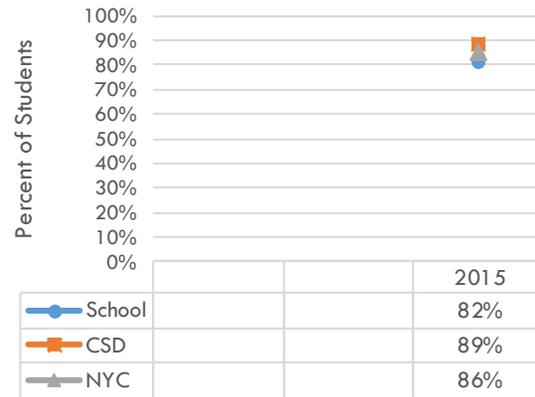
⁸ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member are present at a board meeting.



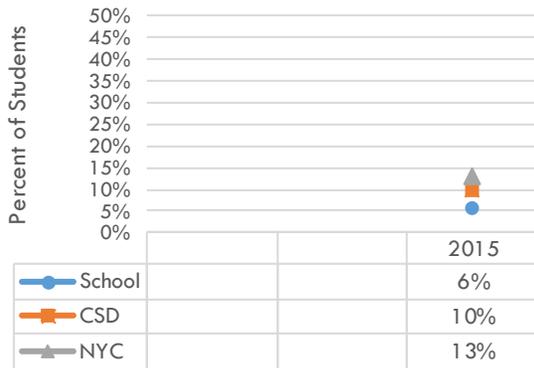
Enrollment Rates - Students with Disabilities



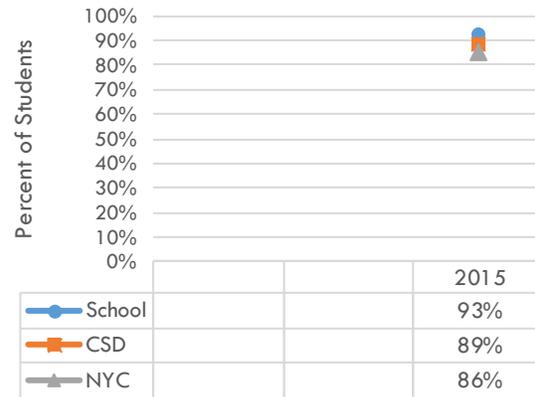
Retention Rates - Students with Disabilities



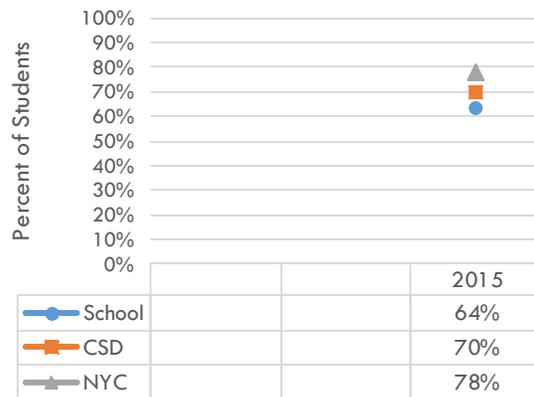
Enrollment Rates - English Language Learners



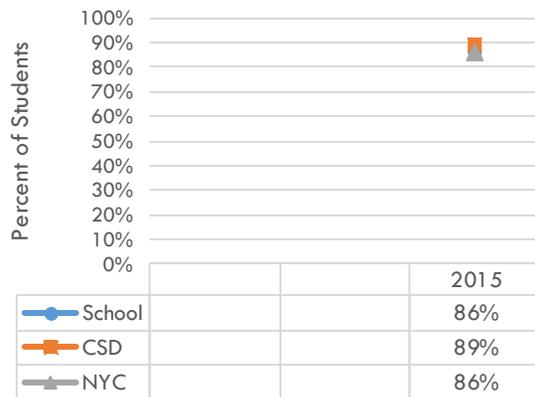
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Hebrew Language Academy Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix D. These goals relate to short- and long-term financial viability.

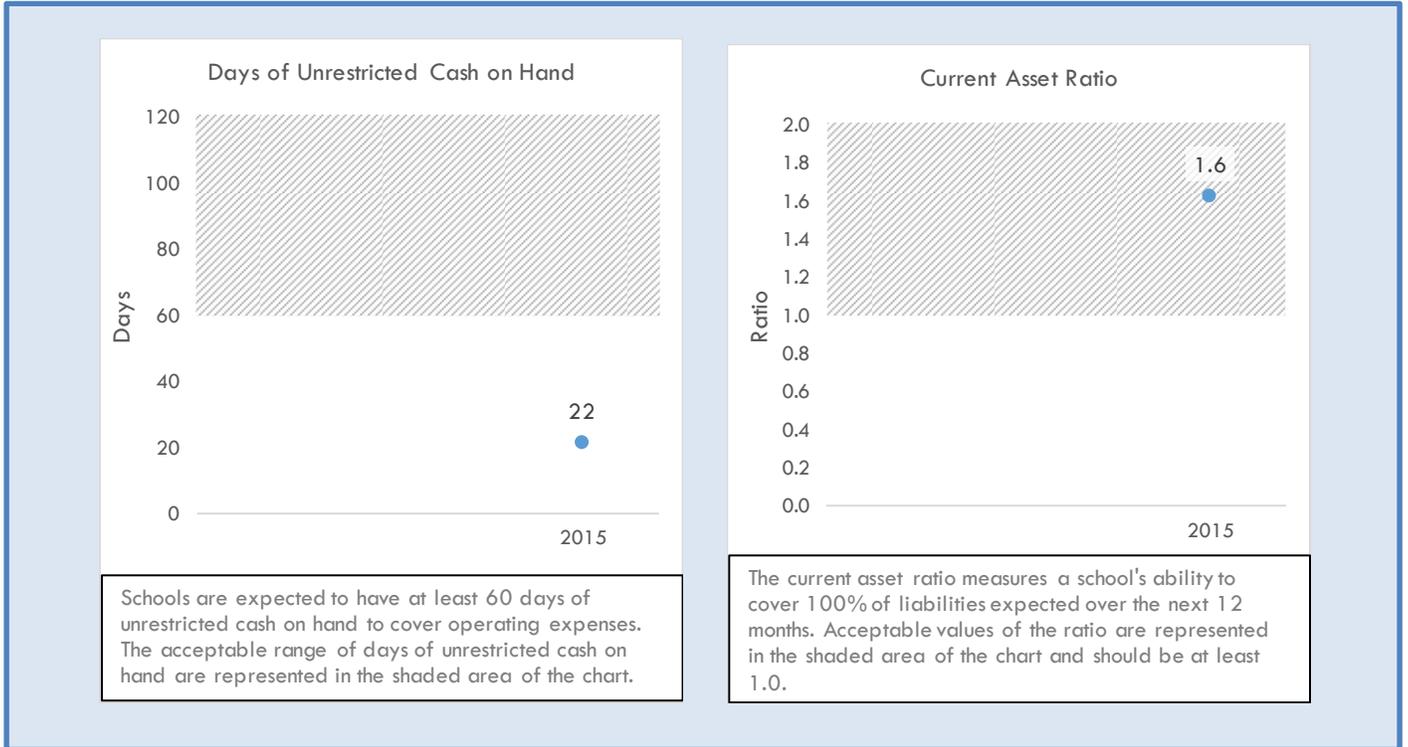
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

The school has an agreement with Hebrew Public, their charter management agreement. Hebrew Public provides certain education and operational services in consultation with and in communication with the Board and in coordination with the School Leadership Team, as applicable. Including educational, instructional, operational, financial, human resources, marketing and student resources related services. The management fee is 2.5% of gross revenues, defined as all such funding provided by the state, federal and local government.

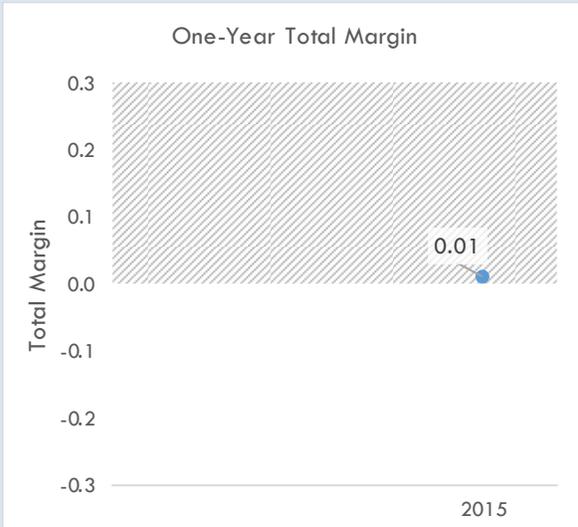
The school has \$70,594 in an escrow account meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY⁹

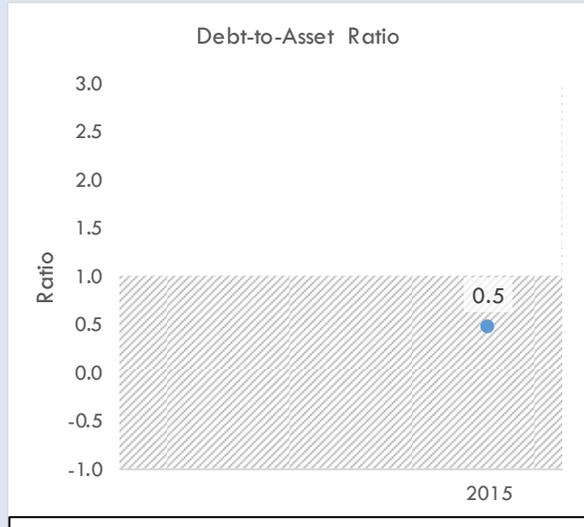


⁹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 6.

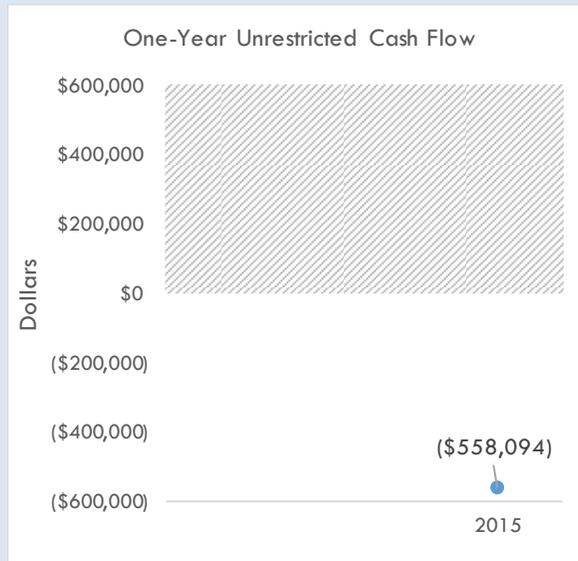
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

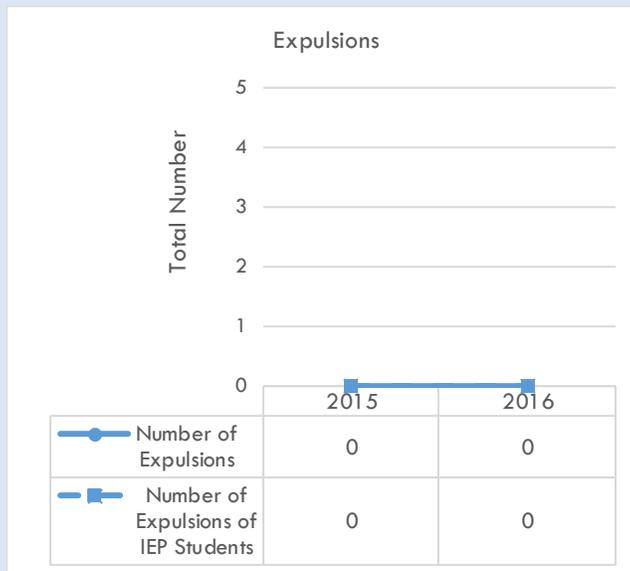
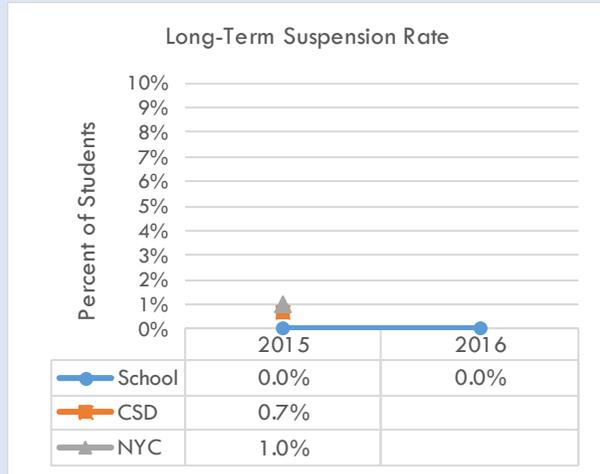
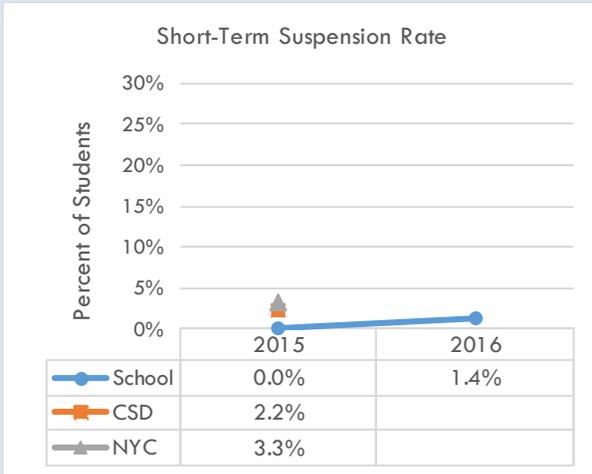
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	<i>School did not submit.</i>
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	<i>School did not submit.</i>
Summer Academic Program	<i>School did not submit.</i>
Saturday Instruction	<i>School did not submit.</i>
Sections per Grade	<i>School did not submit.</i>
Primary Entry Grade(s)	<i>School did not submit.</i>
Additional Grade(s) for which Student Applications are Accepted	<i>School did not submit.</i>
Does School Enroll New Students Mid-Year?	<i>School did not submit.</i>
Number of Applicants for Admission (School Year 2015-16)	<i>School did not submit.</i>
Number of Students Accepted via the Lottery (School Year 2015-16)	<i>School did not submit.</i>
<i>Lottery Preferences</i>	
Attends a Failing School	<i>School did not submit.</i>
Does Not Speak English at Home	<i>School did not submit.</i>
Receives SNAP or TANF Benefits	<i>School did not submit.</i>
Eligible for Free or Reduced-Price Lunch	<i>School did not submit.</i>
Has IEP and/or Receives Special Education Services	<i>School did not submit.</i>
Homeless or Living in Shelter or Temporary Residence	<i>School did not submit.</i>
Lives in New York City Housing Authority Housing	<i>School did not submit.</i>
Unaccompanied Youth	<i>School did not submit.</i>

SUSPENSION AND EXPULSION RATES¹⁰



¹⁰ City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Hebrew Language Academy Charter School			
Grade 3	44%	40%	44%
Grade 4	14%	32%	36%
Grade 5		19%	46%
Grade 6			
Grade 7			
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	12%	6%	9%
Grade 4	-20%	-6%	0%
Grade 5		-15%	13%
Grade 6			
Grade 7			
Grade 8			

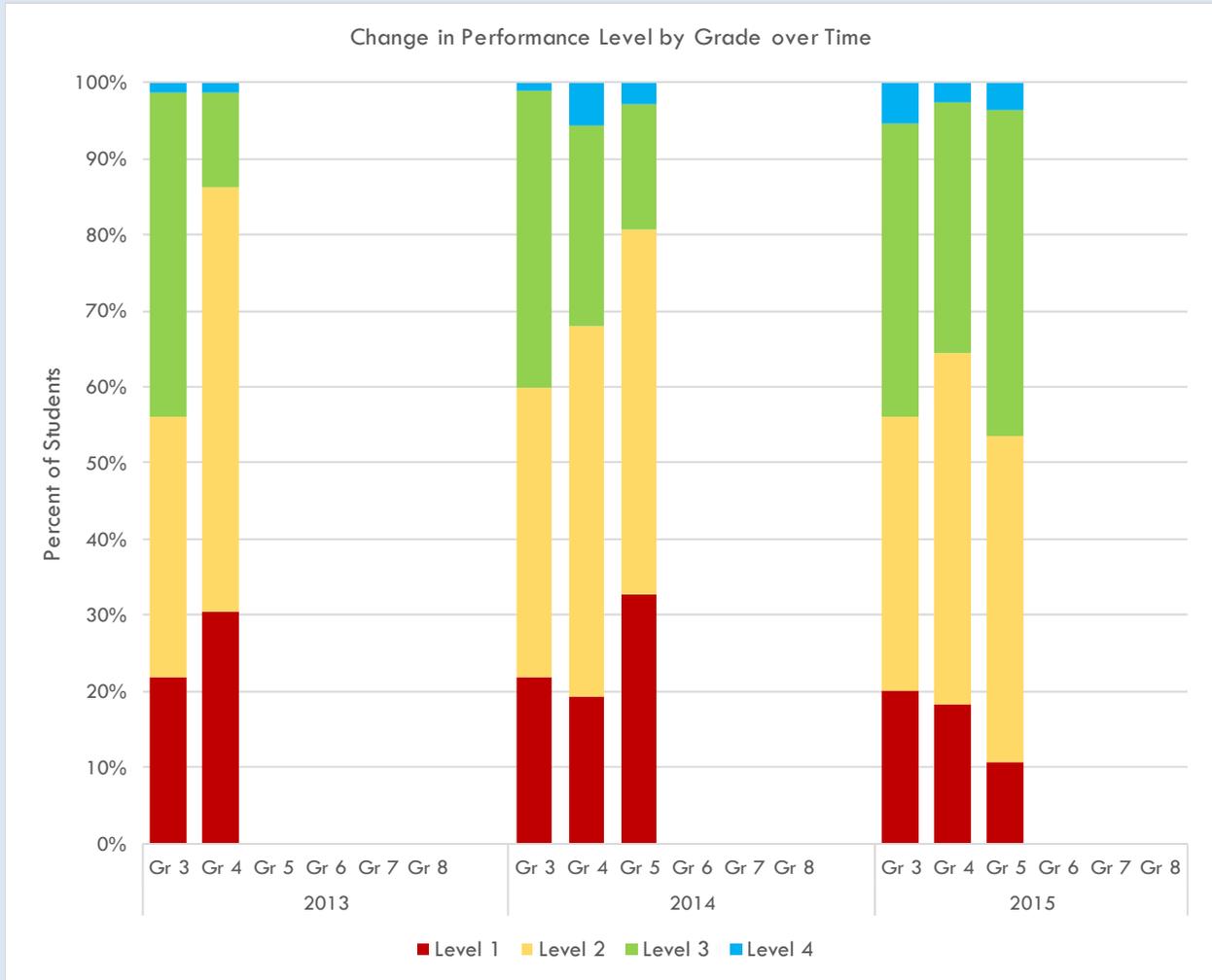
GRADE-LEVEL PROFICIENCY IN MATH

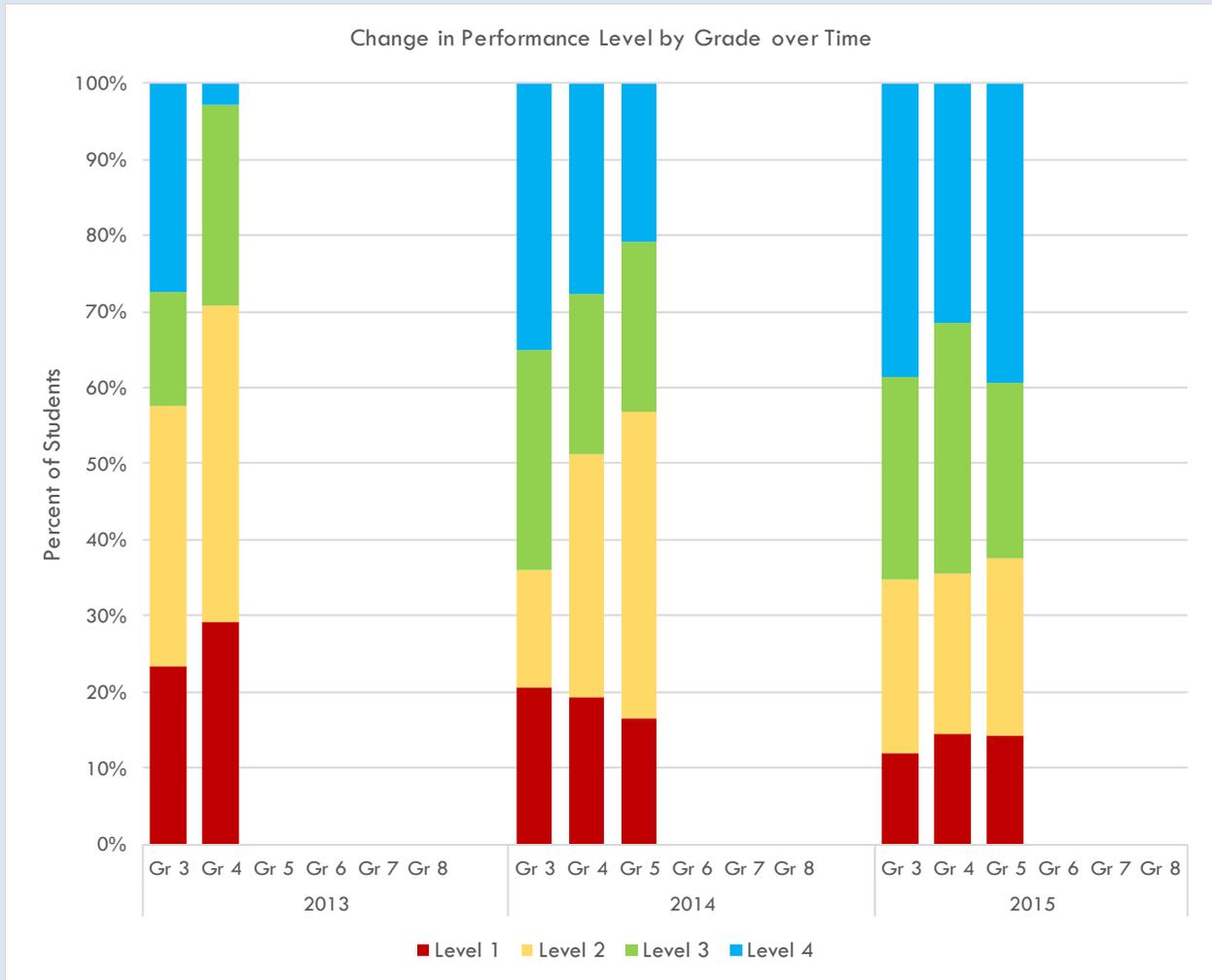
	2012-2013	2013-2014	2014-2015
Hebrew Language Academy Charter School			
Grade 3	42%	64%	65%
Grade 4	29%	49%	64%
Grade 5		43%	63%
Grade 6			
Grade 7			
Grade 8			
DIFFERENCE FROM CSD			
Grade 3	6%	22%	21%
Grade 4	-13%	3%	21%
Grade 5		-3%	17%
Grade 6			
Grade 7			
Grade 8			

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹¹, the school achieved/met its goals as follows:

- Academic Goals: ¹²
 - 4 of 12 applicable academic charter goals in its most recent year
- Operational Goals:
 - 3 of 3 applicable operational charter goals in its most recent year
- Financial Goals:
 - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals HLA will show progress towards achieving 75% of 3rd-8th graders who have been enrolled at the school on BEDS day for at least 2 consecutive years perform at or above Level 3 on the NYS ELA examination.	Goal Not Met
HLA will show progress towards achieving 75% of 3rd-8th graders who have been enrolled at the school on BEDS day for at least 2 consecutive years perform at or above Level 3 on the NYS Math examination	Grade 3 - 68% reached level 3 and above (Goal Not Met) Grade 4 - 64% reached level 3 and above (Goal Not Met) Grade 5 - 62% reached level 3 and above (Goal Not Met)
HLA will show progress towards achieving 75% of 3rd-8th graders who have been enrolled at the school on BEDS day for at least 2 consecutive years perform at or above Level 3 on the NYS Science examination	HLA met this goal

¹¹ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹² Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school’s actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

Each grade-level cohort of students will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above level 3 on the current year's ELA exam.	Goal Not Met
Each grade-level cohort of students will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's NYS math and 75% at or above Level 3 on the current year's Math exam	Goal Not Met
Each year the percent of students performing at or above Level 3 on the ELA exam in each tested grade will in the majority of grades, exceed the average performance of students tested in the same grades of CSD 22.	Grade 3 Goal met Grade 4 Did Not meet Goal Grade 5 Goal Met
Each year the percent of students performing at or above Level 3 on the Math exam in each tested grade will in the majority of grades, exceed the average performance of students tested in the same grades of CSD 22.	Grade 3 Goal met Grade 4 Goal met Grade 5 Goal met
75% of Kindergarten students who were enrolled at the school on BEDS day will perform at or above grade level on the spring administration of the Fountas and Pinnell Benchmark Assessment System.	Goal not met - 60% of Kindergarten students who were enrolled at the school on BEDS day performed at or above grade level.
75% of all grades 1-6 children who were enrolled at the school on BEDS day for two consecutive years will perform at or above grade level on the spring administration of the Fountas and Pinnell Benchmark Assessment System.	Goal Met - 78%
75% of all tested students who were enrolled for at least BEDs date for Kindergarten and at least two consecutive BEDS dates for grades 1-8 will perform at or above grade level (NCE=50) on the spring administration of the NWEA MAP Reading Test.	Grade K - Goal Not Met Grade 1-5 - Goal Not Met
75% of all tested students who were enrolled for at least BEDs date for Kindergarten and at least two consecutive BEDS dates for grades 1-8 will perform at or above grade level (NCE=50) on the spring administration of the NWEA MAP Math Test.	Grade K - Goal Not Met Grade 1-5 - Goal Not Met
Grade level cohorts of students grades 1-8 will reduce by one quarter the gap between the percent at grade level on the previous spring administration of	This goal is not applicable because HLA's first administered

	the NWEA MAP reading test and 75% at or above grade level (NCE=50) in the current spring. If a grade level cohort exceeds 75% at or above grade level (NCE=50) in the previous year, the cohort will remain above 75% at or above grade level (NCE=50) in the current year.	NWEA MAP Testing in 2014-2015
	Grade level cohorts of students grades 1-8 will reduce by one quarter the gap between the percent at grade level on the previous spring administration of the NWEA MAP math test and 75% at or above grade level (NCE=50) in the current spring. If a grade level cohort exceeds 75% at or above grade level (NCE=50) in the previous year, the cohort will remain above 75% at or above grade level (NCE=50) in the current year.	This goal is not applicable because HLA's first administered NWEA MAP Testing in 2014-2015 Results not yet available
	At least 75% of students will perform at the proficiency level indicated in the chart below. # BEDS DAYS Speaking 1 Novice Mid-meet 2 Novice Mid-strong 3 Novice High-strong 4 Intermediate - low emergent 5 Intermediate - low mid 6 Intermediate -low strong 7 Intermediate - mid-emergent 8 Intermediate-mid-meet 9 Intermediate mid-strong	Results not yet available
	HLA's aggregate performance index on the NYS ELA exam will meet its adequate yearly progress set forth in the state's NCLB accountability system.	Results not available
	HLA's aggregate performance index on the NYS math exam will meet its adequate yearly progress set forth in the state's NCLB accountability system.	Results not available
	Each year HLA will be deemed In Good Standing on the NYS Report Card	HLA met that goal
Operational Goals	a) HLA will have an average daily student attendance rate of at least 95% b) 95% of all students who were enrolled during the school year will return the following September (factoring out students who do not return because they have moved)	a)Factoring out students who were excused from school for religious observance HLA met this charter goal. b) Results not yet available
	Head of School will present program reports that outline enrollment, attendance, discharge status, IEP and ELL numbers as well as any available testing results at every Board of Trustee meeting.	Met Charter Goals

	The Head of School and contracted financial consultant will present an up to date financial report.	
	Parents will express satisfaction with the schools program based on the NYCDOE school survey in which the school will receive the scores of 75% or higher in each of the 3 surveyed domains. AT least 50% of parents will participate in the survey.	Met Charter Goals
	Teachers will express satisfaction with the school leadership, and professional development opportunities as determined by the teacher section of the NYCDOE School survey in which the school will receive scores of 75% or higher in each of the 3 domains.	Met Charter Goals
	85% of teachers who accept offers of renewal of employment at the end of the previous school year will return to teach at HLA on the first day of school the next year.	Results not yet available
Financial Goals	Enrollment stability - annually student enrollment will be within 15% of full enrollment as defined in the school's contract.	Met charter goal
	HLA will undergo an independent financial audit that will result in an unqualified opinion and no major findings	Results not yet available
	HLA operates on a balanced budget and maintain a stable cash flow.	Results not yet available

APPENDIX E: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

In order to reach out to families for whom English was not their first language and to ensure that the school's admissions process was highly accessible to families of diverse backgrounds, HLA engaged in an extensive media campaign with advertisements online, in print and on the radio in multiple languages. Among the community-based newspapers in which HLA placed advertisements in foreign languages were: Flatbush Life, Caribbean Life, Kings Courier, Sheepshead Bites, Mill Basin Courier, The Reporter, Yediot, Net Cost Market, and on radio stations such as DaNu Radio, Davidzon Radio, and Kol Hashalom Radio. In addition to the media campaign, HLA reached out to many community-based organizations (CBOs) including all the YW-YMCA and YW-YMHA's. HLA also reached out to NYCHA tenant organization leaders as well as many Head Start, Pre-K and daycare programs. HLA held information sessions at these venues during their respective parent events. Applications were distributed to all attendees. HLA also conducted a door-to-door campaign at many daycare centers and pre-schools throughout CSD 22 to distribute its brochures. HLA publishes its marketing materials in the dominant languages of the community in order to proactively reach immigrant families. HLA posts its lottery application on its website in Spanish, Chinese and Creole in addition to Russian, Hebrew and English. Importantly, HLA's recruitment efforts targeting parents of ELLs included information about HLA's ELL program, how it supports children's acquisition of English and how the study of a third language, that of Hebrew, would positively impact their child's ability to become secure in English. The strategies described above were also implemented in HLA's outreach to parents of SWDs and FRL.

In order to reach parents of SWD, HLA's efforts included information about its robust and comprehensive special education program and staffing to support SWD and its commitment to educating children in an inclusive environment. This past year, HLA's special education services included related services such as speech, counseling, OT, PT, APE, SETSS and ICT classrooms in various grades. These ICT classes provided enhanced special education services for HLA's student population, allowed new admits to receive mandated IEP services and enabled HLA to provide a continuum of services for the current student population as children's needs changed. In addition, school year 2015-16 will bring a new position to HLA, the Director of Student Special (DSSS). This Director will ensure special education compliance and support special education services, oversee ELL programs, and ensure HLA's compliance with state and federal laws and regulations. The DSSS will also oversee the Title I program. HLA's full time DSSS will work with parents, general studies teachers and special education teachers to facilitate initial referral and ensure compliance with IEP mandates. The School's comprehensive special education program allows HLA to continue attract, retain and support its SWD population. In recruiting families eligible for FRL, HLA informed prospective parents of its Reading Specialists, one for lower grades and one for upper grades, to support student struggling in literacy and the range of Academic Intervention Services provided

throughout the year to support struggling learners in achieving benchmark levels, in addition to highlighting its ELL and special education program. A full-time ESL teacher provided pull out and push in ESL services to those children entitled to services, throughout the school year. This service will continue for school year 2015-16.

In addition to these specific strategies to attract these special populations, each year, HLA conducts two mass mailings of its brochure, which includes its application, to about 2,000 addresses with zip codes in CSD 22 secured from NYCDOE. HLA also conducts an in-house mailing of approximately 23,000 addresses secured from various sources, including its CBO parent contacts. HLA also continues to have a personalized approach to recruitment including conducting Open Houses at the school and making its staff available to meet with families to learn about HLA and to review the School's expectations.

HLA has met its charter goal of demonstrating good faith efforts to attract, retain and meet or exceed enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities (SWD), English language learners (ELLs), and students are eligible applicants for the free and reduced price lunch (FRL). Each year HLA has consistently been successful in enrolling an increasing percentage of ELLs, SWD and FRL, thus making progress towards meeting and ultimately exceeding its enrollment targets. HLA's proportions of ELLs, SWD, and FRL have increased during the past and current charter term as a result of focused recruitment efforts. HLA has consistently had a percentage of SWD that exceeded that of CSD 22 and the CSI target, and has continued to work towards the percentage of ELLs and FRL in the district. It should be noted that during the current charter term, 97.5% of the ELLs, 93.7% of SWD and 96% of FRL who were enrolled in HLA at the end of 2013-14 school year returned to HLA in September 2014. HLA's outreach and recruitment efforts were clearly successful in securing a student body of great diversity during the 2014-15 school year. HLA's SWD population represented 15% of its student body. Additionally some children required the support of a 504 accommodation plan to succeed in school. This year the overall school rate for FRL was 63.6%. The overall ELL population at HLA during the 2014-15 school year was 9.5%. The incoming kindergarten class consisted of 51 out of 84 children whose Home Language Survey reflected a language other than English in the home, resulting in the percent of ELLs in Kindergarten class of 15.4%. Consistent with past years, we expect the bulk of these students to be declassified by the beginning of the following academic year, leading to an overall school percentage of ELL's lower than the percentage of its incoming students.

APPENDIX F: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.