



**Department of
Education**

Chancellor Richard A. Carranza

Renewal Report
for Hebrew Language Academy Charter
School

SCHOOL YEAR 2018-2019

NEW YORK CITY DEPARTMENT OF EDUCATION
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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school’s application for charter renewal. This report is based on a cumulative record of the school’s progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school’s academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor’s determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

Hebrew Language Academy Charter School	
DBN	84K746
School Leader(s)	Peter Katcher; Shane Goldstein Smith
Board Chair(s)	Shari Lipner
Charter Management Organization (if applicable)	Hebrew Language Academy Charter Schools
Other Partner(s)	N/A
District(s) of Location	22
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(KBZT) 2186 Mill Avenue, Brooklyn, NY 11234 Grades at Building: K-8 Facility Owner: Private
2018-2019 Enrollment ¹	711
2018-2019 Grades Served	K-8
Current Authorized Enrollment	783
Current Authorized Grade Span	K-8
School Opened For Instruction	2009-2010
School Year of First Renewal	2013-2014
School Year of Second Renewal	2014-2015
Current Charter Term ¹	July 1, 2015 - June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Hebrew Language Academy Charter School (“HLA”) has satisfied the conditions placed upon it for future renewal. Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a short-term (3 year) renewal for Hebrew Language Academy Charter School.

Recommendation	
Proposed New Charter Term	3 years
Proposed Authorized Grade Span for New Charter Term	K-8
Proposed Authorized Enrollment for New Charter Term	783

PLANS FOR NEXT CHARTER TERM

As NYC DOE recommends a short-term renewal, the first three years of the school’s full application plan is included below.

In the event that the charter receives a subsequent full-term renewal in the 21-22 school year and does not submit an alternative plan in its application, the school will automatically be authorized to serve 783 students in grades K-8 in that future charter term, in alignment with the plan described below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)
K	87	87	87	87
1	87	87	87	87
2	87	87	87	87
3	87	87	87	87
4	87	87	87	87
5	87	87	87	87
6	87	87	87	87
7	87	87	87	87
8	87	87	87	87
TOTAL	783	783	783	783

HLA will implement a preference for English Language Learners (ELLs) starting with the 2019-2020 lottery.

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

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

Current Charter Conditions	Met / Not Met	Notes
1. 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.	N/A	2014-2015 was the last year NYCDOE produced the city percent of range calculations.

HLA was not placed on notice during the current charter term to date.

CHARTER SCHOOL BACKGROUND

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.²

The school is in its third charter term.

SCHOOL HIGHLIGHTS³

According to the school's renewal application, "The school has drastically expanded its use of technology to the level of 1:1 student:device ratio for the 2017-2018 school year for grades 3-8, and class sets of computers or Ipads for grades K-2. Technology based components, which are linked to NWEA, are built into skill based lessons to allow students to continue growing in their technological efficacy. This also supports the move that the CMO has made to bring our school forward as an organization that now employs Computer Based testing (CBT) for the testing grades."

CURRENT SCHOOL LEADERSHIP TEAM⁴

School Leader Name	Position	Years at School
1. Arleen Danon	Director of Hebrew Studies	8.0
2. Michelle Galeotti	Director of School Operations	10.0
3. Peter Katcher	Head of School	3.0
4. Daniella Steinberg	Special Education Coordinator	2.0

² According to NYC DOE Location Code Generation and Management System.

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

	School Leader Name	Position	Years at School
5.	Mira Yusupov	Assistant Director of Hebrew Studies	6.0
6.	Carrie Thomas-Carlson	Assistant Head of School for Instruction	1.0
7.	Jennice Hyde	Assistant Head of School of Social and Emotional Instruction	1.0
8.	Jovan Brown	Dean of Culture	1.0
9.	Matt Leister	Director of Math and Science Instruction	3.0
10.	Maria Rosen	Director of ELA and Social Studies Instruction	9.0

PART 2: BACKGROUND ON THE CHARTER RENEWAL PROCESS

RENEWAL PROCESS

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than October 1, 2018.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing and Accountability Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing and Accountability Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability Team.

STATUTORY BASIS FOR RENEWAL

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

RENEWAL OUTCOMES

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing and Accountability Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

FULL-TERM RENEWAL

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

SHORT TERM RENEWAL

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

NON-RENEWAL

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may result.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

At the time of this school's renewal, HLA has partially demonstrated academic success.

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

Detail on OSDCP's findings for Essential Question 1 is below.

PERFORMANCE AGAINST STANDARDS

For the data driving these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	◐	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 1
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁶	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 1

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Math exam proficiency rates meet or exceed comparable CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 2
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 2
NYS Science exam proficiency rates meet or exceed comparable CSD rates	◐	2015-16: Met 2016-17: Met 2017-18: Not Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 3
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁷	
NYS Comprehensive English Regents exam pass rates meet or exceed Citywide rates	N/A ⁸	
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	

⁷ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

⁸ All Regents exam and graduation standards are applicable to charters serving grades 9-12 only.

Standards	Charter Term Outcomes ⁵	Details
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	
Graduation rates meet or exceed Citywide rates	N/A	
Academic Growth		
NYS ELA exam proficiency rates increase	○	2015-16: Not Met 2016-17: Not Met 2017-18: N/A⁹ See Figure 1
NYS Math exam proficiency rates increase	○	2015-16: Not Met 2016-17: Not Met 2017-18: N/A See Figure 2
NYS Comprehensive English Regents exam pass rates increase	N/A	
NYS English Language Arts Common Core Regents exam pass rates increase	N/A	
NYS Integrated Algebra Regents exam pass rates increase	N/A	
Geometry Regents exam pass rates increase	N/A	

⁹ NYS Math and ELA assessments administered beginning with the 2017-18 school year were revised to accommodate two days of testing instead of three. As such, proficiency rates for school years prior to 2017-18 are not directly comparable.

Standards	Charter Term Outcomes⁵	Details
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	
Algebra I (Common Core) Regents exam pass rates increase	N/A	
Geometry (Common Core) Regents exam pass rates increase	N/A	
Algebra II (Common Core) Regents exam pass rates increase	N/A	
Global History Regents exam pass rates increase	N/A	
Global History Transition Regents exam pass rates increase	N/A	
U.S. History & Government Regents exam pass rates increase	N/A	
Living Environment Regents exam pass rates increase	N/A	
Physical Setting/Earth Science Regents exam pass rates increase	N/A	
Physical Setting/Chemistry Regents exam pass rates increase	N/A	
Physical Setting/Physics Regents exam pass rates increase	N/A	
Graduation rates increase	N/A	
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 5
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 5
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 8
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	●	2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 8

Standards	Charter Term Outcomes⁵	Details
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	●	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 4
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	●	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 4
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 7
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 7
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹⁰ meet or exceed CSD rates	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 6
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Not Met 2017-18: Not Met See Figure 6
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	●	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 9

¹⁰ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

Standards	Charter Term Outcomes ⁵	Details
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 9
NYS Comprehensive English Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	

Standards	Charter Term Outcomes⁵	Details
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	
NYS Comprehensive English Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	

Standards	Charter Term Outcomes⁵	Details
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	
Graduation rates for ELLs meet or exceeds Citywide rates	N/A	
Graduation rates for SWD meet or exceeds Citywide rates	N/A	
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A	
College & Career Readiness (for grades 9-12 only)		
Postsecondary enrollment rates meet or exceed Citywide rates	N/A	
College & Career Preparatory Course Index meet or exceeds Citywide average	N/A	
College Readiness Index meet or exceeds Citywide average	N/A	

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

GRADE 3-8 MATH, SCIENCE, AND ENGLISH LANGUAGE ARTS PERFORMANCEⁱⁱ

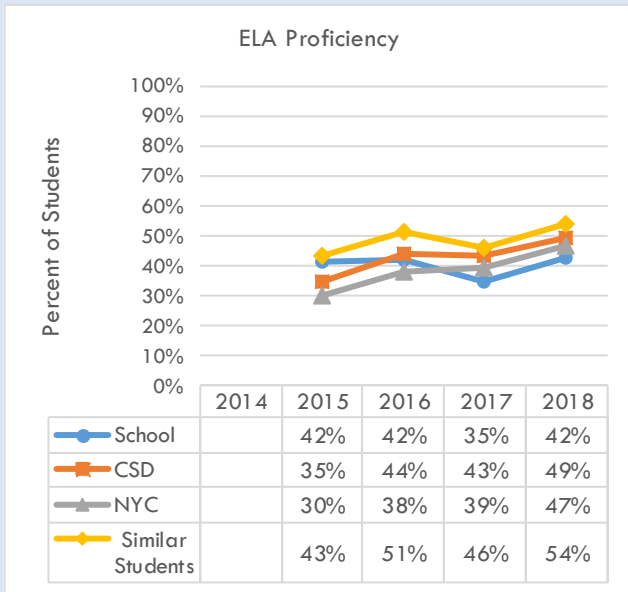


Figure 1

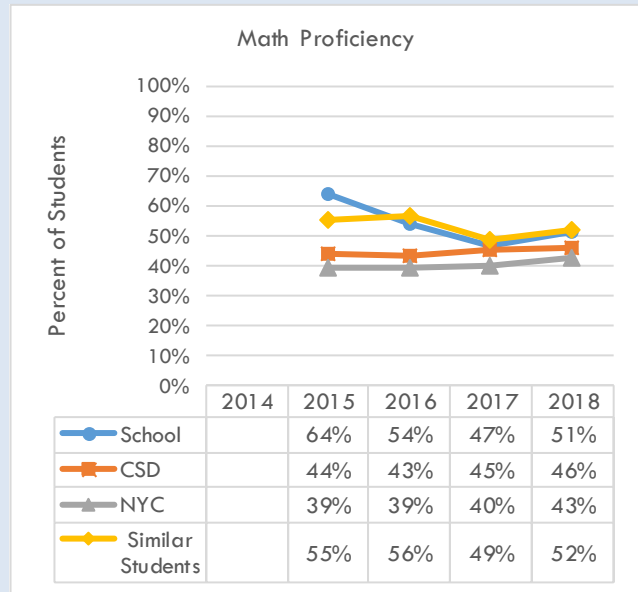


Figure 2

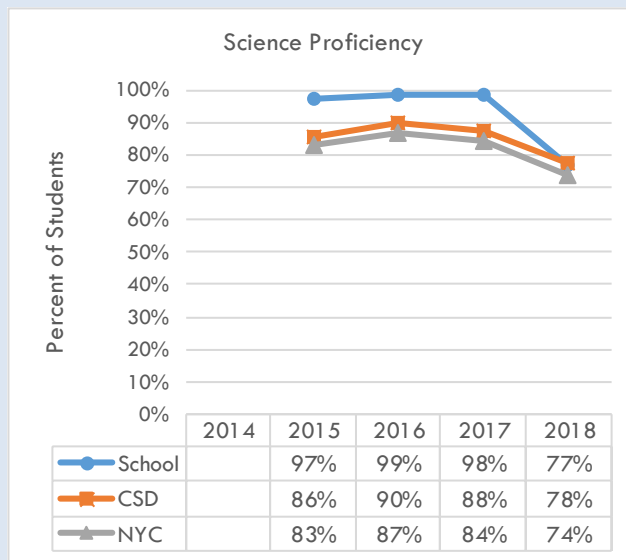


Figure 3

CLOSING THE ACHIEVEMENT GAP

GRADE 3-8 ENGLISH LANGUAGE ARTS^{11, iii}

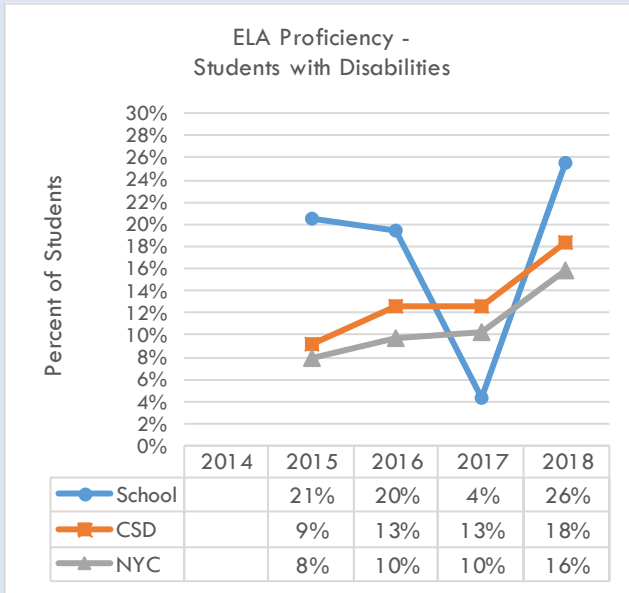


Figure 4

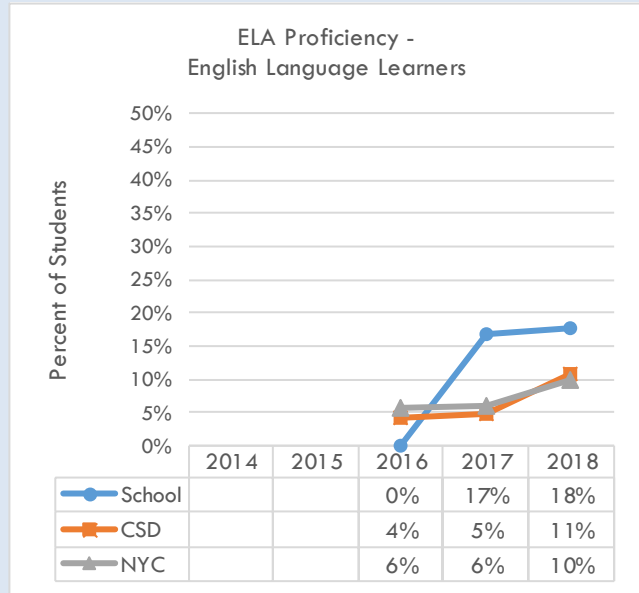


Figure 5

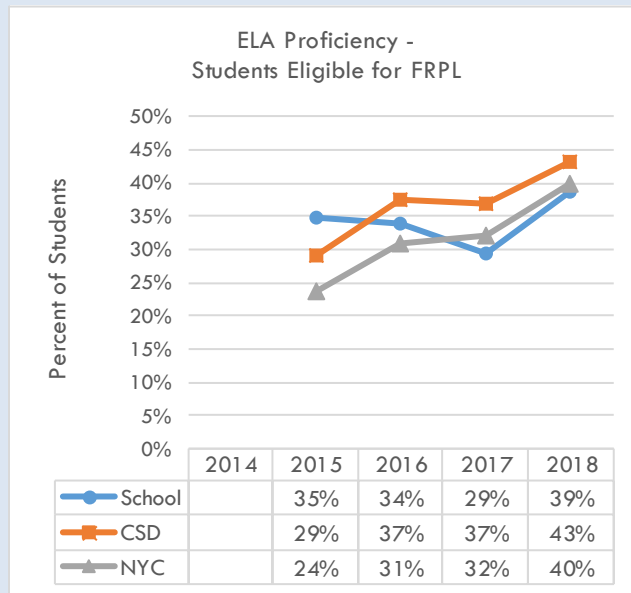


Figure 6

¹¹ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

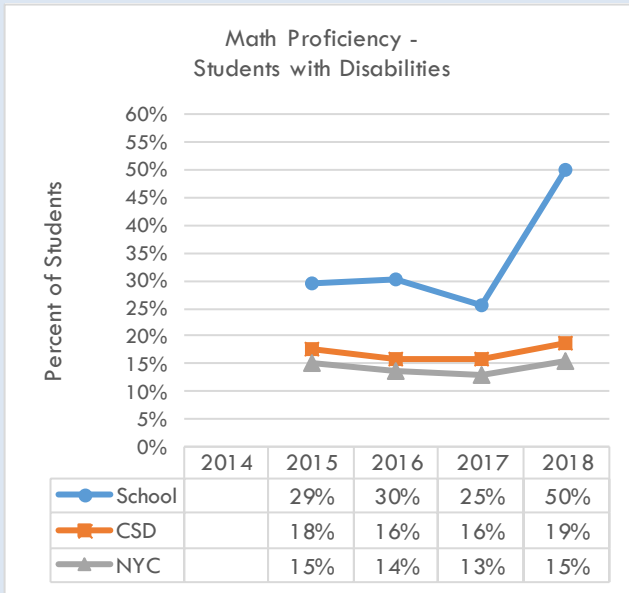


Figure 7

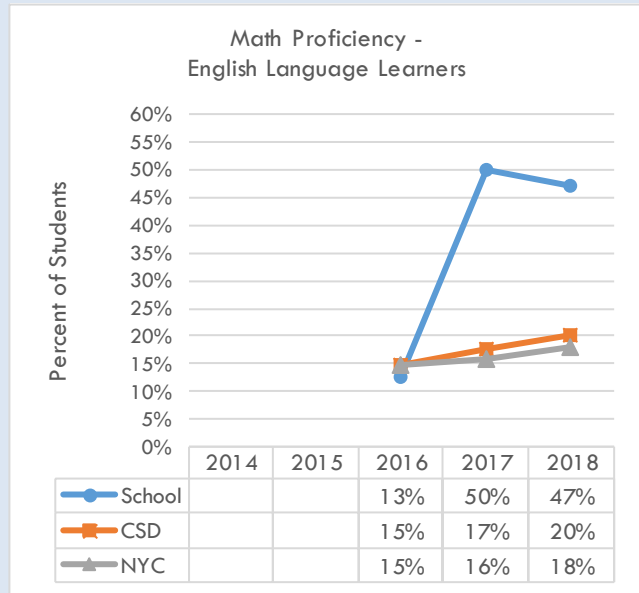


Figure 8

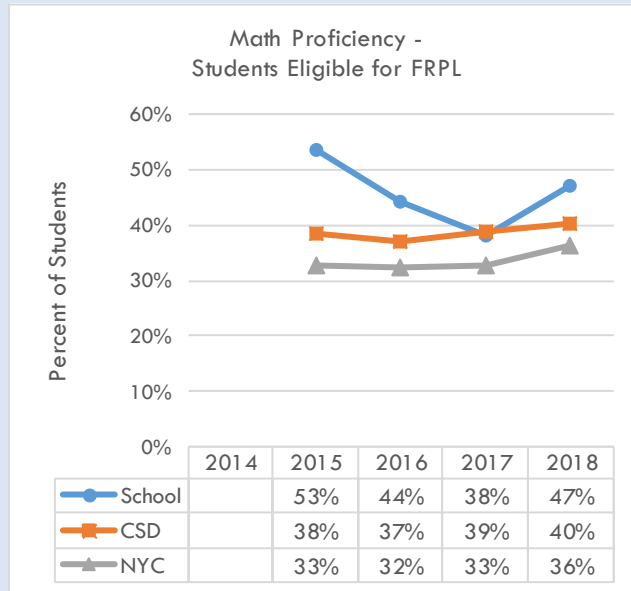


Figure 9

¹² If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

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

At the time of this school's renewal, HLA has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. These goals relate to school environment, leadership, governance, and compliance. For detailed information on the efforts the school is taking to enroll and retain students with disabilities, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹³

Board Member Name	Position	Committee(s)	Years on Board
1. Dr. Shari Lipner	Chair	Executive and Nominating; Education and Accountability	2.0
2. Stella Binkevich	Treasurer	Executive and Nominating Finance and Audit	1.0
3. Michael Tobman	Vice Chair	Executive and Nominating; Finance and Audit	1.0
4. Alice Li	Trustee	Finance and Audit	<1
5. Ellen Green	Trustee	Education and Accountability	<1

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

RESEARCH-BASED ELA INSTRUCTION AND DIFFERENTIATION

ELA instruction is rooted in carefully chosen, research-based instruction and each student's learning needs. All students take the NWEA MAP, and while every student spends time every day working in whole-class ELA programs, they also work on a customized instructional program developed by their teacher. Students work in reading stations to practice skills that strengthening in small groups during intervention and in independent practice. Advanced students work on enrichment projects.

RESEARCH-BASED MATH INSTRUCTION AND DIFFERENTIATION

Math instruction is based on research-based best practice programs and is scheduled to allow for flexible response to individual students' needs and challenges. Students use Eureka Math in whole-class instruction

¹³ Board of Trustees as of October 1, 2018.

and work in math stations to practice the skills that need strengthening. They do this through intervention in small groups, and through independent practice. Advanced students receive enrichment and deepen understanding – in small group projects, and/or with Compass Learning.

SUPPORT FOR AT-RISK STUDENTS

We're committed to meeting our students' diverse needs and educating in the least restrictive environment so all have equal access to education. When a student enrolls we follow all regulations around identification, programming and assessment. We help students to access the core curriculum by providing supports in and out of the classroom. Our RtI process identifies struggling students and provides interventions. Our longer school day and summer academic intervention program help students.

IMMERSIVE HEBREW INSTRUCTION

We provide immersive Hebrew language instruction every day to all students, delivered through the Proficiency Model of instruction (aligned with best practices of the American Council on the Teaching of Foreign Languages). Children gain many advantages when they begin studying a foreign language at an early age, not least of which is their development as bilingual, biliterate, and cross-culturally competent, better preparing them to be active in the global community.

SOCIAL AND EMOTIONAL LEARNING

SEL is a major component of our educational model. SEL is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Research shows that SEL matters for student success, for both the SEL competencies themselves and academic outcomes.

PROFESSIONAL DEVELOPMENT

Recruiting and retaining high quality staff and continuing to build their capacities ensure successful student outcomes. HLA's job embedded PD lets leaders coach instructional staff every day in working with all learners including ELLs, SWDs, at risk students and accelerated learners. We set aside resources and time in the school day for teachers to engage in reflective practice, individual planning and collaboration with colleagues. We also receive extensive ongoing support from Hebrew Public.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^v

In the 2015-16 school year, one or 33% of leadership staff left the school and nine or 16% of instructional staff left the school.

In the 2016-17 school year, three or 38% of leadership staff left the school and five or 7% of instructional staff left the school.

In the 2017-18 school year, two or 25% of leadership staff left the school and six or 10% of instructional staff left the school.

GOVERNANCE

In 2015-16, the Board had 11 members; this was within the minimum to maximum range of 7 to 15 members stated in the bylaws. The 2015-16 calendar listed 12 meetings, and met 12 times, meeting the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 11 times out of the 12 meetings that took place in 2015-16.

In 2016-17, the Board had 10 members; this was within the minimum to maximum range of 7 to 15 members stated in the bylaws. The 2016-17 calendar listed 12 meetings, and met 12 times, meeting the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum 11 times out of the 12 meetings that took place in 2016-17.

In 2017-18, the Board had 9 members; this was within the minimum to maximum range of 7 to 15 members stated in the bylaws. The 2017-18 calendar listed 12 meetings, and met 12 times, meeting the requirement of the Charter Schools Act to meet monthly. The Board posted board meeting agendas and minutes on their website. The Board met quorum in four of the twelve meetings that took place in 2017-18.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on December 11, 2018. Forty-five individuals attended the hearing. Seventeen comments were made in support and zero were made in opposition to the proposed charter renewal. Comments in support focused on the strength of the school's academic program, including the Hebrew language program as well as the accessibility and accommodations the school offers, especially to students with special needs.

PERFORMANCE AGAINST STANDARDS

For the data driving many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁴	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2015-16: Met 2016-17: Met 2017-18: Met

¹⁴ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes ¹⁴	Details
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	<p>2015-16: Not Met The complaint policy was not posted on HLA's website.</p> <p>2016-17: Not Met Student handbook indicates parents may contact Board of Trustees with concerns, however, does not outline a formal complaint process.</p> <p>2017-18: Met</p>
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁵	○	<p>2015-16: Not Met 2016-17: Not Met 2017-18: Not Met</p> <p>See Figure 10</p>
Student attendance rate meets or exceeds CSD average	●	<p>2015-16: Met 2016-17: Met 2017-18: Met</p> <p>See Figure 11</p>
Student attendance rate meets or exceeds Citywide average	●	<p>2015-16: Met 2016-17: Met 2017-18: Met</p> <p>See Figure 11</p>
Improved student retention rate over prior year	○	<p>2015-16: Not Met 2016-17: Not Met 2017-18: Not Met</p> <p>See Figure 12</p>
Decreased student suspension rate over prior year ¹⁶	○	<p>2015-16: N/A 2016-17: Not Met 2017-18: Not Met</p> <p>See Figure 27 and Figure 28</p>
Operational Stability		

¹⁵ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

¹⁶ To meet this standard in a given year, the school must decrease in both short-term and long-term suspension rates.

Standards	Charter Term Outcomes ¹⁴	Details
School meets all DOE deadlines, including annual reporting requirements	●	<p>2015-16: Not Met</p> <p>The school has not met all DOE deadlines.</p> <p>2016-17: Met</p> <p>2017-18: Not Met</p> <p>The school missed 2 out of 28 submissions deadlines.</p>
School has documented teacher evaluation procedures	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
School has documented professional development opportunities	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
School has a formal process for evaluating progress against charter school goals	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
Board has developed a succession plan for board and school leadership	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
Board has access to legal counsel	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>
Board held the required number of meetings per the charter law	●	<p>2015-16: Met</p> <p>2016-17: Met</p> <p>2017-18: Met</p>

Standards	Charter Term Outcomes ¹⁴	Details
Board meetings consistently meet quorum	○	<p>2015-16: Not Met The board did not have quorum at 1 of the 12 meetings.</p> <p>2016-17: Not Met The board did not have quorum at 3 of the 12 meetings.</p> <p>2017-18: Not Met The board did not have in quorum in 8 of the 12 meetings.</p>
Compliance		
School's ELL enrollment meets or exceeds CSD rate	○	<p>2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 15</p>
School's ELL retention meets or exceeds CSD rate	○	<p>2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 16</p>
School's SWD enrollment meets or exceeds CSD rate	◐	<p>2015-16: Not Met 2016-17: Met 2017-18: Met See Figure 13</p>
School's SWD retention meets or exceeds CSD rate	○	<p>2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 14</p>
School's FRPL enrollment meets or exceeds CSD rate	○	<p>2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 17</p>
School's FRPL retention meets or exceeds CSD rate	○	<p>2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 18</p>

Standards	Charter Term Outcomes ¹⁴	Details
School has written rules and procedures for student discipline (“discipline policy”), which includes guidelines for suspension and expulsion. The discipline policy must be consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2015-16: Met 2016-17: Met 2017-18: Met
School has followed all applicable lottery and enrollment laws and regulations	●	2015-16: Met 2016-17: Met 2017-18: Met
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1) ¹⁷	◐	2015-16: Met 2016-17: Not Met The school has more than the allowable number of uncertified teachers. 2017-18: Met
School is in compliance with employee fingerprinting requirements	○	2015-16: Not Met The school had 17 staff members start prior to their fingerprint clearance. 2016-17: Not Met The school had 27 staff members start prior to their fingerprint clearance. 2017-18: Not Met The school had 26 staff members start prior to their fingerprint clearance.

¹⁷ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

Standards	Charter Term Outcomes¹⁴	Details
School has an appropriate safety plan	●	2015-16: Met 2016-17: Met 2017-18: Met
School has appropriate insurance documentation	●	2015-16: Met 2016-17: Met 2017-18: Met
School is in good standing with the Department of Health	●	2015-16: Met 2016-17: Met 2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2015-16: Met 2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2015-16: Met 2016-17: Met 2017-18: Met

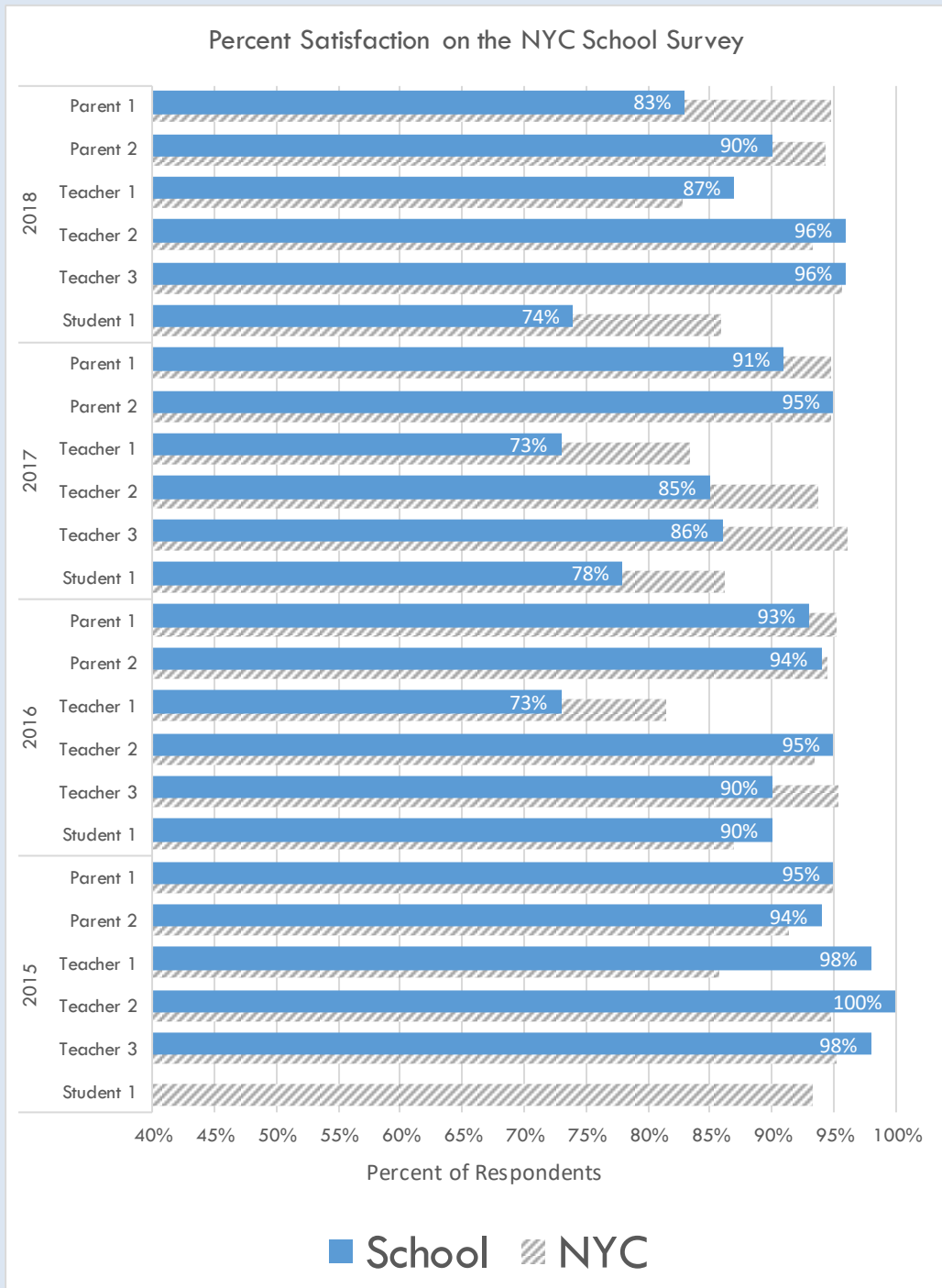


Figure 10

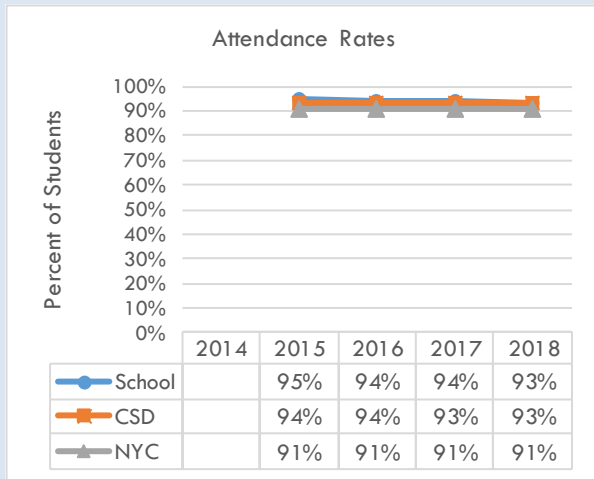


Figure 11

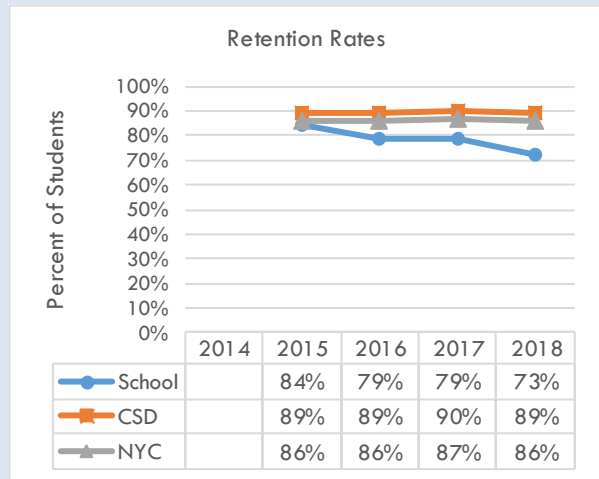


Figure 12

¹⁸ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS at the conclusion of the given school year or at the conclusion of either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

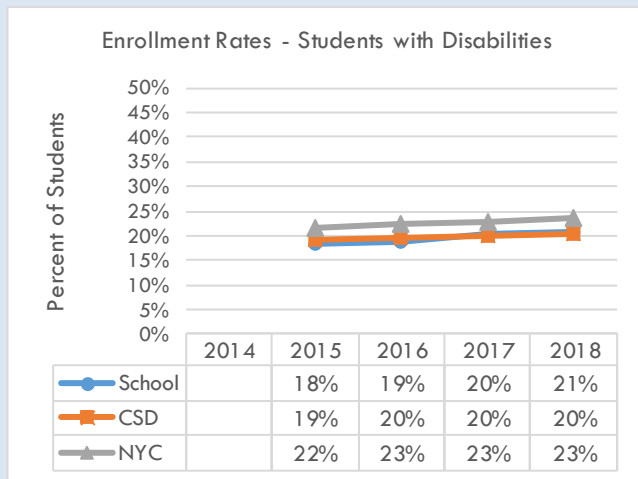


Figure 13

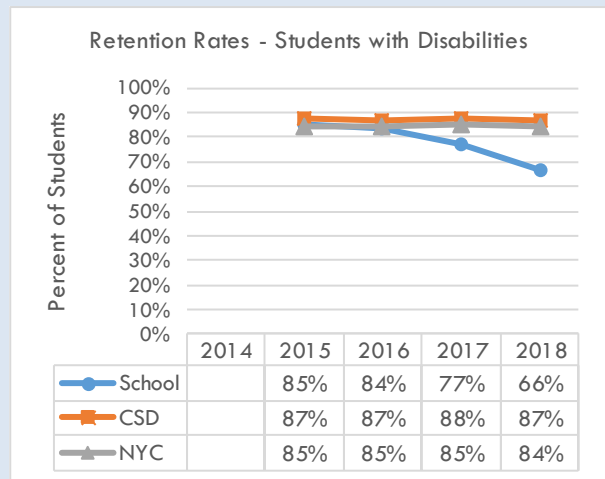


Figure 14

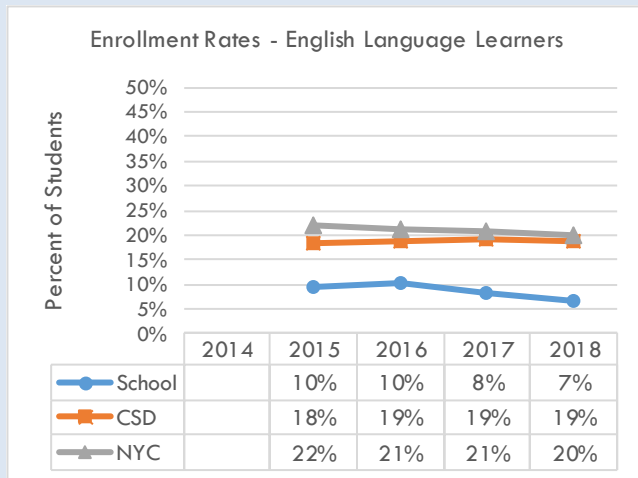


Figure 15

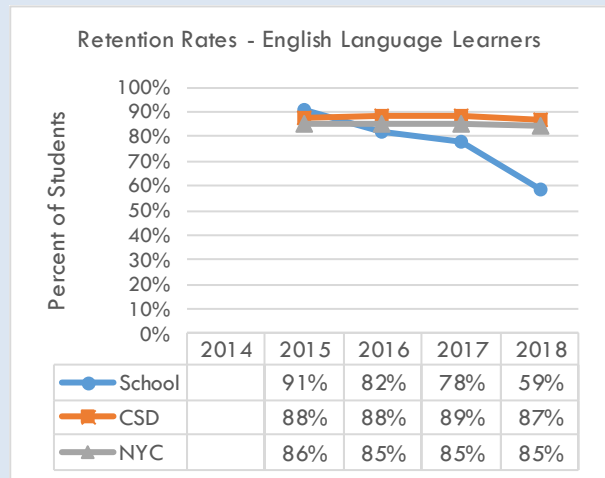


Figure 16

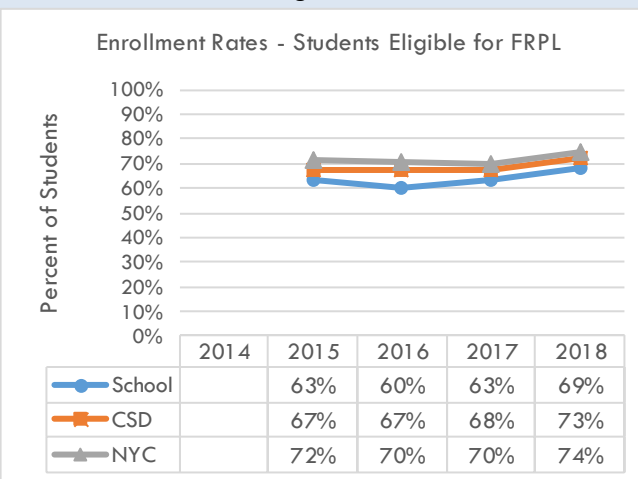


Figure 17

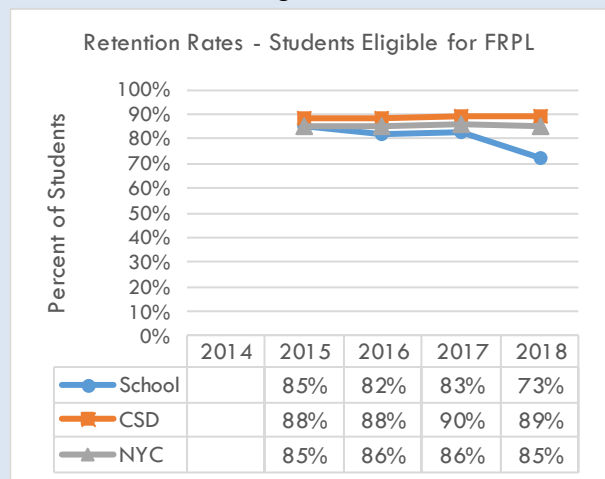


Figure 18

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

At the time of this school’s renewal, HLA has demonstrated financial viability.

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

Detail on OSDCP’s findings for Essential Question 3 is below.

SCHOOL FINANCES

An independent audit performed for fiscal year 2016 (FY16) showed no material findings.

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has an educational services agreement with National Center for Hebrew Language Charter School Excellence and Development, Inc. (“Hebrew Public”) institution. Hebrew Public provides the school with expertise necessary to effectively provide essential programming and services and charges the school 7.5% of its gross revenue for these services.

The school has \$71,000 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

For the data driving these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁹	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	○	2015-16: Not Met 2016-17: Not Met 2017-18: Not Met See Figure 19
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 20

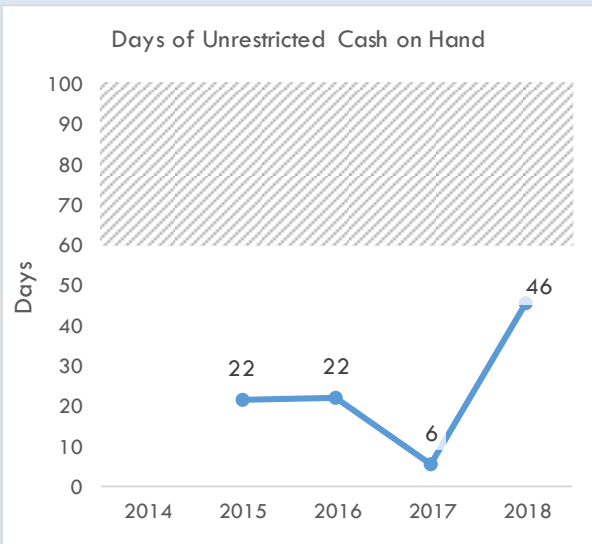
¹⁹ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

Standards	Charter Term Outcomes¹⁹	Details
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2015-16: N/A²⁰ 2016-17: N/A 2017-18: Met See Figure 21
Debt management – school is meeting all current debt obligations	●	2015-16: Met 2016-17: Met 2017-18: Met
Long-term Financial Sustainability²¹		
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	◐	2015-16: Not Met 2016-17: Not Met 2017-18: Met See Figure 22
Aggregated three-year total margin – school operates at a surplus over three-year period	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 22
Debt to assets ratio less than 1.0	●	2015-16: Met 2016-17: Met 2017-18: Met See Figure 24
Aggregate assets to liabilities ratio greater than 1.0	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 25
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	◐	2015-16: Met 2016-17: Not Met 2017-18: Met See Figure 23

²⁰ This standard is only applicable when a charter is serving all authorized grades. HLA began serving all authorized grades in 2017-2018.

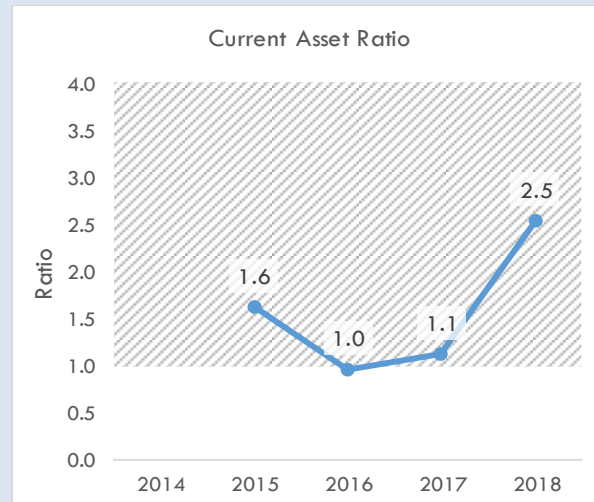
²¹ Aggregate standards require three years of available data within the current charter term to calculate. As such, only outcomes for 2017-2018 are applicable.

Standards	Charter Term Outcomes ¹⁹	Details
Multi-year cash flow – positive cash flow over previous three fiscal years	●	2015-16: N/A 2016-17: N/A 2017-18: Met See Figure 23



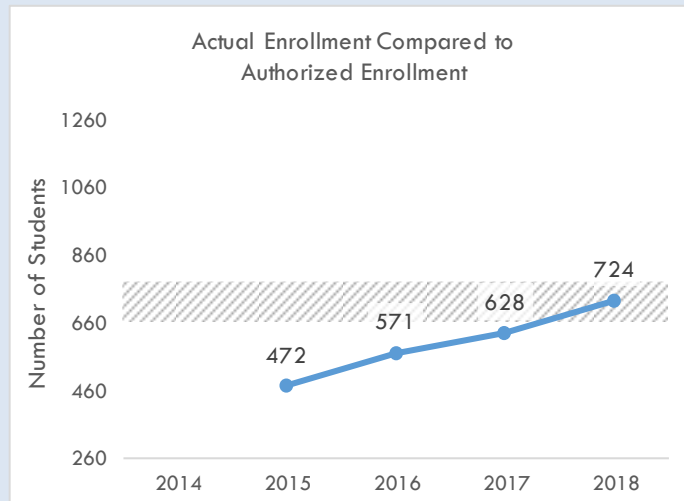
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 19



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

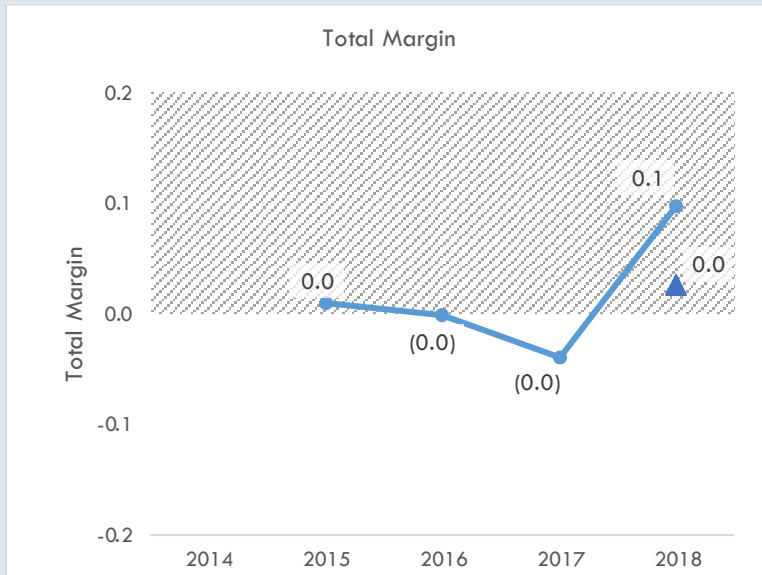
Figure 20



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

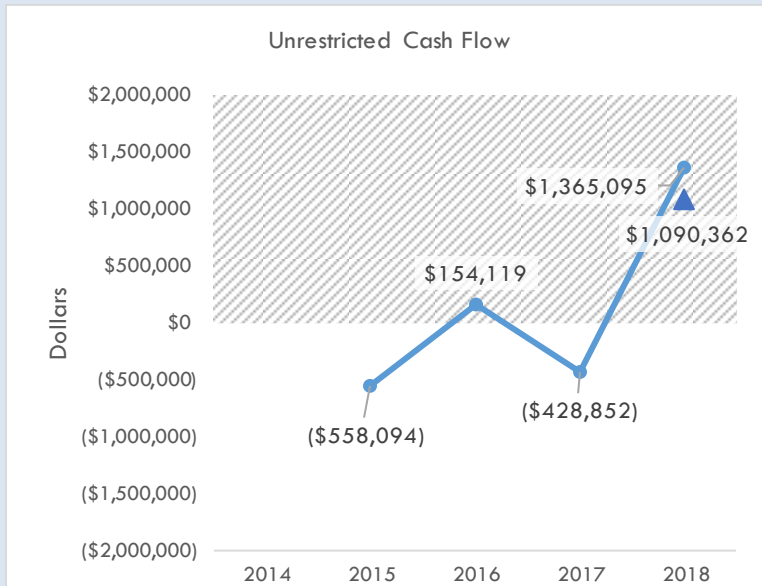
Figure 21

LONG-TERM FINANCIAL SUSTAINABILITY^{ix}



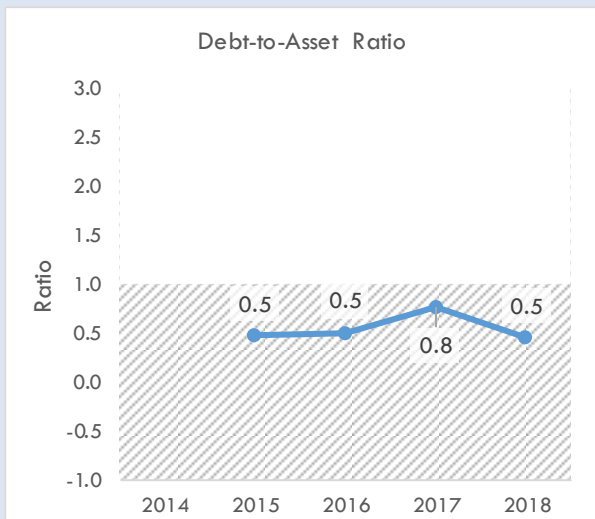
A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 22



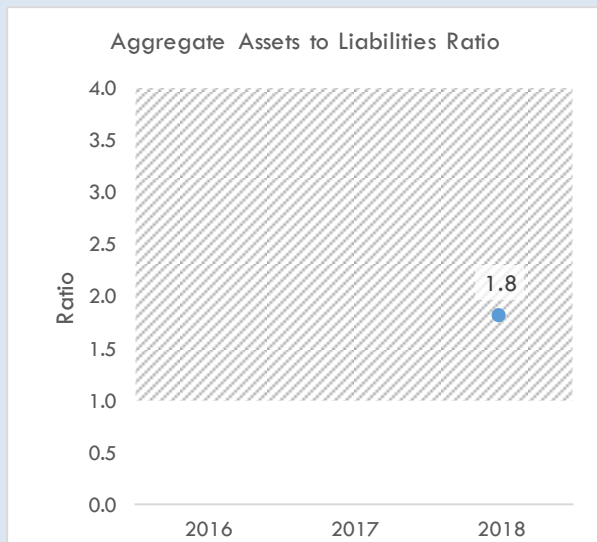
One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart. The one-year measure is indicated with a circle; the three-year aggregate measure is indicated with a triangle (if applicable).

Figure 23



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.

Figure 24



The aggregate assets to liabilities is a long-term measure of indebtedness. The acceptable ratio is represented by the shaded area on the chart and should be greater than 1.0.

Figure 25

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	185
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	3
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1, 2, 3, 4, 5, 6
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	1557
Number of Students Accepted via the Lottery (School Year 2018-2019)	426
Lottery Preferences	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No
Children of Employees of the Charter School or CMO	Yes

CURRENT STUDENT DEMOGRAPHICS*

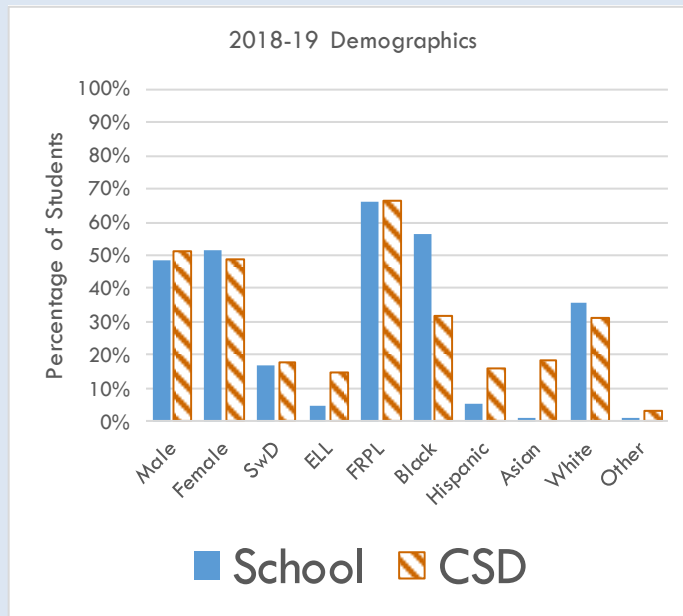


Figure 26

SUSPENSION AND EXPULSION RATES^{xi}

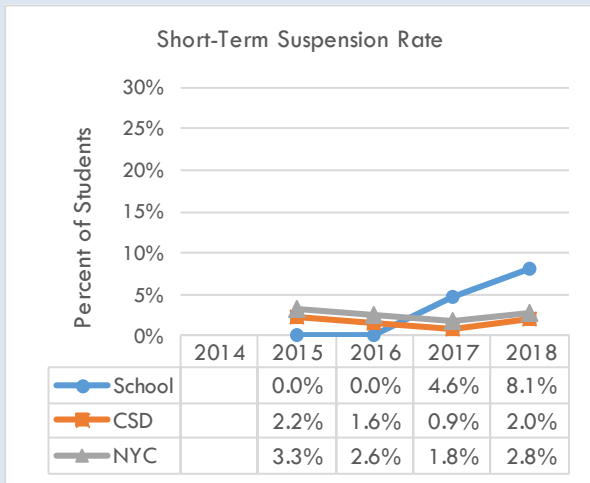


Figure 27

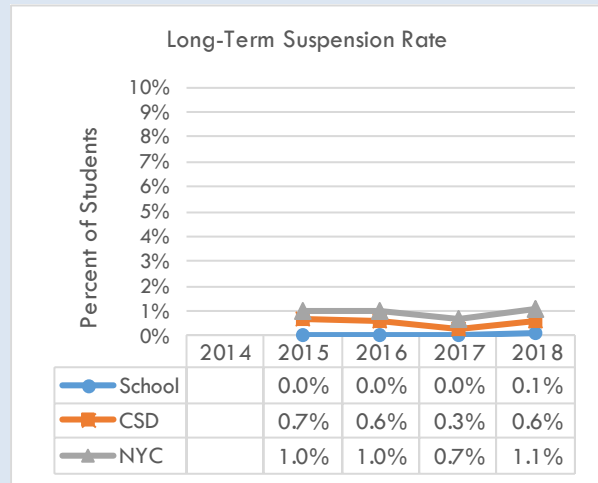


Figure 28

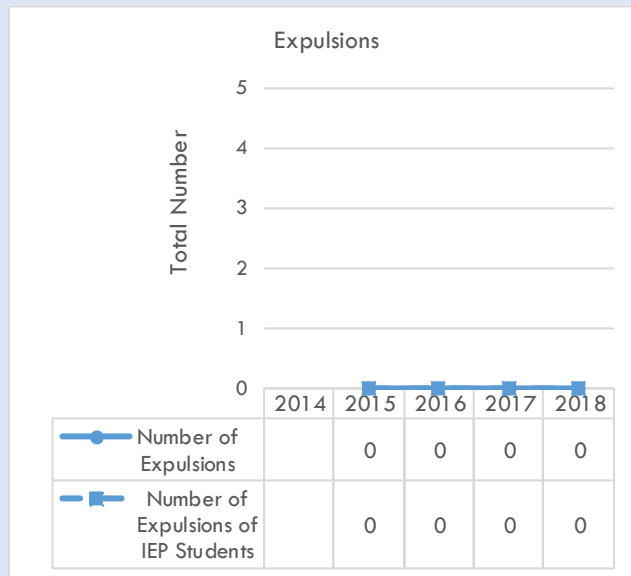


Figure 29

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited Hebrew Language Academy on December 11 and 12th, 2018. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of a focus on increasing student voice; CAAT saw mixed evidence of this.
- Evidence of opportunities for intervention – for example students working in small groups, guided reading; CAAT saw evidence of this.
- Evidence of parallel teaching in ICT classrooms; CAAT saw evidence of this.
- Evidence of diversity highlighted in the academic range of students and the makeup of the student body; CAAT saw evidence of this.
- Evidence of Hebrew instruction where students are grouped by proficiency levels; CAAT saw evidence of this.
- Evidence of a focus on "main idea" in the middle school; CAAT saw mixed evidence of this.
- Evidence of the use of conference notes; CAAT saw mixed evidence of this.
- Evidence of social emotional learning focus on relational capacity, restorative practices, setting expectations at the door, and positive incentives; CAAT saw mixed evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE^{xii}

GRADE-LEVEL PROFICIENCY IN ELA

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Hebrew Language Academy Charter School					
Grade 3		44%	36%	36%	55%
Grade 4		36%	72%	29%	45%
Grade 5		46%	36%	56%	28%
Grade 6			27%	22%	51%
Grade 7				38%	28%
Grade 8					45%
DIFFERENCE FROM CSD					
Grade 3		9%	-10%	-11%	4%
Grade 4		0%	24%	-18%	-10%
Grade 5		13%	-5%	15%	-11%
Grade 6			-11%	-12%	2%
Grade 7				-9%	-17%
Grade 8					-10%

GRADE-LEVEL PROFICIENCY IN MATH

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Hebrew Language Academy Charter School					
Grade 3		65%	49%	67%	77%
Grade 4		64%	74%	33%	61%
Grade 5		63%	61%	69%	35%
Grade 6			35%	38%	38%
Grade 7				27%	50%
Grade 8					0% ²²
DIFFERENCE FROM CSD					
Grade 3		21%	3%	15%	21%
Grade 4		21%	29%	-15%	9%
Grade 5		17%	19%	21%	-11%
Grade 6			-3%	1%	-1%
Grade 7				-11%	9%
Grade 8					-38%

²² In 2017-2018, 13 students sat for the NYS Math exam while 17 students sat for the Algebra I Regents exam. Overall, 13 of 30 (43%) eighth graders students passed a math exam.

ENGLISH/LANGUAGE ARTS

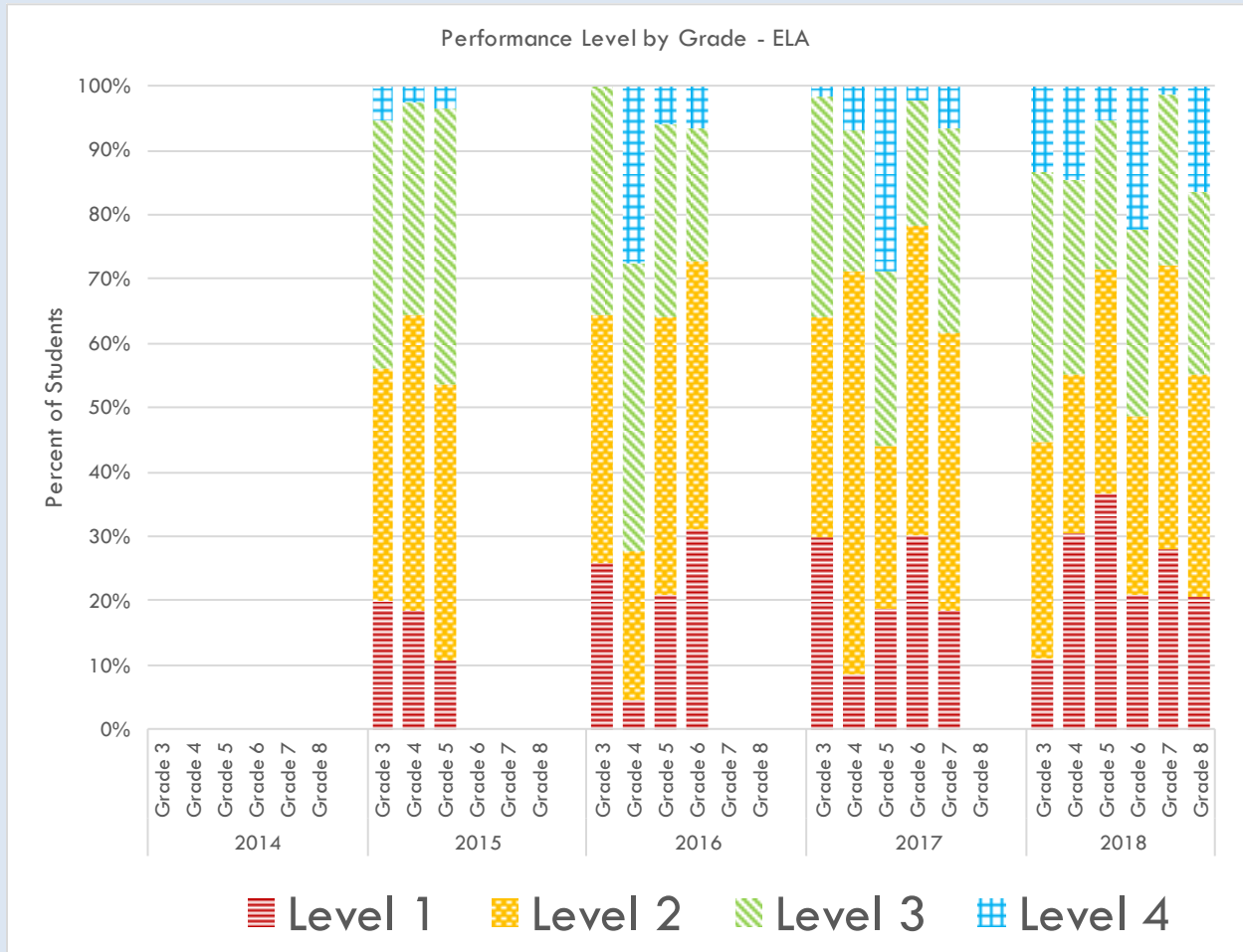


Figure 30

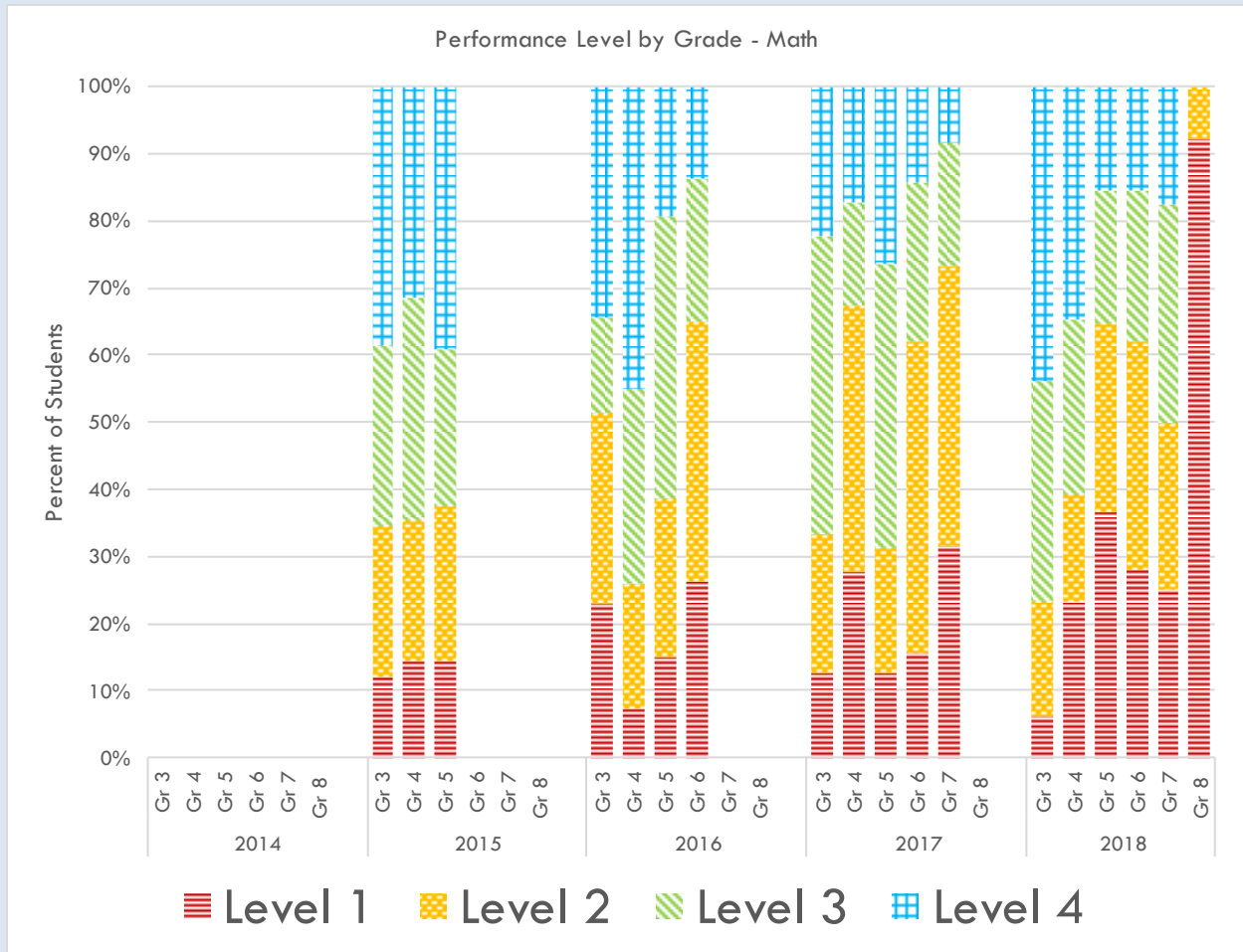


Figure 31

APPENDIX E: REGENTS PERFORMANCE FOR SPECIAL POPULATIONS

Appendix applicable to charters serving grades 9-12.

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-2018 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as a part of a holistic evaluation of the school.

To see the school's full 2017-2018 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

Goal Type	Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2017-2018 Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	1. HLA will show progress towards achieving 75 percent of 3rd—8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State ELA examination.	NYS assessments	Met	
Academic Goal 2	1. HLA will show progress towards achieving 75 percent of 3rd—8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Mathematics examination.	NYS assessments	Met	
Academic Goal 3	1. Each year, the School's Aggregate Performance Index on the NYS ELA exam will meet its Adequate Yearly Progress set forth in the State's No Child Left Behind (NCLB) accountability system.	School Quality Report		This information will be provided when all data is available
Academic Goal 4	1. Each year, the School's Aggregate Performance Index on the NYS Math exam	School Quality Report		This information will be provided when all data is available

	will meet is Adequate Yearly Progress set forth in the State's NCLB accountability system.			
Academic Goal 5	HLA will show progress towards achieving 75 percent of 3rd—8th graders, who have been enrolled at the school on BEDS day for at least two consecutive years, performing at or above Level 3 on the New York State Science examination	NYS assessments	Met	
Academic Goal 6	1. Each year, 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 NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.	NYS assessments	Not Met	While the school did not meet this goal, the school as a whole increased proficiency on the ELA test by 7% from 2017 to 2018, with individual grades increasing by as much as 29%. In order to meet academic goals for the 2018 – 2019 school year, the following will be implemented: <ul style="list-style-type: none"> o Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence-based ideas. Guided reading allows teachers to differentiate instruction down to the individual student need up and down the literacy spectrum. o Inclusion of a daily

			<p>guided reading block for grades K-4 to allow for increased differentiation in reading instruction.</p> <ul style="list-style-type: none"> o Expanded partnership with Wilson Foundations to get teachers K-2 trained in research- based materials and strategies for phonics, reading, spelling, and handwriting. o Continued partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. o Addition of several school leadership members: Assistant Head of School overseeing Instruction, Assistant Head of School overseeing Social Emotional Learning, and a Dean of Culture. These additions will allow for decreased
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				student misbehaviors, increased student time-on-task, and increased coaching and support for teachers.
Academic Goal 7	<p>1. Each year, 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 mathematics exam and 75% at or above Level 3 on the current year's NYS mathematics exam.</p> <p>If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.</p>	NYS assessments	Not Met	<p>While the school did not meet this goal, the school as a whole increased proficiency on the math test by 4% from 2017 to 2018, with individual grades increasing by as much as 28% and grade 3 achieving 77% proficient. In order to meet academic goals for the 2018 – 2019 school year, the following will be implemented:</p> <ul style="list-style-type: none"> • Partnership with the Lavinia Group to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily math stories block for K-4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others. • When planning with teachers, focusing on questioning throughout the lesson that will provide students with the opportunity to grapple with math problems that allow

			<p>for productive struggle and ensure students do the heavy lifting of given math concept.</p> <ul style="list-style-type: none">• Consistent use of data from mid and end of module assessments, MAP, and Compass Learning to regularly monitor students' progress to tailor whole group and small group instruction that meet students' needs.• Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, and small group instruction.• Addition of several school leadership members: Assistant Head of School overseeing Instruction, Assistant Head of School overseeing Social Emotional Learning, and a Dean of Culture. These additions will allow for decreased student misbehaviors, increased student time-on-task, and increased coaching and support for teachers.
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<p>Academic Goal 8</p>	<p>1. Each year, the percent of students performing at or above Level 3 on the NYS ELA examination in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of CSD 22.</p>	<p>NYS assessments</p>	<p>Only 2 out of 6 grades outperformed CSD 22, however, this is an increase from 1 out 5 in 2017. In order to meet academic goals for the 2018 – 2019 school year, the following will be implemented:</p> <ul style="list-style-type: none"> o Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence- based ideas. Guided reading allows teachers to differentiate instruction down to the individual student need up and down the literacy spectrum. o Inclusion of a daily guided reading block for grades K-4 to allow for increased differentiation in reading instruction. o Expanded partnership with Wilson Foundations to get teachers K-2 trained in research-based materials and strategies for phonics, reading, spelling, and handwriting. o Continued partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and
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				<p>then respond to a critical thinking prompt using a writing framework.</p> <ul style="list-style-type: none"> o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. o Addition of several school leadership members: Assistant Head of School overseeing Instruction, Assistant Head of School overseeing Social Emotional Learning, and a Dean of Culture. These additions will allow for decreased student misbehaviors, increased student time-on-task, and increased coaching and support for teachers.
Academic Goal 9	1. Each year, the percent of students performing at or above Level 3 on the NYS 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.	NYS assessments	Met	

Academic Goal 10	Each year, the school will be deemed "In Good Standing" on the NYS Report Card			This information will be provided when all data is available
Academic Goal 11	Each year, 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.	F+P Assessments		Due to teacher subjectivity of Fountas and Pinnell assessments as well as key components measured by NYS but not on F+P assessments, the school saw a misalignment of F+P results to NYS results. As a result, the school determined to place a heavier focus on MAP Reading results. Please see the response for MAP goals.
Academic Goal 12	1. Each year, 75% of grades 1-7 students 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.	F+P Assessments		Due to teacher subjectivity of Fountas and Pinnell assessments as well as key components measured by NYS but not on F+P assessments, the school saw a misalignment of F+P results to NYS results. As a result, the school determined to place a heavier focus on MAP Reading results. Please see the response for MAP goals.

<p>Academic Goal 13</p>	<p>Each year, 75% of all tested students (Grades K-8) who were enrolled at HLA 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.</p>	<p>NWEA MAP assessment</p>	<p>Not Met</p>	<p>"While the school did not meet this goal, students made progress towards it. The school as a whole increased the percent of students projected to get a level 3 or 4 on the NYS test from winter to spring. This demonstrates that some students were able to gain enough skills to meet the grade level threshold, while others gained skills to be on their way towards this ultimate goal.</p> <ul style="list-style-type: none"> • In order to meet academic goals for the 2018 – 2019 school year, the following will be implemented: <ul style="list-style-type: none"> o Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence- based ideas. Guided reading allows teachers to differentiate instruction down to the individual student need up and down the literacy spectrum. o Inclusion of a daily guided reading block for grades K-4 to allow for increased differentiation in reading instruction. o Expanded partnership with Wilson Foundations to get teachers K-2 trained in research- based materials and strategies for phonics,
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			<p>reading, spelling, and handwriting.</p> <ul style="list-style-type: none"> o Continued partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. o Addition of several school leadership members: Assistant Head of School overseeing Instruction, Assistant Head of School overseeing Social Emotional Learning, and a Dean of Culture. These additions will allow for decreased student misbehaviors, increased student time-on-task, and increased coaching and support for teachers.
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<p>Academic Goal 14</p>	<p>1. Each year, 75% of all tested students (Grades K-8) who were enrolled in HLA 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.</p>	<p>NWEA MAP assessment</p>	<p>Not Met</p>	<p>"While the school did not meet this goal, students made progress towards it. The school as a whole increased by 6-percentage points the percent of students projected to get a level 3 or 4 on the NYS test from winter to spring. This demonstrates that some students were able to gain enough skills to meet the grade level threshold, while others gained skills to be on their way towards this ultimate goal. As well, grades K, 2, 3, and 7 all had an average MAP end of year mathematics score that was above the national norm grade level score. In order to meet academic goals for the 2018 – 2019 school year, the following will be implemented:</p> <ul style="list-style-type: none"> • Partnership with the Lavinia Group to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily math stories block for K-4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others.
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			<ul style="list-style-type: none"> • When planning with teachers, focusing on questioning throughout the lesson that will provide students with the opportunity to grapple with math problems that allow for productive struggle and ensure students do the heavy lifting of given math concept. • Consistent use of data from mid and end of module assessments, MAP, and Compass Learning to regularly monitor students' progress to tailor whole group and small group instruction that meet students' needs. • Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, and small group instruction. • Addition of several school leadership members: Assistant Head of School overseeing Instruction, Assistant Head of School overseeing Social Emotional Learning, and a Dean of Culture. These additions will allow for decreased student misbehaviors, increased student time-on-task, and increased coaching and support for teachers.
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<p>Academic Goal 15</p>	<p>1. Each year, 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 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.</p>	<p>NWEA MAP assessment</p>	<p>Not Met</p>	<p>While the school did not meet this goal, students made progress towards it. The school as a whole increased the percent of students projected to get a level 3 or 4 on the NYS test from winter to spring. This demonstrates that some students were able to gain enough skills to meet the grade level threshold, while others gained skills to be on their way towards this ultimate goal.</p> <ul style="list-style-type: none"> • In order to meet academic goals for the 2018 – 2019 school year, the following will be implemented: <ul style="list-style-type: none"> o Expanded partnership with the Lavinia Group to get teachers trained at teaching The Close Reading for Meaning approach and guided reading. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction text, examine craft and structure, and develop evidence-based ideas. Guided reading allows teachers to differentiate instruction down to the individual student need up and down the literacy spectrum. o Inclusion of a daily guided reading block for grades K-4 to allow for increased differentiation in reading instruction. o Expanded partnership with Wilson Foundations to get teachers K-2 trained in research-based materials and strategies for phonics, reading, spelling, and
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			<p>handwriting.</p> <ul style="list-style-type: none"> o Continued partnership with ThinkCERCA to get teachers trained in instruction of argumentative writing through ThinkCERCA, an online program where students read passages of text, analyze the text and then respond to a critical thinking prompt using a writing framework. o Consistent use of data from internal assessments such as MAP and Compass Learning to regularly monitor students' progress and adjust instruction as needed throughout the year. o Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, small group instruction, and tailored assignments to meet all students where they are at. o Addition of several school leadership members: Assistant Head of School overseeing Instruction, Assistant Head of School overseeing Social Emotional Learning, and a Dean of Culture. These additions will allow for decreased student misbehaviors, increased student time-on-task, and increased coaching and support for teachers.
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<p>Academic Goal 16</p>	<p>1. Each year, 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.</p>	<p>NWEA MAP assessment</p>	<p>Not Met</p>	<p>While the school did not meet this goal, students made progress towards it. The school as a whole increased by 6-percentage points the percent of students projected to get a level 3 or 4 on the NYS test from winter to spring. This demonstrates that some students were able to gain enough skills to meet the grade level threshold, while others gained skills to be on their way towards this ultimate goal. As well, grades K, 2, 3, and 7 all had an average MAP end of year mathematics score that was above the national norm grade level score</p> <p>In order to meet academic goals for the 2018 – 2019 school year, the following will be implemented:</p> <ul style="list-style-type: none"> • Partnership with the Lavinia Group to train teachers in teaching math stories, which reinforce and enrich students' conceptual understanding of math. • Inclusion of a daily math stories block for K-4 in addition to their regular math block. • Focus on developing teacher content knowledge and consistent coaching on high quality instructional practices specific to mathematics instruction. • Focus on increasing mathematical discourse where students articulate their mathematical understanding of a given concept, explain their strategy in solving a given problem, and critique the reasoning of others.
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				<ul style="list-style-type: none"> • When planning with teachers, focusing on questioning throughout the lesson that will provide students with the opportunity to grapple with math problems that allow for productive struggle and ensure students do the heavy lifting of given math concept. • Consistent use of data from mid and end of module assessments, MAP, and Compass Learning to regularly monitor students' progress to tailor whole group and small group instruction that meet students' needs. • Focus on personalized learning methods such as Compass Learning, a web-based program that creates a personalized learning path for each student based on their MAP results, and small group instruction. • Addition of several school leadership members: Assistant Head of School overseeing Instruction, Assistant Head of School overseeing Social Emotional Learning, and a Dean of Culture. These additions will allow for decreased student misbehaviors, increased student time-on-task, and increased coaching and support for teachers.
Academic Goal 17	1. Each year, 50% of all Grade 8 students who took Integrated Algebra in Grade 8 and who were enrolled at the School for at least two consecutive	Algebra I New York State Regents Exam	Met	

	BEDS dates, will pass the Integrated Algebra I New York State Regents Exam with at least a score of 70%.			
Academic Goal 18	"By the end of each year in Hebrew proficiency at least 75% of students will perform at the proficiency level indicated in the chart below.# of BEDS days Speaking: 1- Novice-Mid-Meet; 2- Novice-Mid-Strong; 3- Novice-High-Strong;4- Intermediate-Low-Emergent; 5- Intermediate-Low-Meet; 6- Intermediate-Low-Strong; 7- Intermediate-Mid-Emergent; 8- Intermediate-Mid-Meet; 9- Intermediate-Mid-Strong; "	STAMP assessment	Not Met	This goal was not met due to several factors: <ul style="list-style-type: none"> - Hebrew program restructuring: Beginning in 2017-18, HLA altered its Hebrew program to make more time for ELA and math. - Welcoming new students to HLA: As HLA changed its policy to welcome new students in grades 3, 4, and 5 in addition to K, 1, 2, and 6, the Hebrew program initially struggled to integrate the new students in the middle grades. <ul style="list-style-type: none"> o Efforts to improve: <ul style="list-style-type: none"> § Starting in 2018-19, HLA has instituted new scheduling principles where new students across several grade bands learn Hebrew together in developmentally and intellectually appropriate ways. § Review the benchmarks feasibility in light of the reduced instructional time § Review and strengthen teacher rehiring guidelines and recruitment practices to secure stronger Hebrew teachers § Initiated a new pipeline to recruit teachers from Israel in connection with the Israeli Ministry of Education - STAMP was instituted in 2015-16 as a pilot year, intended to set benchmarks.

			<p>- STAMP is a computer based exam, but students were not comfortable using computers in Hebrew, did not have the opportunity to practice the stamina in Hebrew needed to sit for STAMP exams, nor did they have experience interacting with computer avatars in Hebrew or even in English (this is a core component of STAMP exams). In addition, students taking the test experienced delays and technical errors as HLA's internet bandwidth was stretched beyond its normal amounts.</p> <p>o Efforts to improve: HLA is using computers throughout its Hebrew program to prepare students not only for the STAMP test, but to set them up to access authentic Hebrew texts (eg, access Israeli media sources). HLA conducts tech checks prior to STAMP and other computer based exams</p>
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<p>Org Goal 1</p>	<p>School will have annual attendance rate of 94% or higher</p>	<p>ATS, Power School</p>	<p>Not Met</p>	<p>Improving our attendance rate is a top priority. As our network grows, we now have the capacity to implement stronger internal systems to improve student attendance across all of our schools. At the beginning of July, our new Director of Social Emotional Learning started with Hebrew Public. The Director will be overseeing our school based leaders in supporting the academic achievement of all of our students. As a starting point, the Director of will be implementing a new Attendance plan that will help us improve our attendance rate. The plan requires each school to create a School Culture Team which consists of an Operations Associate, Dean of Culture, Director of Student Support and Assistant Head of School. This team is charged with reviewing weekly attendance reports, meeting and creating individualized action plans for our students most at risk. Based on the number of absences and level of tardiness, families will receive a phone call from the teacher/leader or will be required to have an in person meeting with a member of leadership. This type of early intervention will help us create individualized support for our students. Additionally, we will be</p>
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				building a more positive school culture across our staff and students. For example, we will be celebrating students and classrooms that have achieved perfect school culture (attendance and tardiness) or show the most growth by giving them Shout-outs in weekly family news letters and offering academic incentives for improved and high attendance rates. We will be training our staff as to how to communicate the importance of attendance to our students and families daily while helping them build good habits to arrive to school on time consistently.
Org Goal 2	95% of all students enrolled on the last day of school will return in the next academic year	ATS, Power School	Not Met	Hebrew Public has worked with school based teams to create an attendance policy that includes members of the school culture team and leadership team at the school level to closely monitor student attendance and connect with families to improve student attendance.
Org Goal 3	50% or greater parent participation in NYC DOE survey	NYC DOE survey	Met	
Org Goal 4	50% or greater teacher participation in NYC DOE survey	NYC DOE survey	Met	
Org Goal 5	"Responsive school leadership. Head of School will present program reports that outline enrollment, attendance, discharge status, etc as well as available testing results at every Board	Board minutes	Met	

	of Trustees meeting. The HOS and DO will present an up to date financial report. Board minutes will reflect this."			
Financial Goal 1	HLA has undergone an independent financial audit resulting in unqualified opinion and no major finding	Independent financial audit	Met	
Financial Goal 2	HLA operates a balanced budget and maintains a stable cash flow	Profit/loss statements	Met	
Financial Goal 3	Enrollment is within 15% of full enrollment as defined in charter.		Met	

APPENDIX G: RECRUITMENT AND RETENTION 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, English Language Learners, and students who are eligible for 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.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

In order to reach out to economically disadvantaged families, HLA engaged in an extensive media campaign with advertisement 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 the radio stations such as DANU radio. In addition to the media campaign, HLA reached out to many Community-Based organizations (CBO) including all the YW- YMCA and YW-YMHA's. HLA also reached out to NYCHA tenant organization leaders as well as many Headstart, Pre-- Kand day care 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 day care centers and pre- schools throughout CSD22 to distribute it's brochures. HLA publishes it's 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. The school also hosted recruitment events open to all families, such as a holiday party in Chill Party Place and read-along event in the school.

ENGLISH LANGUAGE LEARNERS

In order to reach out to families for whom English was not their first language and to ensure that the schools admissions process was highly accessible to families of diverse backgrounds, HLA engaged in an extensive media campaign with advertisement 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 the radio stations such as DANU radio. In addition to the media campaign, HLA reached out to many Community-Based organizations(CBO) including all the YW- YMCA and YW-YMHA's. HLA also reached out to NYCHA tenant organization leaders as well as many Headstart, Pre-- Kand day care 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 day care centers and pre- schools throughout CSD22 to distribute it's brochures. HLA publishes it's 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 ELL's 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 school also hosted recruitment events open to all families, such as a holiday party in Chill Party Place and read-along event in the school.

STUDENTS WITH DISABILITIES

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 the 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. The Director of Special Education (DSE) will ensure special education compliance and support special education services, oversee ELL programs, and ensure HLA is compliance with state and federal laws and regulations. The DSE will also oversee the Title I program. HLA's full-time DSE 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 to attract, retain and support its SWD population. In recruiting families eligible for SRL, HLA informed prospective parents of its reading specialist, one for lower grades and one for upper grades, to support students struggling in literacy and the range of academic intervention, and the math specialist.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

The school hosted workshops and family events to engage families. The school support team of social worker And Director of special education Worked with families To identify needs and provide support Scholarship and other financial support is provided to those in need.

ENGLISH LANGUAGE LEARNERS

Services are 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.

STUDENTS WITH DISABILITIES

Services are provided throughout the year to support struggling learners in achieving benchmark levels.

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. 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 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

ⁱⁱⁱ State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{iv} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>, <https://data.nysed.gov/downloads.php>, and New York State Level 2 Reports (L2RPT). For more on the NYC DOE's similar students comparisons, please see the information at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^v Calculations based on data reported by the school in its renewal data collection form.

^{vi} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{vii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{viii} Annual school audit

^{ix} Annual school audit

^x Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xi} School-reported suspension and expulsion data. 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. Rates are calculated as number of events divided by total population.

^{xii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>.

^{xiii} State test results available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results>