



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Hebrew Language Academy Charter School 2

Renewal Site Visit Dates: October 10 – 11, 2024
Date of Final Draft Site Visit Report: February 19, 2025
Date of Final Site Visit Report: February 20, 2025

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Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	6
SUMMARY OF FINDINGS.....	8
BENCHMARK 1: STUDENT PERFORMANCES	9
BENCHMARK 2: TEACHING AND LEARNING.....	10
BENCHMARK 3: CULTURE, CLIMATE, AND STUDENT AND FAMILY ENGAGEMENT	15
BENCHMARK 4: FINANCIAL CONDITION	20
BENCHMARK 5: FINANCIAL MANAGEMENT	21
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	23
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	25
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS	28
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	30
BENCHMARK 10: LEGAL COMPLIANCE	32

ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Hebrew Language Academy 2 (HLA 2)
Board Chair	Adam Miller
District of Location	New York City (NYC) Community School District (CSD) 21
Initial Commencement of Instruction	Fall 2017
Charter Terms	<ul style="list-style-type: none"> • Initial Term: July 1, 2017 – June 30, 2022 • First Renewal Term: July 1, 2022 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	K – Grade 5 / 489 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 8 / 489 students
Comprehensive Management Service Provider	Hebrew Public (HP)
Facilities	2286 Cropsy Avenue, Brooklyn, NY 11214 – Private Space
Mission Statement	<i>Hebrew Language Academy Charter School 2 (HLA 2) will provide its students with the foundation necessary to pursue advanced studies and become ethical and informed global citizens. HLA 2 will offer a rigorous K-5 curriculum, which includes intensive instruction in the Modern Hebrew language. Our diverse student body will develop a strong sense of social and civic responsibility through the integration of service learning across the curriculum.</i>
Key Design Elements	<ul style="list-style-type: none"> • OLAM Values² • Modern Hebrew Language • Differentiated Instruction • Professional Development and Career Pathways • Social and Emotional Learning (SEL) and Supports • Diversity, Equity and Inclusion • Partnership with HP
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • To increase its grade span to add Grade 6 through Grade 8 to its current kindergarten through Grade 5 configuration.

Innovative and Noteworthy Programs: Hebrew Language Academy 2 (HLA 2) offers 45-minutes of Hebrew instruction daily. The Hebrew language instruction observed was dynamic, immersive, and included high levels of student engagement. This programming offers students an opportunity to study a second, and in some cases third language, while also introducing the scholars to the Hebrew culture.

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

² OLAM is the Hebrew word for “world” and the acronym used to capture the school’s values.

Renewal Outcomes

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

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2022 to 2023	Year 2 2023 to 2024	Year 3 2024 to 2025
Grade Configuration	K – Grade 5	K – Grade 5	K – Grade 5
Total Approved Enrollment	489	489	489

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School³

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	K – Grade 6	K – Grade 7	K – Grade 8	K – Grade 8	K – Grade 8
Total Proposed Enrollment	489	489	489	489	489

METHODOLOGY

Purpose of the Renewal Report

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

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

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need,

³ This proposed chart was submitted by Hebrew Language Academy 2 Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at HLA 2 on October 10 – 11, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees⁴, school leadership team, school culture team, and two teacher focus groups.

The team conducted fourteen classroom observations in K – Grade 5. The observations were approximately 10 minutes in length and conducted jointly with the head of school, assistant head of school, and academic dean. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, data, and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school’s strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

⁴ The focus group with the Board of Trustees was held on Tuesday, October 15 from 6:30 – 7:30 pm.

**New York State Education Department
2019 Charter School Performance Framework Rating⁵**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	Meets
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Approaches
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Meets

⁵ Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

Summary of Findings

- HLA 2 is in year eight of operation and serves students in K – Grade 5. The school received a three-year short-term renewal in 2022. During its current charter term, the school has the following benchmark ratings: eight “Meets” and two “Approaches.” A summary of those ratings is provided below.
- **Strengths:**
 - **Improvement in Meeting Performance Benchmarks** – HLA 2 met five benchmarks at the time of the previous renewal. The school now meets eight of the performance benchmarks.
 - **Modern Hebrew Instruction** – All HLA 2 students receive 45 minutes of instruction in Modern Hebrew. A team of Hebrew teachers works together to pull homogenous, small groups for differentiated instruction based on student proficiency. The CSO team observed four Hebrew classes where language instruction was dynamic with music and dancing being observed in almost all classes. Teachers spoke exclusively in Hebrew, even in the kindergarten classes, to provide an immersive language experience. The school also offers an after-school enrichment Hebrew program for both students and their families to further build language proficiency.
 - **Prioritizing and Valuing the Creation of a Diverse Community** – The district of location (DOL), NYC CSD 21 in Brooklyn, is a vibrant community of diverse populations. The school has welcomed a recent influx of Ukrainian and Pakistani families and offers supports for students and their families both in and out of the classroom. The CSO team met with a staff member who speaks both Russian and Ukrainian, for example, to conduct outreach to these families and help them integrate into the school community.
 - **New Facility** – HLA 2 moved into a new, private space at the start of this school year. Classrooms are bright, clean, and conducive to student learning. For example, many classrooms include in-room bathrooms to reduce the time students spend outside the classroom. The capacity of the new facility would permit the school to reach full enrollment and to host future expansion of grades.
- **Challenges:**
 - **HLA 2 Does Not Meet Enrollment Targets** – For this charter term, HLA 2 enrolled significantly less students than its authorized enrollment of 489. At the time of the CSO site visit, the school’s enrollment was reported as 334 students by school leadership, 68 percent of its contracted enrollment. The 2020 Midterm Site Visit Report and the 2022 Renewal Site Visit Report also noted enrollment concerns related to the school’s low overall enrollment, low English language learner (ELL) enrollment, and low retention rates for all students and subgroups.
 - **Financial Management Issue** - HLA 2’s Benchmark 5 rating has declined due to a deficiency in internal controls over compliance with data reporting.

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

On the 2024 New York State Testing Program (NYSTP) 3-8 Assessments, the school’s 54 percent proficiency for All Students exceeded the DOL by +10 percentage points in English language arts (ELA) and the school’s 66 percent proficiency in math also exceeded the DOL by +10 percentage points. Students with disabilities (SWD), ELL, and economically disadvantaged (ED) students at HLA 2 all exceeded the district proficiency rates by +15, +17, and +4 percentage points for ELA, and +14, +17, and +8 percentage points for math, respectively.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a system of formative, diagnostic, and summative assessments.b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for Elementary School:

- Reading: *Expeditionary Learning* (K – 2); *Foundations* (K – 2); Strategic Reading (Grades 3 – 5)
- Math: *Eureka Math Squared* and *Number Stories*
- Social Studies: *Expeditionary Learning* and *InquirEd*
- Science: *Houghton Mifflin Science Dimensions* (K – Grade 2) and *Core Knowledge* (Grades 3 – 5)

Academic Program for Students with Disabilities (SWD) and English Language Learners (ELL):

- SWDs:
 - The school offers SETTS and one ICT classroom per grade.
 - HLA 2 employs one full-time and one part-time social worker.
 - HLA 2 contracts with the NYC DOE for speech, physical therapists, and occupational therapists.
- ELLs:
 - Multi-language learners (MLL) receive in-class supports including Google Translate and small group differentiation. The school’s associate dean of special education coordinates assessments and family supports for MLL students at HLA 2.
 - The school’s part-time social worker is one staff member who speaks both Russian and Ukrainian.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Curriculum:***

- **Indicator a:** In the renewal application, HLA 2 asserts that its core curriculum is anchored in the New York State Learning Standards (NYSLS) and Next Generation Learning Standards. Some curricula (e.g., *Expeditionary Learning*, *Foundations*, *Eureka Math Squared*, etc.) are purchased and others (e.g., Strategic Reading and Number Stories) are provided by the school’s charter management organization, Hebrew Public (HP). This was discussed and confirmed during the onsite visit. HLA 2 teachers are provided with curriculum resources (e.g., scope and sequence, maps, and unit and lesson plans) with the goal of freeing up teacher time to focus on lesson differentiation and execution. The CSO team observed eight literacy and math classes. While standards were not explicitly named in the lesson plans provided, standards-aligned learning targets were prominently featured in the slides that accompanied all lessons.
- **Indicator b:** The school’s instructional leaders, including the academic deans who meet with grade teams weekly, and HP’s program team, monitor curricular alignment. By providing teachers with a scope and sequence for each subject area, the school leadership plans for vertical curricular

alignment. Teachers receive common planning periods to refine the sequence and align the curriculum horizontally. Observed instruction confirmed horizontal alignment with different classrooms teaching the same lessons using the same slides simultaneously.

- **Indicator c:** HLA 2's renewal application asserts at multiple points that their curricular choices support differentiation, which is one of the school's key design elements. The CSO team observed small group instruction in most classrooms and a remedial small group math lesson for students in a different classroom than their peers. In the CSO focus groups, teachers and school leaders emphasized that differentiation is informed by assessment data and part of all students' daily instruction. In addition to small group instruction, the CSO team noted the use of manipulatives, complex problems broken down into more manageable steps, and highlighting new vocabulary as the most observed methods of differentiation.
- **Indicator d:** The renewal application states that formal curriculum review occurs both quarterly and annually by HLA 2 staff. This process is supported by HP's program team and their director of data and analytics. Over the current charter term, this curriculum review process resulted in the adoption of *Expeditionary Learning*, *InquirED*, and the shift from *Eureka Math* to *Eureka Math Squared*.

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

- **Indicator a:** The HLA 2 leadership team reported that high-quality instruction includes well planned lessons, differentiation, and teachers circulating between students during instruction. These components of high-quality instruction were observed in nearly every classroom. The school leadership, in partnership with HP, also creates an "Arc of the Year" rubric annually to align feedback on instructional quality.
- **Indicator b:** The CSO team consistently observed high student engagement in all classroom observations. The school leadership, in both the renewal application and during site visit focus groups, cited its key design element of diversity, equity and inclusion as promoting student engagement. When asked to provide feedback on observed lessons, the academic deans often noted ways to further increase student engagement, which further showcases that this is an instructional priority for HLA 2.
- **Indicator c:** HLA 2 names differentiated instruction as one of the school's key design elements. The CSO team observed differentiation in a variety of forms during the site visit including small group instruction, curricular choices, and targeting numerous learning modalities simultaneously. School leaders reported that student groupings, informed by assessment data, are reconfigured as frequently as monthly.
- **Indicator d:** Professional development opportunities are provided by both school leadership and HP. All teachers receive summer professional development, facilitated by school leadership, focused on curriculum, instructional methods, and collaboration strategies. Each Friday, students are dismissed at 1 PM to allow for weekly professional development. *Bullseye for Schools*, a platform that stores all teacher observation and feedback data, is utilized to ensure professional development is responsive to teachers' needs. School leaders reported that one focus of this year's professional development is strengthening Tier 1 instruction while strategizing for Tier 2 and 3 interventions.

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

- **Indicator a:** The school utilizes a variety of formative, diagnostic and summative assessments including the *NWEA MAP Growth* assessment, *aimswebPlus/Dibels*, and math screeners such as exit tickets and in class pop-up tests to track students' progress throughout the year.

- **Indicator b:** HLA 2 leadership reported that HP pulls the school’s assessment data, organizes meetings with school leadership, and supports teachers as they utilize data to inform instruction. This year’s diagnostic assessments, for example, indicated the need for more support around reading fluency; HLA 2 students in K – Grade 2 are receiving daily small group instruction focused on increasing proficiency. In our focus group, HLA 2 teachers reported that they utilize student data to create morning work, extra assignments if students finish lessons early, and targeted practice for remediation. In the renewal application, the school emphasizes that their instructional model is “highly personalized.” The CSO team observed co-teaching in most classrooms, small instructional groups, and the multi-tiered system of support (MTSS) protocol throughout the building.
- **Indicator c:** HLA 2 works with HP to utilize qualitative (cohort tests passing percentile) and quantitative data (assessment scores) to evaluate the quality and effectiveness of their academic program. HP’s director of data and analytics is responsible for collecting and analyzing student data reports. The school’s academic deans facilitate teachers’ analysis of their classroom/student data and ensure that the data informs instructional planning. Teachers meet weekly with their grade teams and academic deans to review data and prepare for lessons.
- **Indicator d:** HLA 2 utilizes a variety of assessment types to measure progress towards State learning standards. School leadership shared diagnostic assessment results from the *NWEA MAP* with the CSO team and showcased how its small group instruction had been designed based on the data trends.

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

- **Indicator a:** HLA 2 follows the NYSED-approved identification processes for SWD and multi-language learner (MLL) students. The school’s operations team flags all incoming students with Individualized Education Programs (IEP), locates the students in the Special Education Student Information System (SEIS), and contacts families to explain the school’s offered services. The school employs an associate dean of special education to support this identification and outreach. HLA 2 implemented a MTSS protocol over this charter term. Each grade team meets monthly to discuss struggling students and monitor their progress through the MTSS protocol. Students who have not improved after Tier 3 are referred to the Committee for Special Education (CSE) for evaluation. HLA 2 matches incoming families with a staff member who speaks their home language with the goal of addressing any hesitation in self-identifying their home language on the incoming student survey. If no staff member speaks the home language, HLA 2 hires a translator, according to the renewal application and as confirmed by leadership during the visit.
- **Indicator b:** HLA 2 offers Special Education Teacher Support Services (SETSS), integrated co-teaching (ICT), and mandated counseling from members of its staff. There is one ICT classroom per grade. The school contracts with the NYC DOE for related services like speech, occupational therapy, and physical therapy. The school supports its ELL students through Sheltered English instruction. For the current school year, HLA 2 restructured the composition of the student support and behavioral consultation teams to enable interventionists to work with specific grade bands with the goal of deepening collaboration. The school leadership shared the importance of supporting language acquisition for all students, especially its MLL students, and explained this happens using Google Translate on iPads, pairing students with others that speak their language, and providing a variety of lesson scaffolds (e.g., rephrasing, providing sentence stems, etc.) for support. The CSO team observed students using iPads in their classrooms and scaffolds integrated into lesson plans.

- **Indicator c:** ICT teams share a daily common planning time and have an additional common planning slot built into the weekly schedule. These periods allow for collaboration between general education teachers and interventionists. The school leadership reported, both through the renewal application and on-site focus groups, that HLA 2 strengthened its MTSS protocol over the course of the charter term. Each grade team meets monthly to discuss struggling students and review progress for previously identified students. Students are referred to the CSE after Tier 3 interventions have been attempted.

Benchmark 3: Culture, Climate, and Student and Family Engagement

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁶</p> <p>b. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁷</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p> <hr/> <p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁶ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁷ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element

Indicators

<p>2. <i>Behavior Management and Safety</i></p>	<p>a school’s stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>3. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with families in their preferred language to discuss students’ strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
<p>4. <i>Social-Emotional and Mental Health Supports</i></p>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** For 2022-2023 school year, HLA 2’s rate of chronic absenteeism was 40.7 percent, an improvement over the 2021-2022 rate. NYSED data for HLA 2’s chronic absenteeism rate for the 2023-2024 school year is not yet available. The school cites religious observances as the most common reason for chronic absenteeism. During the site visit, the school leadership reported that families of chronically absent students most often bring their children abroad for extended vacations around holiday celebrations. The school’s attendance team, comprised of the school social worker, director of culture, and an operations team member, meets bi-weekly. The CSO team met with this group during the site visit. This group reported that all families receive an email when their child is absent, a monthly attendance digest, and additional outreach offering coaching and resources. The head of school reported that each family of chronically absent students was personally encouraged to attend the most recent family conferences, which the school states resulted in 100 percent conference participation.
- **Indicator b:** The rate of out-of-school suspensions at HLA 2 for 2022-2023 school year was four percent, exceeding the one percent suspension rate of NYC CSD 21. The school leadership reported that out-of-school suspensions are reserved for extreme, physical acts, which is confirmed by the school’s discipline policy. A behavioral consultation team meets bi-weekly at the school. This group is comprised of the director of culture, school social workers, culture associates, and an academic representative to discuss student behavior referrals. This group assigns a case manager for each at-risk behavior student. After the initial referral, this group reviews individual student progress on a bi-weekly basis. At the time of the CSO site visit, the head of school reported that there had been one out of school suspension for the 2024-2025 school year. The school employs GO Fellows, a program through AmeriCorps, to provide extra staffing to support students.
- **Indicator c:** In the renewal application, HLA 2 reports that it utilizes the NYC School Survey, and the HP network surveys to measure and evaluate school climate and culture. The CSO did not consider the NYC School Survey for the renewal site visit as the response rate was less than the 90 percent threshold. Both the renewal application and the families participating in the on-site focus group mentioned how the school culture was impacted by the size of the previous facility, as the old location did not offer space for whole-school events. This is no longer an issue now that the school has moved to the new location.

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

- **Indicator a:** HLA 2 has a clear approach to behavior management including a code of conduct, discipline policy, and restorative practices. Each summer, HLA 2 organizes a professional development session focused on behavior management and the school’s code of conduct. The school’s director of culture is responsible for recording all student disciplinary incidents. The culture team focuses on “zones of regulation,” which provide normed language for the school

community to express how they are feeling. The CSO team observed this language, referenced in the community meeting, with students from each classroom reporting how they felt to the group.

- **Indicator b:** HLA 2 reported that it utilizes a tiered behavior management system. All teachers are trained on the tiers and the school’s director of culture helps assign the appropriate intervention, as needed. The school’s behavioral consultation team meets bi-weekly with the goal of identifying the root causes of the behavior, designing appropriate interventions, and monitoring student progress.
- **Indicator c:** HLA 2 appears safe, and the school leadership reported that this is achieved through its instructional planning and facilities.
- **Indicator d:** HLA 2 reports Dignity for All Students Act (DASA) compliance and has an appointed DASA coordinator. Teachers receive annual professional development on bullying and mandated reporting. The CSO visit coincided with “Unity Week Against Bullying.” The observed community meeting offered direct instruction for how students can stand up to bullies and get support.
- **Indicator e:** All observed classrooms were conducive to learning and generally free from disruption. The renewal application references positive survey data from teachers and families to support this, but as the NYC School Survey response rate was under the 90 percent threshold, the CSO team did not consider this data as part of the site visit report.

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

- **Indicator a:** HLA 2 utilizes *Class Tag* and *Parent Square*, which allows for two-way translation, to facilitate regular communication with families. The school issues quarterly report cards and families can access grades and attendance at any time through *PowerSchool*. The school organizes three family conferences a year with translators available. Families are encouraged to reach out to the school staff through their open-door policy, and it is expected that all communication is returned within 24 hours.
- **Indicator b:** Through weekly newsletters and translated communications within *Class Tag* and *Parent Square*, the school seeks to create multiple methods of family engagement, which also include social media posts, family conferences, and in-classroom events. The school’s director of culture oversees parent outreach.
- **Indicator c:** HLA 2 utilizes the annual NYC School Survey and Family Survey to receive feedback and inform schoolwide decision making. The renewal application also states that HLA 2 uses student retention as another measure of family satisfaction.
- **Indicator d:** HLA 2 has a published complaint policy, and there were no complaints made to the NYSED over this charter term. When asked about this in the CSO focus group, the operations team representative emphasized that the staff tries to resolve all concerns immediately and route the concern appropriately. The CSO focus group had five families represented and this group praised the school for its ability to address families’ concerns in a timely way.
- **Indicator e:** School report cards, annual reports, and assessment data are posted on the HLA 2 website. Data is reported to the board and all board materials are posted on the school website.
- **Indicator f:** The school links to the NYS School Report Card on their website, which includes HLA 2’s exam participation rate.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** HLA 2 has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. Social-emotional learning (SEL) is a key design element and integrated throughout the students’ day, including through the chosen ELA curriculum, *Expeditionary Learning*. The school integrates *Responsive Classroom* into daily morning meetings

and closing circles. The CSO team observed a community meeting, which happens for students three times a month, that was grounded in the school's OLAM⁸ values and includes targeted instruction to enhance SEL. As discussed earlier, HLA 2 implements a MTSS protocol. Students in Tiers 2 and 3 receive instruction from the *Second Step* curriculum with the goal of supporting character development and encouraging positive mental health and wellness. The school culture team consists of the director of culture, one full time social worker, one part time social worker, one social work intern, and two culture associates to support SEL and mental health needs. In addition to school staff, the school also partners with the Jewish Board who can connect Russian and Ukrainian families with additional resources, including mental health supports.

- **Indicator b:** The school culture and leadership teams are responsible for analyzing data regarding the impact of programs designed to support the social and emotional health of all students. The school collects data via attendance records, behavioral referrals, surveys (i.e., teacher, parents, and students), and teacher observations. All data is warehoused on the *Kickboard* platform to identify trends and ensure discipline is being implemented fairly and equitably for all students and subgroups. The head of school reviews this data on an ongoing basis with the director of culture.
- **Indicator c:** As previously mentioned, the behavioral consultant team meets bi-weekly to identify students for the MTSS protocol and monitor student progress. This process helps determine the impact of the interventions and informs adjustments, as needed.
- **Indicator d:** SEL is a key design element of the school. All staff receive professional development on *Responsive Classroom* and the discipline code each August. The prior year's *Kickboard* data identifies trends and informs topics for these professional development sessions throughout the year. For example, teachers received a training before winter break last year around the types of behaviors to expect from students upon return from an extended break.
- **Indicator e:** HLA 2's social worker serves as the McKinney-Vento coordinator who manages supports and compliance for eligible students.

⁸ OLAM is the Hebrew word for "world" and the acronym used to capture the school's values, which are discussed in more detail in Benchmark 7 and 8.

Benchmark 4: Financial Condition

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

Summative Evidence for Benchmark 4:

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

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

Financial Condition

Hebrew Language Academy Charter School 2 appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. Hebrew Language Academy Charter School 2’s 2023-2024 composite score is 1.94.

**Composite Scores
2019-2020 to 2023-2024**

<i>Year</i>	<i>Composite Score</i>
2019-2020	2.50
2020-2021	3.00
2021-2022	3.00
2022-2023	2.82
2023-2024	1.94

The school is subject to ASC 842 lease accounting principles effective FY24 due to entering a long-term operating lease. ASC 842 requires the entire lease to be recorded as a liability, the right-of-use to be recorded as an asset, and an amortized functional expense to be reflected in the financial statements.

Benchmark 5: Financial Management

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

Finding: Approaches

Over this charter term, the trajectory for this benchmark has declined from “Meets” to “Approaches” due to a deficiency in internal control.

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Hebrew Language Academy Charter School 2’s 2023-2024 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor identified a deficiency in internal controls that could be considered a material weakness:

The school is required to annually report expenditures of Elementary and Secondary School Emergency Relief (ESSER) grant funds to NYSED. The information is utilized by NYSED to complete a federal ESSER Recipient Data Collection Form. In the FY23 report, the school inaccurately reported grant expenditures by using the accrual basis of accounting instead basing the reporting on the amount of reimbursement payments received as required. As a result, the information reported to NYSED was incorrect and may have led to an error in NYSED’s reporting to the federal government.

A deficiency in internal controls over compliance with this reporting did not allow the school to detect and correct the error in a timely fashion. The auditor recommended that the school review the amounts of reimbursement received during each ESSER reporting period and ensure that the amounts reported are equivalent to the amounts of reimbursement received. The school’s

management agreed with the recommendation and stated it would implement a new internal control regarding secondary reviews of federal grant reporting.

Previous years' audited financial statements and auditor's reports had no findings of a deficiency in internal controls other than those relative to enrollment, which are addressed in benchmark 9, during this charter term.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element

Indicators

1. *Board Oversight and Governance*

- a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” to “Meets” due to improved evaluation and monitoring systems.

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

- **Indicator a:** The board conducts three formal annual evaluations – one for the head of school, another for HP, and a board self-evaluation. The head of school evaluation is an annual 360 degree review that includes a self-reflection grounded in the Danielson Framework. The board utilizes the school leadership report, which opens each board meeting, to inform its feedback throughout

the year. The board also conducts an annual written evaluation on HP, focused both on the network's performance and how well the board, the network, and the school work together. The board's self-evaluation focuses on both the individual trustees and the board as a collective body. During the CSO focus group, the board reported that its current priorities are informed by last year's self-evaluations and include regular and steady attendance of board meetings, increased accountability, and increased participation in committee meetings.

- **Indicator b:** The board reported that it recruits and selects board members with a diverse set of skills and expertise to meet the needs of the school and represent the community. To this end, in the CSO focus group, trustees reported that they are currently interviewing a potential parent representative for a board seat and also looking to bring on someone with an educational background. The board currently has seven trustees. No trustees have left this charter term.
- **Indicator c:** The board meets monthly and meeting agendas are shared on the school website. The board has three working committees (i.e., governance, education and accountability, and finance and audit), which, according to the board, enable them to provide more effective oversight. The board recently partnered with BoardOnTrack to support the more efficient collection and dissemination of board materials.
- **Indicator d:** In both the renewal application and in the CSO focus group, the trustees shared that their strategic goals support the school's application for middle school expansion and the community (e.g., parents, teachers, and students) as they grow into their new facility.
- **Indicator e:** The board reported that school policies are reviewed by HP on an annual basis and updated, as needed. The board is responsible for approving these policies. The school's code of ethics was most recently updated in June 2024, as an example of this oversight.
- **Indicator f:** The board has partnered with BoardOnTrack to mechanize and automate file sharing and storage with a goal of increasing accountability and collaboration. The board participated in a summer 2024 training focused on compliance requirements (e.g., structures and definition, problem solving scenarios, financial obligations, etc.).
- **Indicator g:** In the renewal application and in the focus group discussion, the board reported that it is trained by both the school's legal counsel and HP to stay abreast of its responsibilities as the school's governing body.
- **Indicator h:** The board conducted a training on the performance framework to ensure familiarity and utilizes the framework to structure its monthly board reports. The renewal application asserts that this reporting/monitoring is what led HLA 2 to seek a revision to its maximum authorized enrollment to better meet Benchmark 9 requirements.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. <i>Professional Climate</i>	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
	a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.

Element

Indicators

3. *Contractual Relationships (if applicable)*

b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” to “Meets” due to the school strengthening its organizational practices and uniformly implementing policies.

• Element: ***School Leadership:***

- **Indicator a:** HLA 2 has an effective school leadership team that is well-tenured at the school. The team consists of the head of school, assistant head of school/academic dean K – Grade 2, academic dean Grades 3 – 5, director of school culture, academic dean of Hebrew instruction, and the direction of operations. All leadership team members are supported by a HP counterpart who supports their professional growth and their work towards achieving the school’s goals.
- **Indicator b:** The head of school sends weekly newsletters to staff and families. The weekly staff newsletter highlights diversity, equity, and inclusion and OLAM topics, two of the school’s key design elements, along with other updates and action items. All school leadership team members meet weekly with the head of school to review the week’s academic and school culture priorities against student data. There are also weekly staff meetings following an early dismissal for students on Fridays. Grade teams meet, at minimum, twice a week in addition to the weekly, all-staff professional development session.
- **Indicator c:** In the renewal application, HLA 2 asserts that its retention strategies include professional development, competitive compensation and benefits packages, and staff recognition initiatives. The school reported that it “overhauled” its compensation system to provide more transparency and enhance career pathways over this charter term. At the start of the 2023-2024 school year, HLA 2 retained one hundred percent of its teachers. Going into the 2024-2025 year, four teachers relocated, and their positions were eliminated. At the time of the CSO visit, there was one teacher vacancy. The head of school coordinates with the HP talent team to recruit and fill staffing vacancies. Each teacher is observed weekly, at minimum, and receives an annual rating that is used to determine if their contract will be renewed.
- **Indicator d:** The renewal application states that all school leadership team members receive the performance framework as part of their interview process to share the expectations for their roles. The leadership team is responsible for marking the school’s progress against these benchmarks, which are reported to the board monthly.

• Element: ***Professional Climate:***

- **Indicator a:** A review of the school’s organizational chart and the CSO focus group discussion confirmed that roles and responsibilities for the school leaders, staff, management, and board are clearly defined and adhered to. HP provides coaching and support resources for all leadership team members and works with the school leadership team to provide professional development for all school staff.
- **Indicator b:** Staff at HLA 2 receive professional development throughout the year beginning in the summer, weekly on Friday afternoons, and through contracted professional development

support. Teachers that are new to HLA 2 participate in a longer summer professional development session and receive more frequent classroom observations during their first year. The school leadership reported that they collect staff feedback following each training session and use that data to inform future sessions. The school leadership creates an “Arc of the Year” annually to design the professional development priorities and teacher observation feedback for the year. The head of school reported that the “Arc of the Year” enables the teacher evaluation process to be more manageable. School leaders start each year with a four-day leader institute and participate in twice-a-week network summer learning sessions. School leaders participate in weekly calls with school leaders across the HP network to receive training on coaching, utilizing data, and assessment/curricular components throughout the year.

- **Indicator c:** HLA 2’s organizational chart confirms that the school is fully staffed to meet all operational needs. HP also supports various functions such as marketing, recruitment, and financial management.
 - **Indicator d:** Grade teams meet, at minimum, twice per week; once a week, academic deans join these meetings to develop lesson plans, review data, and align the teams with school goals. Teachers in the CSO focus group reported that grade teams often meet more frequently than required. All teachers also collaborate weekly with the entire staff at professional development sessions and with others in the HP network throughout the year.
 - **Indicator e:** Teachers are observed and coached by their academic dean. The frequency of teacher observations is based on teacher proficiency, with all teachers being observed, at minimum, once a week. Observations are currently grounded in the Danielson Framework and captured within the *Bullseye* platform. This data is then compiled each spring into a final rating, which determines the renewal of the teacher’s contract and their individual coaching plan. The school reported that it is currently piloting a new teacher evaluation framework by Hendy Avenue to provide more detailed teacher feedback. In the spring of 2025, the school will determine if the Danielson Framework will be replaced. All leadership team members are evaluated by the head of school using HP’s instructional leader evaluation and development framework, which has been adapted from the *New Leaders Principal Evaluation Handbook*.
 - **Indicator f:** HLA 2 administers two annual surveys – the NYC School Survey and the HP Staff Pulse Check Survey. Teachers are also provided a survey following each professional development session, which teachers in the CSO focus group reported informs the planning of subsequent sessions.
- Element: ***Contractual Relationships:***
 - **Indicator a:** There were no changes over the charter term.
 - **Indicator b:** In the CSO focus groups, the school leadership team and board communicated high praise for the quality of supports HP provides, which include curriculum development, professional coaching, marketing, and enrollment support. The board, school leadership, and HP conduct an annual, formal review of their working relationship.

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<p>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter, including in public-facing materials.</p> <p>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</p>

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** The school leadership, teachers, parents, and other staff all communicated a common and consistent understanding of the school’s mission and key design elements during the CSO site visit.
- **Indicator b:**
 - **OLAM Values:** OLAM is the Hebrew word for “world” and the acronym used to capture the schools values (i.e., outstanding problem solvers, lifelong learners, aware communicators, and making a difference). The values were posted in visual displays in all classrooms. The CSO team observed a community meeting where students were recognized for showcasing these values and taught how to continue to model these positive behaviors going forward. These values were also consistently referenced through all CSO on-site focus groups.
 - **Modern Hebrew Language:** Each student receives daily Hebrew instruction through a curriculum created by HP. Students are assessed weekly and participate in small groups based on their proficiency levels. HP has an associate director of Hebrew studies who works with the HLA 2 academic dean of Hebrew studies to design and oversee this program. The CSO team observed instruction in four Hebrew classes that was engaging, high-energy, and immersive.
 - **Differentiated Instruction:** HLA 2 offers an inclusive learning environment with one ICT classroom per grade. Most classrooms are co-taught to further support ongoing differentiation. The CSO team observed small group instruction in most classrooms during the site visit. The school utilizes a MTSS protocol to design multi-tiered systems of interventions for students whose progress is tracked monthly by grade teams.
 - **Professional Development and Career Pathways:** The robust professional development offered by HLA 2 has been detailed in Benchmarks 2 and 7. The school leader and a current academic dean were both promoted into their role, providing evidence of career pathways.
 - **Social and Emotional Learning (SEL) and Supports:** HLA 2’s robust SEL and supports was detailed in Benchmark 3. The school has created staffing structures (i.e., robust culture team,

bringing in fellows, etc.) and programmatic elements (i.e., *Responsive Classroom*, creating shared language grounded in the school's OLAM values, etc.) to implement this key design element.

- **Diversity, Equity and Inclusion (DEI):** As previously mentioned, the school prides itself in being reflective of the diversity of NYC CSD 21. The CSO observed a diverse teaching staff, student body, and met with parents who praised the school's commitment to DEI. HP conducts annual curriculum audits to ensure materials are representative of students' diverse backgrounds and all staff participate in the National Seeking Educational Equity and Diversity (SEED) Project, as two additional examples of the school's commitment to this key design element.
- **Partnership with HP:** This key design element has been well-documented throughout the site visit report with HP providing the school with academic, operational, and financial support services. All school leadership team members receive coaching through their HP counterpart. HP provides curricular resources and PD to staff throughout the year. This relationship is formally evaluated each year by the board, school leader, and HP.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to persistent under-enrollment for students overall.

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

- **Indicator a:** HLA 2 has consistently enrolled SWD at a greater or equal rate compared to the DOL and is currently, 2023-2024, at an equal rate. The school’s enrollment of ELL students has improved over the charter term and the school is now -3 percentage points below the DOL. The school is -1 percentage point below the DOL for ED students.

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

- **Indicator a:** HLA 2 has been consistently under-enrolled overall and is currently, 2023-2024, at 64 percent of their contracted enrollment. The school’s overall and subgroup retention is below the DOL: -12 for overall; -9 for SWD; -10 for ELL; and -13 for ED students.
- **Indicator b:** The school previously cited facility constraints as the reason for not achieving its enrollment targets. HLA 2 has implemented recruitment strategies to attract and retain students, including SWD, ELL, and ED students. All recruitment materials are translated into Spanish, Russian, and Ukrainian, and there are virtual open houses conducted in all three languages. The school has also hired translators and family recruiters so that families can communicate with school representatives in their home language. School leadership reported that the most common

reasons for student attrition were families moving out of the city, the school not providing a 12:1:1 classroom setting, and not enough afterschool spots to meet demand. The school is currently exploring adding a self-contained classroom and can offer more afterschool seats in its new facility.

- **Indicator c:** The head of school emphasized that the team is utilizing data more intentionally to engage in more strategic recruiting. The recruitment team meets regularly to determine where most applications are arriving from so those areas can be targeted and is continuously identifying ways to provide more outreach in family's home language, as detailed above.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ol style="list-style-type: none">a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from “Approaches” to “Meets” due to improvement with compliance requirements.

1. Element: **Legal Compliance:**

- **Indicator a:** At the time of the visit, no pending or unresolved complaints were on record for the school. As noted in Benchmark 9 and below in Indicator e, the school has not met full enrollment in accordance with its charter.
- **Indicator b:** The school has maintained compliance with all legal requirements. No corrective actions were active or pending from the school at the time of the visit.
- **Indicator c:** At the time of the CSO renewal site visit, CSO records showed HLA 2 had not obtained the required fingerprint clearances for two staff members; however, following the visit, the school provided evidence of the required clearances on 10/28/24. The school works with a variety of partners to provide pathways to certification for teachers, including the Bell Fellows for Hebrew teachers, the NYC Charter Center to audit certification and provide counseling for teachers, and HP, which covers teachers’ costs for courses needed for certification offered through Touro

University. School leaders reported that three teachers are enrolled in the Touro program for the 2024-2025 school year. However, at the time of the visit, there were 17 uncertified teachers at the school, two more than the number permitted.

- **Indicator d:** The school's board of trustees submitted a material revision request to expand the grades served at the school to add grades 6 to 8 to the currently approved K to Grade 5 configuration.
- **Indicator e:** As discussed in Benchmark 9 above, the school is currently at 64 percent of their contracted enrollment -21 percentage points below the minimum enrollment percentage permitted by the CSO. The new facility is expected to bring increased enrollment for the school to meet the parameters outlined in the charter agreement.
- **Indicator f:** The school works closely with its legal counsel when reviewing and updating charter mandated documents and school policies.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

BEDS Code

332100861123

2023-2024 Enrollment

312

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 21
Total Public School Enrollment of Resident Students attending Charter Schools:	7%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-5
Address:	2286 CROSEY AVE, BROOKLYN, NY, 11214
Website:	www.hlacharterschool.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - BROOKLYN
Regent:	Hasoni L. Pratts
Active Date:	7/1/2017
Authorizer:	REGENTS
CEO:	MS. KATIE PASSLEY
CEO Phone:	718-682-5610
CEO Email:	kpassley@hla2.org
BOT President:	MR. ADAM S MILLER
BOT President Phone:	212-906-3442
BOT President Email:	amiller@klmlp.com
Institution ID:	80000089045

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

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2019
Current Term:	07/01/22 - 06/30/25
2020-2021	Check-in
2021-2022	Renewal
2022-2023	Check-in
2023-2024	Midterm
2024-2025	Renewal

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School
HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

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

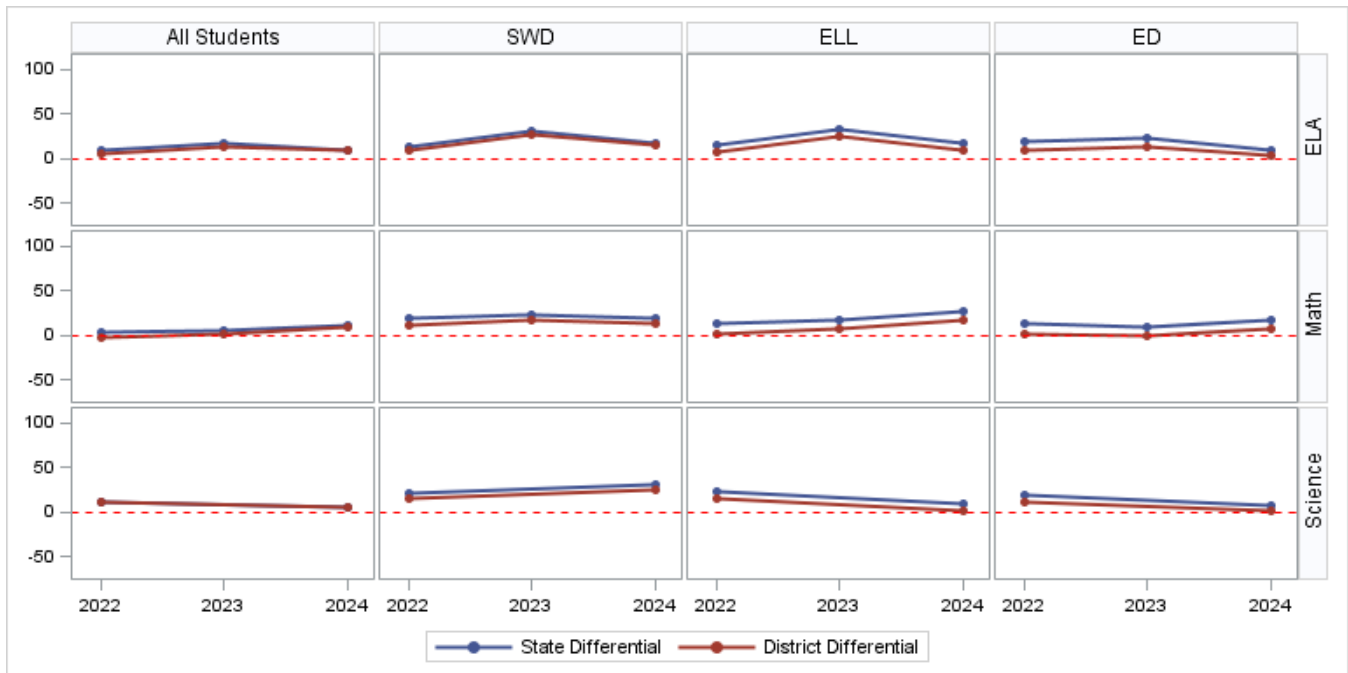
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Hebrew Language Academy CS 2	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2022-2023	73%	60%	68%	68%	67%	60%	68%	56%
2023-2024	72%	53%	69%	64%	74%	50%	92%	68%

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

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of Harlem Language Academy CS and NYC CSD 21



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Hebrew Language Academy CS 2	NYC CSD 21	District Differential	NYS	NYS Differential	Hebrew Language Academy CS 2	NYC CSD 21	District Differential	NYS	NYS Differential	Hebrew Language Academy CS 2	NYC CSD 21	District Differential	NYS	NYS Differential
All Students	2022	52%	47%	+5	42%	+10	47%	49%	-2	43%	+4	92%	81%	+11	80%	+12
	2023	64%	50%	+14	46%	+18	58%	56%	+2	53%	+5	.	.	.	.	.
	2024	54%	44%	+10	45%	+9	66%	56%	+10	54%	+12	40%	35%	+5	35%	+5
SWD	2022	29%	19%	+10	15%	14	38%	27%	+11	18%	+20	81%	65%	+16	60%	+21
	2023	50%	23%	+27	19%	+31	50%	33%	+17	26%	+24	.	.	.	.	.
	2024	36%	21%	+15	18%	+18	48%	34%	+14	28%	+20	45%	20%	+25	14%	+31
ELL	2022	44%	37%	+7	28%	16	44%	42%	+2	31%	+13	89%	74%	+15	65%	+24
	2023	65%	39%	+26	32%	+33	56%	49%	+7	38%	+18	.	.	.	.	.
	2024	45%	35%	+10	28%	+17	69%	52%	+17	41%	+28	29%	27%	+2	20%	+9
ED	2022	50%	41%	+9	31%	19	45%	44%	+1	31%	+14	91%	79%	+12	72%	+19
	2023	59%	45%	+14	36%	+23	50%	51%	-1	41%	+9	.	.	.	.	.
	2024	44%	40%	+4	34%	+10	60%	52%	+8	43%	+17	33%	31%	+2	25%	+8

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

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	NYS	Differential to NYS	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	NYS	Differential to NYS	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	NYS	Differential to NYS
Grade 3	2022	73%	53%	+20	46%	+27	61%	54%	+7	48%	+13	.	.	.	.	.
	2023	56%	47%	+9	45%	+11	51%	57%	-6	54%	-3	.	.	.	.	.
	2024	43%	42%	+1	43%	0	58%	55%	+3	54%	+4	.	.	.	.	.
Grade 4	2022	55%	46%	+9	42%	+13	53%	51%	+2	43%	+10	92%	81%	+11	80%	+12
	2023	67%	51%	+16	49%	+18	62%	56%	+6	54%	+8	.	.	.	.	.
	2024	56%	49%	+7	47%	+9	74%	62%	+12	58%	+16	.	.	.	.	.
Grade 5	2022	19%	42%	-23	38%	-19	16%	44%	-28	37%	-21	.	.	.	.	.
	2023	69%	52%	+17	45%	+24	61%	56%	+5	50%	+11	.	.	.	.	.
	2024	64%	42%	+22	44%	+20	68%	52%	+16	49%	+19	40%	35%	+5	35%	+5

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Hebrew Language Academy CS 2	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	333	274	82%
2020-2021	413	330	80%
2021-2022	489	298	61%
2022-2023	489	318	65%
2023-2024	489	312	64%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District
2019-2020	30%	21%	+9	24%	37%	-13	63%	77%	-14
2020-2021	28%	20%	+8	2%	37%	-35	71%	77%	-6
2021-2022	29%	21%	+8	23%	37%	-14	96%	76%	+20
2022-2023	23%	20%	+3	36%	40%	-4	78%	78%	0
2023-2024	19%	19%	0	38%	41%	-3	83%	84%	-1

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District	Hebrew Language Academy CS 2	NYC CSD 21	Differential to District
2019-2020	66%	89%	-23	67%	91%	-24	70%	89%	-19	66%	89%	-23
2020-2021	81%	88%	-7	79%	83%	-4	85%	90%	-5	83%	91%	-8
2021-2022	74%	71%	+3	78%	44%	+34	63%	85%	-22	73%	85%	-12
2022-2023	81%	88%	-7	73%	89%	-16	86%	88%	-2	81%	88%	-7
2023-2024	77%	89%	-12	79%	88%	-9	79%	89%	-10	76%	89%	-13

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

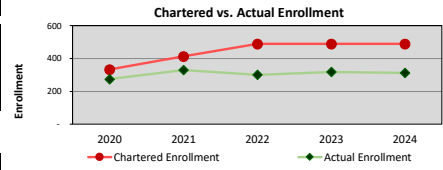
Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

Charter School Fiscal Accountability Summary

HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

	2019-20	2020-21	2021-22	2022-23	2023-24
Grades Served	K-3	K-4	K-5	K-5	K-5
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-5
Chartered Enrollment	333	413	489	489	489
Maximum Chartered Enrollment	489	489	489	489	489
Actual Enrollment	274	330	300	319	312



ASSETS

Current Assets

Cash and Cash Equivalents	1,141,828	2,669,735	2,477,472	2,638,173	2,799,411
Grants and Contracts Receivable	199,282	227,751	497,456	777,302	961,093
Prepaid Expenses	3,561	4,916	121,738	19,887	30,733
Other Current Assets	401,149	39,286	66,052	98,635	405,181
Total Current Assets	1,745,820	2,941,688	3,162,718	3,533,997	4,196,418

Non-Current Assets

Property, Building and Equipment, net	195,693	211,741	292,737	294,425	575,069
Restricted Cash	75,000	75,000	100,000	100,000	100,000
Security Deposits	58,722	68,628	61,240	104,478	95,791
Other Non-Current Assets	-	-	-	1,712,069	55,209,359
Total Non-Current Assets	329,415	355,369	453,977	2,210,972	55,980,219
Total Assets	2,075,235	3,297,057	3,616,695	5,744,969	60,176,637

LIABILITIES AND NET ASSETS

Current Liabilities

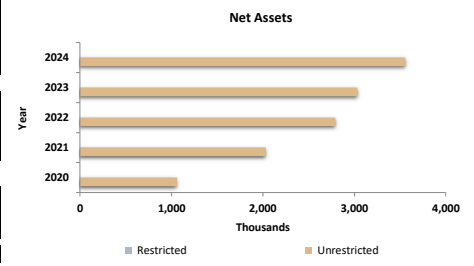
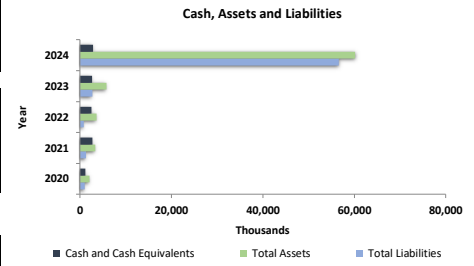
Accounts Payable and Accrued Expenses	138,355	264,302	222,027	153,162	312,069
Accrued Payroll and Payroll Taxes	251,295	222,197	225,844	460,565	476,777
Due to Related Parties	137,804	293,287	377,223	302,727	383,084
Refundable Advances	-	-	-	-	-
Other Current Liabilities	215,708	215,708	-	1,795,778	2,463,139
Total Current Liabilities	743,162	995,494	825,094	2,712,232	3,635,069

Long-Term Liabilities

Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	269,109	269,109	-	-	52,988,692
Total Long-Term Liabilities	269,109	269,109	-	-	52,988,692
Total Liabilities	1,012,271	1,264,603	825,094	2,712,232	56,623,761

NET ASSETS

Unrestricted	1,062,964	2,032,454	2,791,601	3,032,737	3,552,876
Restricted	-	-	-	-	-
Total Net Assets	1,062,964	2,032,454	2,791,601	3,032,737	3,552,876
Total Liabilities and Net Assets	2,075,235	3,297,057	3,616,695	5,744,969	60,176,637



OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	4,225,764	5,017,075	4,851,914	6,157,435	6,251,257
State and Local Per Pupil Revenue - SPED	439,540	705,373	711,391	-	-
State and Local Per Pupil Facilities Revenue	1,062,240	1,500,000	1,050,000	1,651,797	1,694,754
Federal Grants	210,038	291,457	1,216,846	1,513,027	1,342,840
State and City Grants	32,842	18,855	27,534	-	-
Other Operating Income	85,284	38,123	228,190	262,124	642,106
Total Operating Revenue	6,055,708	7,570,883	8,085,875	9,584,383	9,930,957

EXPENSES

Program Services

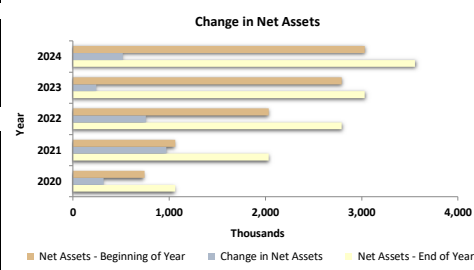
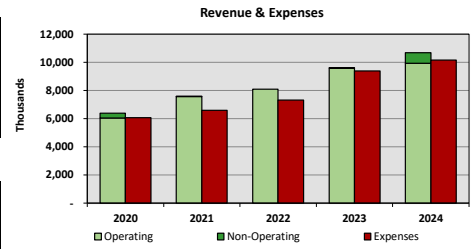
Regular Education	3,343,358	4,064,286	4,138,033	6,405,080	7,556,500
Special Education	2,094,717	1,847,797	2,306,101	2,167,784	1,735,962
Other Expenses	-	-	-	-	-
Total Program Services	5,438,075	5,912,083	6,444,134	8,572,864	9,292,462

Supporting Services

Management and General	629,759	689,390	882,594	807,632	866,274
Fundraising	-	-	-	-	-
Total Supporting Services	629,759	689,390	882,594	807,632	866,274
Total Expenses	6,067,834	6,601,473	7,326,728	9,380,496	10,158,736
Surplus/Deficit from Operations	(12,126)	969,410	759,147	203,887	(227,779)

SUPPORT AND OTHER REVENUE

Interest and Other Income	-	-	-	-	113,573
Contributions and Grants	331,256	80	-	10	608,954
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	37,239	25,391
Total Support and Other Revenue	331,256	80	-	37,249	747,918
Change in Net Assets	319,130	969,490	759,147	241,136	520,139
Net Assets - Beginning of Year	743,834	1,062,964	2,032,454	2,791,601	3,032,737
Net Assets - End of Year	1,062,964	2,032,454	2,791,601	3,032,737	3,552,876



REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating	22,101	22,942	26,953	30,045	31,830
Support and Other Revenue	1,209	0	-	117	2,397
Total Revenue	23,310	22,942	26,953	30,162	34,227

Expenses - Per Pupil

Program Services	19,847	17,915	21,480	26,874	29,784
Management and General, Fundraising	2,298	2,089	2,942	2,532	2,777
Total Expenses	22,145	20,004	24,422	29,406	32,560
% of Program Services	89.6%	89.6%	88.0%	91.4%	91.5%
% of Management and Other	10.4%	10.4%	12.0%	8.6%	8.5%
% of Revenue Exceeding Expenses	5.3%	14.7%	10.4%	2.6%	5.1%

FINANCIAL COMPOSITE SCORE

Composite Score	2.50	3.00	3.00	2.82	1.94
BENCHMARK and FINDING:	Strong	Strong	Strong	Strong	Strong
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9					

WORKING CAPITAL

Net Working Capital	1,002,658	1,946,194	2,337,624	821,765	561,349
Working Capital (Current) Ratio	2.3	3.0	3.8	1.3	1.2
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Partly Meets Standard
Ratio should be equal to or greater than 1.2					

DEBT TO ASSET

Debt to Asset Ratio	0.5	0.4	0.2	0.5	0.9
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or less than 1.0					

CASH POSITION

Days of Cash	68.7	147.6	123.4	102.7	100.6
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 60 days					

TOTAL MARGIN

Total Margin Ratio	0.0	0.1	0.1	0.0	0.0
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 0.0					

