



Office of School Design and Charter Partnerships  
2014-2015

**HARLEM CHILDREN'S ZONE PROMISE ACADEMY I CHARTER SCHOOL  
ANNUAL COMPREHENSIVE REVIEW REPORT**

**2014 – 2015 SCHOOL YEAR**



## Part 1: School Overview

### Charter Authorization Profile

Harlem Children's Zone Promise Academy I Charter School	
Authorized Grades	Grades K-12
Authorized Enrollment	1,250
School Opened For Instruction	2004-2005
Charter Term Expiration Date	June 30, 2019
Last Renewal Term Type	Full Term (5 years)

### School Information for the 2014-2015 School Year

Harlem Children's Zone Promise Academy I Charter School	
Board Chair(s)	Geoffrey Canada
School Leader(s)	Tonya White (Lower ES), Joseph Cordero (Upper ES), Kashif Hameed (MS), Marquitta Speller (HS)
District(s) of Location	NYC Community School District 5
Borough(s) of Location	Manhattan
Physical Address(es)	245 West 129th Street, New York, NY 10027
Facility Owner(s)	Charter Partnership Building
School Type	Elementary/Middle/High School
Grades Served 2014-2015	Grades K-11
Enrollment in 2014-2015*	1,036
Charter Universal Pre-Kindergarten Program	No**

\* Enrollment data as of October 1, 2014.

\*\* Harlem Children's Zone Promise Academy I Charter School currently affiliates with a New York City Early Education Center to offer a Pre-Kindergarten program.

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Kindergarten
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 1-11
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	267
Number of Students Accepted via the Charter Lottery	100
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	N/A
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	Yes, for St. Nicholas NYCHA
Unaccompanied Youth	N/A

\* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.  
 \*\* Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Harlem Children's Zone
Services Provided	Human Resources, Information Technology, Finance, Facilities, Social Services
Management Fee	None

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/charters/information/directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Extended School Day and Year	Part of the school's mission is to "provide students with the skills they need to be accepted by and succeed in college." One of the ways in which the school achieves this mission is by having an extended school year and days so that students may benefit from spending increased time in structured and productive academic environments. The school has an academic year of 202 days, surpassing the 180 days required by law. School days are from 8AM to 4PM with a robust after-school program from 4PM to 6PM.
Data-Driven Instruction	The school's teaching philosophy is centered around the notion that all students have different instructional needs and it is the school's job to find ways to identify and address those needs. Small-group instruction and tutoring that is offered as part of an extended day, extended year, and after-school program have been and will continue to be an integral piece to achieving high academic outcomes.
College-Readiness	To ensure that students have the best chance for academic success, the school has consistently aligned itself with collaborative programs. The Bard Early College Program has been a useful tool in helping the school's students to be college-ready. The academic skills that they learn in their pre-college seminar courses give them the skills they need to succeed in college, while also allowing students to earn college credits.
Parent Engagement	The school has a thriving program called Parents as Partners Association (PAPA) in which members are instrumental in maintaining strong ties between the school and the families of the students.
Aligned with Common Core	The school works to align its teaching strategies and interim assessment system to the Common Core Learning Standards. The school continues to improve in this practice and has strengthened how it uses data to make decisions on a district, school, class and individual student level.
Recruitment	The school recruits high quality teachers and school leaders from around the country. It employs a variety of recruitment sourcing strategies, which include teacher recruitment fairs and events, campus recruitment, internet job postings, newspaper and other media advertisement, active candidate sourcing and recruiting, employee referrals and Teach for America. The school has also recently hired a Recruiting Manager whose main purpose is to identify talented teachers from quality institutions.
Pipeline Services	The school believes that all children should have the same starting point from which to grow. That is why the school's pipeline of services is so important for families, as well as the additional services offered by the school such as healthy and hearty nutrition, access to health and mental health services, foster care prevention, and after-school, weekend and summer hours. The school's pipeline of services ensures that students begin on the same playing field as children from more affluent communities.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Kindergarten	93	4
Grade 1	100	4
Grade 2	97	4
Grade 3	97	4
Grade 4	98	4
Grade 5	94	4
Grade 6	93	4
Grade 7	85	4
Grade 8	65	4
Grade 9	99	4
Grade 10	59	4
Grade 11	56	3
Grade 12	-	-
Total Enrollment	1,036	47

\* Enrollment data as of October 1, 2014

## Part 2: Annual Review Process Overview

### Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

### Essential Questions

#### ***Is the school an academic success?***

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

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

#### ***Is the school a fiscally sound, viable organization?***

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.<sup>1</sup>

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

#### ***Is the school compliant with its charter and all applicable law and regulations?***

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

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<sup>1</sup> Please refer to the following website for more information:  
[http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance\\*20framework&c=82](http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82).

## Part 3: Summary of Findings

### Essential Question 1: Is the school an academic success?

#### Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	21.7%	21.8%
CSD 5	13.4%	15.4%
Difference from CSD 5 *	8.3	6.4
NYC	26.4%	28.4%
Difference from NYC *	-4.7	-6.6
New York State **	31.1%	30.6%
Difference from New York State	-9.4	-8.8
% Proficient in Mathematics		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	28.1%	37.4%
CSD 5	13.1%	14.8%
Difference from CSD 5 *	15.0	22.6
NYC	29.6%	34.2%
Difference from NYC *	-1.5	3.2
New York State **	31.1%	36.2%
Difference from New York State	-3.0	1.2

\* All comparisons to either the CSD or NYC take into account only grades the school itself served.

\*\* New York State proficiency rates were taken from data.nysed.gov.

### Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School - All Students</b>	<b>58.5%</b>	<b>58.0%</b>
Peer Percent of Range - All Students	41.7%	38.4%
City Percent of Range- All Students	30.6%	29.4%
<b>Harlem Children's Zone Promise Academy I Charter School - School's Lowest Third</b>	<b>70.0%</b>	<b>67.0%</b>
Peer Percent of Range - School's Lowest Third	38.6%	29.9%
City Percent of Range - School's Lowest Third	29.2%	22.8%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School - All Students</b>	<b>65.0%</b>	<b>67.0%</b>
Peer Percent of Range - All Students	61.5%	63.8%
City Percent of Range- All Students	54.9%	64.3%
<b>Harlem Children's Zone Promise Academy I Charter School - School's Lowest Third</b>	<b>66.0%</b>	<b>81.0%</b>
Peer Percent of Range - School's Lowest Third	31.5%	78.1%
City Percent of Range - School's Lowest Third	20.3%	79.8%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

### Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	37.2%	45.7%
English Language Learner Students	60.0%	33.3%
Students in the Lowest Third Citywide	43.1%	38.5%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	43.2%	56.5%
English Language Learner Students	20.0%	46.7%
Students in the Lowest Third Citywide	47.3%	68.1%

\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Harlem Children’s Zone Promise Academy I Charter School enrolled its first class of ninth grade students in the 2008-2009 school year; the school enrolled another cohort of ninth grade students the following year, 2009-2010. These cohorts graduated in school years 2011-2012 and 2012-2013, respectively. However, the school did not enroll new high school cohorts in either the 2010-2011 or 2011-2012 school year. The school once again began enrolling new high school cohorts in ninth grade in the 2012-2013 school year. As a result, Harlem Children’s Zone Promise Academy I Charter School did not have graduating classes in either 2013-2014 or 2014-2015.

### HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	<b>98.5%</b>	<b>-</b>
NYC *	66.0%	-
Difference from NYC	32.5	-
6-year Graduation Rate		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	<b>-</b>	<b>100.0%</b>
NYC *	-	72.7%
Difference from NYC	-	27.3
College and Career Preparatory Course Index **		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	<b>61.5%</b>	<b>-</b>
Peer Percent of Range	67.7%	-
City Percent of Range	80.3%	-

\* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

\*\* A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

### Credit Accumulation

% 1st-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	<b>87.7%</b>	<b>91.9%</b>
Peer Percent of Range	61.0%	75.2%
City Percent of Range	72.8%	81.8%

% 2nd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	-	93.1%
Peer Percent of Range	-	80.1%
City Percent of Range	-	87.0%
% 3rd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
<b>Harlem Children's Zone Promise Academy I Charter School</b>	-	-
Peer Percent of Range	-	-
City Percent of Range	-	-

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

### Regents Pass Rates

Harlem Children's Zone Promise Academy I Charter School		
	2012-2013	2013-2014
Integrated Algebra	92.0%	92.4%
Algebra 2 / Trigonometry	-	-
Comprehensive English	-	95.7%
U.S. History	-	100.0%
Chemistry	-	-
Physics	-	-
Living Environment	93.8%	98.3%
Language Other Than English	87.5%	-

### Closing the Achievement Gap

4-year Weighted Diploma Rate*		
	2012-2013	2013-2014
Students with Disabilities **	370.0%	-
English Language Learner Students	-	-
Students in the Lowest Third Citywide	292.3%	-
College and Career Preparatory Course Index ***		
	2012-2013	2013-2014
Students in the Lowest Third Citywide	15.4%	-

\* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

\*\* Defined as students with a placement in Self-Contained, ICT, or SETSS.

## Progress Towards Attainment of Academic Goals in 2013-2014<sup>2</sup>

Academic Goals		
Charter Goals		2013-2014
1.	Each year, the school will earn a score of B or better in the "Performance" section of the NYC DOE Progress Report.	N/A
2.	Each year, the school will show progress towards achieving 75% of third through eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS ELA Exam.	Met
3.	Each year, the school will show progress towards achieving 75% of third through eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS Math Exam.	Met
4.	Each year, the school will show progress towards achieving 75% of fourth and eighth grade students who have been enrolled at the school on BEDS day for at least two consecutive years performing at or above Level 3 on the NYS Science Exam.	Partially Met
5.	Each year, the school will earn a score of B or better in the "Progress" section of the NYC DOE Progress Report.	N/A
6.	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS ELA Exam (baseline) and 75% at or above Level 3 on the current year's NYS ELA Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS ELA Exam, the school is expected to demonstrate some growth (above 75%) in the current year.	Not Met
7.	Each year, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's NYS Math Exam (baseline) and 75% at or above Level 3 on the current year's NYS Math Exam. If the percentage of students scoring at or above proficient in a grade level cohort exceeded 75% on the previous year's NYS Math Exam, the school is expected to demonstrate some growth (above 75%) in the current year.	Not Met
8.	Each year, the school will show progress towards having 75% of students enrolled in grades nine through eleven accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school, including students who have dropped out or enrolled in an accredited GED program; however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE Progress Report.	Met

<sup>2</sup> Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in kindergarten through grade two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

<b>Charter Goals</b>		<b>2013-2014</b>
9.	Each year, 75% of each cohort who have been in high school for at least 3 years will have scored at least 65 on the NYS Regents ELA Exam.	N/A
10.	Each year, 75% of each cohort will have scored at least 65 on the NYS Regents Math Exam.	<b>Met</b>
11.	Each year, 75% of each cohort will have scored at least 65 on at least one NYS Regents Science Exam (Living Environment, Chemistry, or other).	<b>Met</b>
12.	Each year, 75% of each cohort who have been in high school for at least 3 years will have scored at least 65 on at least one NYS Regents History Exam (Global Studies or U.S. History).	N/A
13.	Each year, at least 75% of each student cohort (as defined by NYSED) graduates within five years.	<b>Met</b>
14.	Each year, the school will earn a score of B or better in the College Readiness Index measure on the NYC DOE Progress Report.	N/A
15.	Each year, 80% of students enrolled in classes designed towards college accreditation will earn the minimum amount of college credits.	N/A
16.	Each year, the percent of students in grades three through eight performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	<b>Met</b>
17.	Each year, the percent of students in grades three through eight performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	<b>Met</b>
18.	Each year, the percent of students in the high school accountability cohort passing a NYS Regents English Exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.	N/A
19.	Each year, the percent of students in the high school accountability cohort passing a NYS Regents Math Exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.	N/A
20.	Each year, the percent of students performing at or above Level 3 on the NYS ELA Exam in each tested grade will, in the majority of grades, exceed the performance of Black and Latino students in New York City.	<b>Partially Met</b>
21.	Each year, the percent of students performing at or above Level 3 on the NYS Math Exam in each tested grade will, in the majority of grades, exceed the performance of Black and Latino students in New York City.	<b>Met</b>
22.	Each year, the school will have an annual average student attendance rate of at least 95% as calculated by ATS.	<b>Not Met</b>

## Self-Reported Responsive Education Program & Learning Environment<sup>3</sup>

### Curriculum Changes and/or Adjustments

- The school created Common Core Learning Standards-aligned interim unit assessments to accurately measure student progress. Additionally, with the use of i-Ready, the school provided technology workshops to teach parents how to help their children at home with i-Ready.

### Interim Assessments

- Harlem Children's Zone Promise Academy I Charter School uses data from a variety of assessments to identify student need and, based on analysis of such data, tailors interventions to address student needs and learning styles. In all grades, the school uses i-Ready adaptive computerized assessment and practice lessons because it believes in the benefits of using a common assessment tool school-wide. However, the school tracks all data from the above assessments to analyze student strengths, weaknesses, and growth and uses this data to drive instruction.
- In order to appropriately identify and address individual students' needs, children are assessed regularly throughout the school year. Teachers use data from multiple sources including i-Ready, exit slips, in-class assessments, and homework to determine student needs and areas of focus for lesson planning.

### Approach to Data-Driven Instruction

- Teachers and school administrators look at and respond to different kinds of data and school-built unit assessments, attendance data, and parent feedback. In this way data-driven instruction provides a systematic approach for the school to improve student learning. The school uses i-Ready as its main assessment system. After each exam, teachers gather for a "data day" in order to analyze the results; these results are used to assist in planning the next four to eight weeks of instruction. Plans include recommendations for each student to complete differentiated, self-guided instructional activities within the i-Ready system. In grades three through eight, teachers also give a bi-weekly math and English Language Arts (ELA) assessment report entered on data trackers and discussed during grade-level meetings.

### Philosophy on Special Education and English Language Learner Service Provision

- For the 2014-2015 school year the school strengthened its Special Education department by hiring a speech teacher to manage the services offered and to provide direct services to Individualized Education Program (IEP) mandated students. With this provider on staff, the school has decreased breaks and delays in services. The school previously relied on the DOE to contract all related services. With this new provider on staff, the quality of services, engagement of the school's providers, and resources available to staff have improved significantly.
- Special Education inclusion signifies the participation of special education students in regular education classrooms and provision of support services to these students. The main objective of inclusion education is that all students, regardless of their strengths and their weaknesses in any area, become part of the school community.
- The school utilizes the Response to Intervention model, which allows staff to identify student needs immediately and begin addressing those needs with appropriate levels of support. The most restrictive learning environment currently provided at the school is Special Education Teacher Support Services (SETSS), with related services such as counseling, speech, occupational therapy, and/or physical therapy. This is provided as supplemental support to the inclusion model established in general education classrooms.

### Professional Development Opportunities

- Harlem Children's Zone Promise Academy I Charter School has increased opportunities for teachers to receive guided instruction by hiring ELA, math and Consulting Coaches that observe classrooms and work with teachers in using data to improve lesson plans.

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<sup>3</sup> Self-reported information from school-submitted ACR self-evaluation form on May 1, 2015.

### Teacher Evaluation

- Upon hiring, all teachers and instructional staff will know that they will be held accountable for student results. Compensation and renewal of their annual letters of agreement with the school will be tied to their performance evaluations, which will focus on each staff member's performance as it relates to student achievement, student progress towards achievement of academic goals and the progress and growth of teachers, based on individual teacher improvement targets established at the beginning of each year.

### Differentiated Instruction

- General education students, as well as students who are deemed "at-risk" or in need of additional support, are provided with differentiated instructional approaches. The school's process for providing differentiated instruction involves learning specialists observing classroom teachers and recommending strategies that can be implemented to improve the academic achievement of individual students. In both regular and co-taught classrooms, these strategies include presenting content in a variety of ways to reach all learners, modifying content of practice work, setting up stations with differentiated activities related to meeting the lesson's objective, push-in and pull-out instruction and providing students with tools to support memory skills. The school also utilizes i-Ready, which offers instruction tailored to each student's individual need. Students receive one-on-one instruction based on data review. Students also receive tutoring services on an as-needed basis.

### Adjustments based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
  - Efforts were made to improve ELA outcomes overall and meet the higher Common Core Learning Standards.
  - Under the leadership of the school's new superintendent, the school is establishing and refining the systems and structures that will help improve teacher practices and drive growth in student achievement. The school established weekly cross-school professional development time for all ELA teachers, coaches and specialists. This dedicated professional development time will help strengthen the capacity of the team to deliver high quality ELA instruction firmly aligned to Common Core Learning Standards.
  - Additionally, the school created Common Core Learning Standards-aligned interim assessments that are also used in its sister school, Harlem Children's Zone Promise Academy II Charter School. This ensures standardization in the level of rigor and will give accurate insights into student progress throughout the school year. Delivering common assessments also facilitates the school's ability as an entire system to review common student data and collaboratively plan for appropriate teacher and student supports.
  - In conjunction with weekly professional development time being implemented, teachers and coaches across both schools are now able to analyze student data and collaboratively strategize on next steps.
  - Lastly, the school increased time on task for ELA overall. Systematically over the course of the school year, the school attempted to build students' ELA knowledge, familiarity of question formats and overall stamina to ensure they are fully prepared for both the rigor of the NYS exams and the ultimate demands required to persist in college and beyond.

### Learning Environment

- The pipeline of services from Harlem Children's Zone consistently address the "whole child" and students benefit from supportive services such as the after-school program, which acts as a reinforcement for academic progress. In after-school, children are given help with homework and engage in "Boost" classes and tiered interventions for test preparations.
- The school is striving to create a model that ultimately informs staff and students what college life will be like. The school uses consistent language from kindergarten through twelfth grade that reinforces the school's mission and ensures that its students carry with them the same strong ideals that will aid them successfully in higher education and later life. This preparation is a vital part of

the school's mission, which not only instructs children academically, but also develops character education and social skills that will help them fully embrace the culture of higher learning. Students must learn that challenges and even failure is part of the process, and how they deal with those trials will determine their ability to achieve and their level of success.

- The Bard Early College program, available to committed high school students at Harlem Children's Zone Promise Academy I Charter School, is an intensive course of study which focuses on critical thinking, research, discourse, and written and verbal communication. During the 2014-2015 school year the school had 72 students in the program, 18 of which had already received credits toward college by April 1, 2015. High school leaders are encouraging more students to join the program every year.

## Essential Question 2: Is the school a fiscally sound, viable organization?

### Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. Principal, Lower Elementary	Tonya White	8
2. Principal, Upper Elementary	Joseph Cordero	4
3. Principal, Middle School	Kashif Hameed	5
4. Principal, High School	Marquitta Speller	7
5. Assistant Principal, Lower Elementary	Kiki Walton	6
6. Director of Student Support Services	Deirdre Schwiring	4
7. Assistant Principal Middle School	Florence Bolton	1
8. Assistant Principal, High School	Jawana Johnson	4
9. Assistant Principal, High School	Ebony Schoon	1
10. Literacy Coach, Lower Elementary	Sarah Mann	4

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committees</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. Kenneth Langone	<b>Chairman Emeritus</b>	Yes
2. Geoffrey Canada	<b>Chairman</b>	Yes
3. Anne Williams-Isom	<b>Chief Executive Officer</b>	Yes
4. Mitch Kurz	<b>Treasurer</b>	Yes
5. Stanley Druckenmiller	<b>Trustee</b>	Yes
6. Denise Fuller	<b>Trustee</b>	Yes
7. Arlene Gibson	<b>Trustee</b>	Yes
8. Willie Mae Lewis	<b>Trustee</b>	Yes
9. Aisha Tomlinson	<b>Parent Representative</b>	Yes
10. Alfonso Wyatt	<b>Trustee</b>	Yes

Board of Trustees Committees (School Year 2014-2015)
The school reports that the Board of Trustees does not have any Committees, active or inactive.

## School Climate & Community Engagement

Harlem Children's Zone Promise Academy I Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	34%
Instructional Staff Turnover (School Year 2014-2015)**	21%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	33
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> <li>If Yes, how many times did it meet?</li> </ul>	19
<ul style="list-style-type: none"> <li>If Yes, how many parents attended these meetings?</li> </ul>	30
Average Daily Attendance Rate (School Year 2013-2014)***	94.4%

\* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

\*\* Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

\*\*\* Attendance was taken from ATS.

## NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Harlem Children's Zone Promise Academy I Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning. **	53%	53%	62%
	Most students at my school treat each other with respect.	37%	55%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	84%	86%	79%
Parents	I feel satisfied with the education my child has received this year.	92%	93%	95%
	My child's school makes it easy for parents to attend meetings.	89%	90%	94%
	I feel satisfied with the response I get when I contact my child's school.	91%	94%	95%
Teachers	Order and discipline are maintained at my school.	69%	71%	80%
	The principal at my school communicates a clear vision for our school.	80%	79%	88%
	School leaders place a high priority on the quality of teaching.	93%	92%	92%
	I would recommend my school to parents.	61%	73%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

\*\* This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Harlem Children's Zone Promise Academy I Charter School	90%	71%
	NYC	83%	83%
Parents	Harlem Children's Zone Promise Academy I Charter School	67%	64%
	NYC	54%	53%
Teachers	Harlem Children's Zone Promise Academy I Charter School	87%	82%
	NYC	83%	81%

\* Students in grades kindergarten through five do not participate in the NYC School Survey.

## Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
<b>Cash Position</b>	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	195 days	Strong
<b>Liabilities</b>	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	6.00	Strong
<b>Projected Revenues</b>	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	0.96	Strong
<b>Debt Management</b>	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	0	Neutral

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
<b>Total Margin</b>	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	-0.01	Weak
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.07	Strong
<b>Ratios</b>	Debt to Asset Ratio	Ratio should be less than 1.00	0.66	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	0.00	Weak
<b>Cash Flow</b>	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(1,423,172)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$617,622	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

**Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?**

**Board Compliance**

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	10
Number of Board Members Required per the Bylaws	7
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	0
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	1
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	9 / 10

\* All data presented above is as of April 1, 2015.

\*\* Section 2851(2)(c) of the NYS Charter Schools Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

**School Compliance**

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification <sup>4</sup>	No
Employee Fingerprinting	No
Safety Plan/Emergency Drill	Yes
Immunization Record <sup>5</sup>	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	Yes

<sup>4</sup> The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
95	6	6.3%	94	98.9%	0	0.0%

## Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	Yes
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015*	In School Suspensions: 55 (4%) Out of School Suspensions: 27 (2%)	

\*Suspensions during the 2014-2015 school year as of April 1, 2015.

## Enrollment and Retention Targets<sup>5</sup>

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable

<sup>5</sup> State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Harlem Children’s Zone Promise Academy I Charter School served:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
  - a lower percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 to September 30, 2014, Harlem Children’s Zone Promise Academy I Charter School retained:
  - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
  - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
  - a higher percentage of students with disabilities than its SED-derived retention target for students with disabilities.

### Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL) <sup>6</sup>	<b>Harlem Children’s Zone Promise Academy I Charter School</b>	<b>95.5%</b>	<b>95.7%</b>
	Effective Target	90.4%	90.0%
	Difference from Effective Target	+5.1	+5.7
Students with Disabilities (SWD)	<b>Harlem Children’s Zone Promise Academy I Charter School</b>	<b>18.8%</b>	<b>19.2%</b>
	Effective Target	16.4%	16.1%
	Difference from Effective Target	+2.4	+3.1
English Language Learners (ELL)	<b>Harlem Children’s Zone Promise Academy I Charter School</b>	<b>2.8%</b>	<b>3.9%</b>
	Effective Target	13.0%	12.6%
	Difference from Effective Target	-10.2	-8.7

<sup>6</sup> The school used a private vendor for lunch services for the 2013-2014 and 2014-2015 school years. As a result, the percentage of students receiving Free or Reduced Price Lunch in the above table may not accurately capture all students who were eligible for the program. Please note that the above figures are based on the NYSED methodology as of April 1, 2015 for calculating enrollment of special populations and utilize the NYC DOE’s Automate the Schools (ATS) records.

### Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	<b>Harlem Children's Zone Promise Academy I Charter School</b>	<b>88.4%</b>	<b>N/A</b>
	Effective Target	78.8%	-
	Difference from Effective Target	+9.6	-
Students with Disabilities (SWD)	<b>Harlem Children's Zone Promise Academy I Charter School</b>	<b>82.7%</b>	<b>N/A</b>
	Effective Target	73.1%	-
	Difference from Effective Target	+9.6	-
English Language Learners (ELL)	<b>Harlem Children's Zone Promise Academy I Charter School</b>	<b>92.0%</b>	<b>N/A</b>
	Effective Target	66.2%	-
	Difference from Effective Target	+25.8	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	K-10	K-11
Enrollment	893	1,036
CSD(s)	5	5

**Essential Question 4: What are the school's plans for the next charter term?**

As reported by the school's leadership, the following is noted:

- Consistent with the enrollment stated in the school's renewal charter, the school will expand to serve twelfth grade students (serving students across the complete kindergarten through twelfth grade spectrum) in the 2015-2016 school year, at which point it will be at full capacity.