



Office of School Design and Charter Partnerships
2013-2014

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

2013 – 2014 SCHOOL YEAR

Part 1: School Overview

School Information for the 2013-2014 School Year

Name of Charter School	Harlem Children's Zone Promise Academy II Charter School
Board Chair(s)	Kenneth Langone
School Leader(s)	Sheryl Ragland (K-2), Kathleen Fernald (3-6), Kevin Dougherty (7-9)
Management Company (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 5
Physical Address(es)	2005 Madison Avenue, New York 10035 (K-6)
	35 East 125 th Street, New York 10035 (7-9)
Facility Owner(s)	DOE and Private

School Profile

- Harlem Children's Zone Promise Academy II Charter School (HCZ Promise Academy II) is an elementary, middle, and high school, which served 664 students¹ in grades K-9 during the 2013-2014 school year. It opened in 2005-2006 and is under the terms of its second charter. The school is authorized to serve grades K-10 by the end of its current charter but intends to serve grades K-12 at scale.
- The school is located in both public and privately-operated facilities in Manhattan within Community School District (CSD) 5.²
- Harlem Children's Zone Promise Academy II Charter School primarily enrolls new students in kindergarten but backfills empty seats in all other grades. There were 92 students on the waitlist after the Spring 2013 lottery.³ The average attendance rate for the 2013-2014 school year to date as reported in February 2014 was 94%.⁴
- Harlem Children's Zone Promise Academy II Charter School was renewed during the 2009-2010 school year for a full term (five years), and is consistent with the terms of its renewal application.
- The school leadership includes three principals: Sheryl Ragland (Principal, grades K-2); Kathleen Fernald (Principal, grades 3-6), and Kevin Dougherty (Principal, grades 7-9). The school leadership team also includes: one Assistant Principal, one Director of Curriculum and Instruction, two Math Coaches, one Literacy Coach, and two Academic Coaches.
- HCZ Promise Academy II works closely with its non-profit institutional partner, the Harlem Children's Zone. Harlem Children's Zone provides HCZ Promise Academy II Charter School with general financial support, back office support, use of a facility, and food services. The school pays no fee to Harlem Children's Zone. School leadership reports that in fiscal year 2014, Harlem Children's Zone provided HCZ Promise Academy II Charter School with \$2.6 million.
- The school continues its chartered expansion to grades K-10 and as of fall 2014 will house grades K-5 in its current public facility at 2005 Madison Avenue and will house grades 6-10 at Harlem Children's Zone's private facility at 35 East 125th Street. The school plans to continue housing grades 6 and up in this private facility. In the 2013-2014 school year, 2005 Madison Avenue housed K-6.

¹ Enrollment reflects ATS data from 10/31/13.

² NYC DOE Location Code Generation and Management System database.

³ Self-reported information from school-submitted data collection form on 2/19/14.

⁴ Self-reported information from school-submitted data collection form on 2/19/14.

- HCZ Promise Academy II had a student to teacher ratio of 7:1 in the 2013-2014 school year, and served 34 sections across all grades, with an average class size of 20.⁵
- The lottery preferences for HCZ Promise Academy II's 2013-2014 school year included the New York State Charter Schools Act required preferences of returning students, students residing in the community school district of the school's location and siblings of students already enrolled in the charter school.⁶

⁵ Self-reported information given on 9/22/14.

⁶ HCZ Promise Academy II Charter School's 2013-2014 lottery application.

Part 2: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data through 2012-2013

Students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC, and State averages

% Proficient in English Language Arts				
	2009-2010	2010-2011	2011-2012	2012-2013
HCZ Promise Academy II Charter School	62.1%	60.0%	56.1%	25.2%
CSD 5	29.3%	31.1%	29.6%	13.4%
Difference from CSD 5	32.8	28.9	26.5	11.8
NYC	46.1%	48.0%	48.4%	26.4%
Difference from NYC	16.0	12.0	7.7	-1.2
New York State	53.2%	52.8%	55.1%	31.1%
Difference from New York State	8.9	7.2	1.0	-5.9

% Proficient in Math				
	2009-2010	2010-2011	2011-2012	2012-2013
HCZ Promise Academy II Charter School	81.4%	81.1%	76.4%	34.8%
CSD 5	38.4%	40.0%	39.0%	13.1%
Difference from CSD 5	43.0	41.1	37.4	21.7
NYC	57.4%	59.0%	60.9%	29.6%
Difference from NYC	24.0	22.1	15.5	5.2
New York State	61.0%	63.3%	64.8%	31.1%
Difference from New York State	20.4	17.8	11.6	3.7

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

Performance on the NYC Progress Report

Progress Report Grade	2009-2010	2010-2011	2011-2012	2012-2013
Overall Grade	C	B	C	C
Student Progress	F	B	D	C
Student Performance	A	A	A	B
School Environment	A	B	C	C
Closing the Achievement Gap Points	0.0	0.0	1.3	1.7

HCZ Promise Academy II did not receive high school progress reports during school years 2009-2010 through 2012-2013. The school began enrolling ninth grade students for the 2013-2014 school year.

Progress Towards Attainment of Academic Goals

- According to its 2012-2013 Annual Report to New York State Education Department (NYSED), Harlem Children's Zone Promise Academy II Charter School fully met six of 15 applicable academic performance goals identified in its charter, partially met two of these goals, did not meet six of these goals, and did not have enough data to report on one of these goals.

Responsive Education Program & Learning Environment⁷

- The school continues to collaborate with the Teachers College Reading and Writing Project in grades K-8 and consequently integrates its ongoing ELA curricula changes which are aligned to Common Core Learning Standards (CCLS). Additionally, the school continues to use EngageNY math curriculum and modules.
- The school continues to administer pre- and post- assessments along with each reading and writing unit and scores these using standardized rubrics. It administers mini-assessments in Grades 3-6 that utilize reading comprehension and writing passages based upon CCLS and reflect the types of questions students will face on NYS Assessments in those areas. Similarly, the school continues to administer pre- and post-domain assessments in math along with i-Ready adaptive computerized assessments and practice lessons.
- Students receive three i-Ready diagnostic exams in math and ELA throughout the school year. Each exam is followed by a data day wherein teachers analyze results, which then inform the next four to eight weeks of instruction. Students grades K-2 who are found to be below level on these diagnostics receive intervention support with a reading or math specialist three to four times per week.
- Students reading below grade level in grades 3-6 receive focused instruction in reading and writing via Literacy Boost classes three to five days a week.
- Students in grades 5-6 who perform well in math receive accelerated instruction through problem-solving classes.
- The school has instituted Action Plans for students throughout all grades, including middle school. These individualized plans, updated every 4-5 weeks by lead teachers, include both academic and social/behavioral information; they propose goals and strategies in each of these areas, and indicate the specific teacher, parent, or staff member responsible for each portion.
- The school this year began using Teachstone's CLASS system tool to assess teacher performance.

⁷ Self-reported information from school-submitted self-evaluation form on 2/19/14.

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

Governance Structure & Organizational Design

After reviewing information and documentation concerning Board turnover, Board minutes, reporting structure, organizational chart, annual accountability reporting documents, Board agendas, and the school's website, CSAS notes the following:

- The Board has eight board members, all of which are voting members. The Board Chair joined the Board in 2005.
- As of February 2014, as evidenced from a review of Board rosters, the Board experienced no turnover during 2013-14 school year.
- As recorded in the Board's minutes, there is a clear reporting structure with school leadership providing regular updates on academic and operational performance to the Board and its committees.
- To date, the school has publicly posted Board minutes from its September 2013 through February 2014 meetings on its website.

School Climate & Community Engagement

After reviewing information and documentation concerning leadership turnover, staff turnover, attendance rate, student turnover, NYC School Survey results and response rates, and PTO meetings, The NYC DOE notes the following:

- The school did not experience any leadership turnover during the 2013-14 school year. However, the school added several members to its leadership team during the course of the year: Kevin Dougherty, formerly an Assistant Principal, became Principal of grades 7-9; Katherine Aguerro, formerly a teacher, became an Academic Coach; and Judy Palacios, formerly a teacher, also became an Academic Coach.
- Instructional staff turnover from school year 2012-13 was 22% with 11 out of 60 instructional staff members choosing not to return and two out of 60 not being asked to return for the 2013-14 school year. As of February 2014, the school had not experienced any instructional staff turnover during the 2013-14 school year.
- As of February 2014, average daily attendance for students was at 94% during that school year, which is lower than the school's charter goal of at least 95%.⁸
- Student turnover was 2.3% of students from the prior school year who did not return at the start of the 2012-2013 school year. 3% of the students left the school between the start of the school year and February 2014.⁹
- The school reports having a Parents as Partners Association, as evidenced by its Self-Evaluation Form.¹⁰

2012-2013 NYC School Survey Results¹¹

Categories	Result	Community	Response Rate	Citywide Rate
Academic Expectations	Below Average	Parents	84%	54%
Communication	Below Average	Teachers	96%	83%
Engagement	Below Average	Students	100%	83%
Safety & Respect	Well Below Average			

⁸ Self-reported information from school-submitted data collection form on 2/19/14.

⁹ Self-reported information from school-submitted data collection form on 2/19/14.

¹⁰ Self-reported information from school-submitted self-evaluation form on 2/19/14.

¹¹ Results are particular to the school type as identified in the 2013 School Survey.

Financial Health

Near-term financial obligations:

- Based on the FY13 financial audit, the school's current ratio indicated a strong ability to meet its current liabilities.
- Based on the FY13 financial audit, the school had sufficient unrestricted cash to cover its operating expenses for at least two months without an infusion of cash.
- A comparison of the enrollment projections for the 2013-14 budget to the actual enrollment as of the end of the school year revealed that the school met its enrollment target, supporting its projected revenue.
- As of the FY13 financial audit, the school had met its debt obligations.

Financial sustainability based on current practices:

- Based on the financial audits from FY11 to FY13, the school generated an aggregate surplus over the three audited fiscal years, and in FY13 the school operated at a surplus.
- Based on the FY13 financial audit, the school's debt-to-asset ratio indicated that the school had more total assets than it had total liabilities.
- Based on the financial audits from FY11 through FY13, the school generated overall positive cash flow from FY11 to FY13 and the school had positive cash flow in each measurable year.

Annual Independent Financial Audit

- Significant deficiencies were noted for the FY13 financial audit.
 - Significant deficiencies in the internal control over financial reporting with regards to the following:
 - Accounting for 457(f) Plan
 - Accounting for In-kind Contributions
 - Accounting for Grant Revenues
 - Bank Reconciliations
 - Accounting Staff

A representative of the NYC DOE team conducted a financially focused visit to the school on April 2, 2014. Based on discussion, document review, and observation, the following was noted:

- Harlem Children's Zone has hired an assistant controller, who is a CPA and has audit experience. They are also currently in the process of hiring a Chief Financial Officer.
 - Following the ACR review, the school reported that a Chief Financial Officer had been hired in June 2014.
- The division of labor is now by function, and not entity. Positions in the finance office will be based on function, such as accounts payable, bank reconciliation, and budgeting, as opposed to a few staff members handling all of the accounting for the school.
- Harlem Children's Zone has been gradually reducing the amount of in-kind support to HCZ Promise Academy II in an effort to make the school self-sustainable and efficient.

Based on the renewal report for sister school HCZ Promise Academy I, prepared in May 2014:

- Accounting for the 457(f) plan was transferred to the new Controller and effective FY14, he or she will ensure each payment to employees is properly authorized and documented.

Essential Question 3: Compliance with charter and all applicable laws and regulations?

After a review of documentation submitted for the NYC DOE annual accountability reporting requirements for the 2013-2014 school year, the NYC DOE finds the following:

Board Compliance

The Board is in compliance with:

- The Board's membership size falls within the range of seven and 17 members outlined in the school's charter and in the Board's bylaws.
- Currently, the officer positions of President, Chair, and Treasurer outlined in the Board's bylaws are filled; however, the position of Secretary is unfilled.

The Board is out of compliance with:

- The Board held 8 meetings in 2013, which is less than the 9 meetings in addition to an annual meeting, as specified in its bylaws.

School Compliance

The school is in compliance with (as reviewed during May 2014):

- The school has the required number of staff with AED/CPR certification.
- The school has submitted appropriate insurance documents to NYC DOE.
- The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.
- The school had an application deadline of July 14, 2014 and lottery date of August 5, 2014 for incoming students in the 2014-15 school year, adhering to charter law's requirement of accepting applications up to at least April 1.
- The school leader was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.
- The school has posted its 2012-13 NYSED Annual Report and annual audit to its website, as specified in charter law.

The school is out of compliance with:

- The school has one staff member that does not have appropriate fingerprint clearance as of February 2014.
- The school has submitted required documentation for teacher certification however is not compliant with state requirements for teacher certification as of February 2014. The school has 13 out of 55 core teachers who do not have teacher certification.

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:

- As of fall 2014, the school will house grades K-5 in its current publicly-operated facility at 2005 Madison Avenue and will house grades 6-10 at Harlem Children's Zone's privately-operated facility at 35 East 125th Street. The school plans to continue housing grades 6 and up in this private facility.
- The school changed its grade configurations in 2013-2014 to focus on different levels of child development. The new configurations are as follows: Lower Elementary Academy, grades K-2 (formerly grades K-3); Upper Elementary Academy, grades 3-6 (formerly grades 4-8); and Junior High School, grades 7-9.

Enrollment and Retention Targets

As a reminder regarding accountability in the next charter term:

- Amendments to Article 56 of the New York State Consolidated Laws: Education, which relates to Charter Schools, call for charter schools, as a consideration of renewal, "to meet or exceed enrollment and retention targets" for students with disabilities, English Language Learners, and students who are eligible for the free and reduced price lunch program. The amendments further indicate "Repeated failure to comply with the requirement" as a cause for revocation or termination of the charter.
 - The law directs schools to demonstrate "that it has made extensive efforts to recruit and retain such students" in the event it has not yet met its targets.
 - The NYC DOE, as authorizer, will annually monitor the school's performance against these targets and the efforts it makes to meet this state requirement.
- In school year 2013-14 Harlem Children's Zone Promise Academy II Charter School served a lower percentage of students who qualified for free or reduced price lunch and students with disabilities compared to the CSD 5 average but higher than the citywide average. The school served a lower percentage of English Language Learner students compared to both the CSD 5 and citywide averages.

Special Populations

	Free and Reduced Price Lunch					Students with Disabilities					English Language Learners				
	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014	2009 -2010	2010 -2011	2011 -2012	2012 -2013	2013 -2014
	School	78.2%	78.4%	77.0%	70.8%	77.6%	11.0%	12.6%	14.5%	15.5%	16.6%	1.2%	5.8%	4.7%	5.9%
CSD 5	76.2%	81.3%	82.8%	83.4%	81.1%	17.3%	17.8%	17.8%	18.3%	18.5%	11.7%	12.5%	11.7%	11.0%	9.0%
NYC	62.1%	65.3%	68.1%	69.8%	72.7%	15.9%	15.9%	15.7%	16.1%	16.4%	16.1%	16.1%	15.5%	15.0%	13.9%

Additional Enrollment Information					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Grades Served	K-5	K-6	K-7	K-8	K-9
CSD(s)	5	5	5	5	5

Comparisons to both the CSD(s) and City are made against students in grades K-8, 9-12 or K-12 depending on the grades the school served in each school year. Special population figures are as of October 31 for each given school year, with the exception of the 2012-2013 school year, which is as of October 26, 2012.