



New York State Education Department

***2011-2012 Annual Report Guidelines for
New York State Charter Schools***

Updated June 18, 2012

The Regents of The University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@mail.nysed.gov
518-474-1762

Acknowledgements

Much of the information provided in this Annual Report was derived from exemplar materials created by charter school authorizers that are nationally recognized for their policies and procedures aimed at increasing the number of high quality charter schools. The Board of Regents and the New York State Education Department (NYSED) wish to specifically acknowledge and thank the Massachusetts Department of Elementary and Secondary Education's Charter School Office and the State University of New York's Charter School Institute for their contributions in creating this Annual Report.

Charter School Office

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148
www.doe.mass.edu/charter

Charter Schools Institute

The State University of New York
41 State Street, Suite 700
Albany, NY 12207
www.newyorkcharters.org

Table of Contents

School Information and Cover Page	1
Introduction and Overview.....	3
Report Submission Instructions.....	4
Checklist of Requirements.....	5
Report Content Requirements	6
Required Forms: Appendices.....	8
Appendix A: Progress Toward Charter Goals	8
Appendix B: Instructional Timetable	Error! Bookmark not defined.
Appendix C: Total Expenditures and Administrative Expenditures per Child	Error! Bookmark not defined.
Appendix D: Unaudited Financial Statements	Error! Bookmark not defined.
Appendix E: FY 2013 Budget and Narrative	Error! Bookmark not defined.
Appendix F: Disclosure of Financial Interest Form	Error! Bookmark not defined.
Appendix G: Board of Trustees Membership Table	Error! Bookmark not defined.

School Information and Cover Page

School Name: Harlem Children's Zone Promise Academy Charter School I

School Leader: Geoffrey Canada

Primary address: 35 E 125th Street, New York, NY 10035

School website: www.hczpromiseacademy.org

School email: smorris@hczpromise.org

Telephone: (212) 360 - 3255 **Fax:** (212) 534 - 0215

BEDS # 310500860864

District/CSD of Location: CSD# 5

Charter authorizer: NYC Department of Education's Chancellor

Chair, Board of Trustees: Kenneth G. Langone

Date school first opened for instruction: 2004

2011-2012 Enrollment: 989

2011-2012 Grades Served: K-8, 11, 12

Our signatures below attest that all of the information contained herein is truthful and accurate.

Print Name, Head of Charter School

Signature and Date

Print Name, President, Board of Trustees

Signature and Date

Introduction and Overview

By August 1 of each year, each public charter school in New York State is required by statute to complete and submit an annual report to the New York State Education Department's (SED) Charter School Office (CSO) and the school's charter authorizer.¹ The following annual report guidelines (Guidelines) include general instructions for submission, a checklist to ensure completion of all required content, and key inquiries that highlight academic, organizational, and fiscal performance, as well as the extent to which a school is faithful to its charter.

A school's annual report should provide a comprehensive snapshot of performance for the prior academic year, as well as a discussion of progress toward the achievement of goals established within a school's binding charter contract. This process delineates important information about the school's performance within its portfolio and will contribute to and inform authorizer monitoring and decision making.

New York State charter law requires all charter schools to report annually on progress toward performance goals agreed upon in their charter contracts.² While Regents-authorized charter schools fulfill this requirement by completing the tables found in **Appendix A** of these Guidelines, other schools may submit said information in the format established by their particular authorizer (e.g., State University of New York's Accountability Plan Progress Report). Similarly, schools should insert documentation for **Appendices C – E** via formatting required by respective authorizing entities.

All charter schools in New York must comply with reporting mandates via the Codes, Rules and Regulations of the State of New York.³ Much of this data is captured in the following management information systems: Student Information Repository System (SIRS), the Basic Educational Data System (BEDS), the School Report Card Database (SRC) and the Violent and Disruptive Incidents Report (VADIR). Though Guidelines do not ask for schools to replicate information presented within these systems, all schools will be held accountable for ensuring accurate data sharing through such mechanisms.

The components to be included in each section are outlined in the Guidelines below. Please note that all required information must be clearly documented in order to complete this statutory requirement.

Please Note: All annual reports should be made publicly available and posted on the charter school website by August 1 every year, and should be transmitted to local newspapers and be available for distribution at board meetings.

¹ Per [New York State Education Law](#) (Section 2857, Subdivision 2, Section 23 as amended by Chapter 101 and 102 of the Laws of 2010), the public charter school annual report must be submitted to the charter authorizer and to the Board of Regents, and posted on the school website by August 1 every year.

² New York State Education Law Section 2857 (2)(b).

³ Per the Official Compilation of Codes, Rules, and Regulations of the State of New York (8-NYCRR-119.3), charter schools are required to report on the following indicators: basic education data, enrollment by grade, student data by district of residence, teacher qualifications, ELL data, FRLP data, technology and media resources, academic performance data, as well as electronic records for students who meet criteria listed in 8-NYCRR 100.2(b)(2)(ii),(iii), or (iv).

Report Submission Instructions

Annual Report

Annual reports must be submitted via a new online submission system to SED's Charter School Office and the school's authorizing charter entity by **5:00 pm Wednesday, August 1, 2012**. **Please do not submit a hard copy. Instructions for online submission can be found at: <https://nysed-cso.myreviewroom.com/>.** Waivers or extended deadline requests cannot be granted. Schools must align submissions with the Checklist on page 4 to ensure that all required components are included. In addition, charter schools that are authorized by a charter entity other than the NYS Board of Regents must also email a PDF version of the Annual Report to the appropriate email address below. The subject of the email should be: 2011-12 Annual Report: [insert name of school].

For charter schools authorized by:

- State University of New York Trustees: charters@suny.edu
- New York City Department of Education's Chancellor: charterschools@schools.nyc.gov
- Buffalo Board of Education: acullen@buffaloschools.org

A charter school's annual report **should not exceed 30 pages**, and must be a clear and accessible document for parents, the charter authorizer, SED's Charter School Office, and the general public. Any attachments should be clearly labeled and explicitly referenced in the text of the report. Attachments should be provided in the appropriate appendix and do not count toward the 30-page maximum.

The text and attachments must use standard one-inch margins, be clearly paginated, and use a clearly readable font no smaller in type size than 11 point. The text must be grammatically correct and free of jargon, undefined terms, and unexplained references.

Progress Toward Charter Goals

Because the release of 2011-2012 NYS state assessment data is not expected until July 2012 and schools may need additional time to analyze the data, this component of the Annual Report should be submitted separately as described in Key Focus Area Request 1 on Page 5 below and in a format determined by each authorizer **by a date specified by each authorizer, after the data is released, but no later than November 1, 2012**. Please submit this document according to the same submission information described above: to SED via <https://nysed-cso.myreviewroom.com/> and via email to the school's authorizer; the subject of the e-mail should be: **2011-2012 Progress Toward Charter Goals - [insert name of school]**.

Independent Financial Audit

Since independent financial audits for all schools are not available until after August 1, all charter schools are asked to submit final 2011-2012 independent financial audits, along with corresponding reports management letters (the independent auditor's report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable) to SED's Charter School Office as well as the school's authorizing charter entity by **November 1, 2012**.⁴ Please submit these documents according to the same submission information described above: to SED via <https://nysed-cso.myreviewroom.com/> and via email to the school's authorizer; the subject of the e-mail should be: **2011-2012 Financial Audit - [insert name of school]**.

⁴ New York State Education Law 2857 (2)(c). Please refer to <http://www.p12.nysed.gov/psc/audits.html> for additional detail.
2011-2012 Annual Report Guidelines for New York State Charter Schools

Checklist of Requirements

- I. School Information and Cover Page
- II. Table of Contents and page numbers
- III. New York State School Report Card
- IV. Key Focus Area Requests
 1. Progress Toward Goal Achievement
 2. Instructional Time (Board of Regents-authorized schools only)
 3. Financial Information
 4. Charter Revisions
 5. Board of Trustees
- Required Forms: Appendices
 - A. Progress Toward Charter Goals
 - B. Instructional Time Table (Board of Regents-authorized schools only)
 - C. Total Expenditures and Administrative Expenditures Per Child
 - D. Unaudited Financial Statements
 - E. FY 2013 Budget and Narrative
 - F. Disclosure of Financial Interest Form
 - G. Board of Trustees Membership Table (Board of Regents-authorized schools only)
 - H. Enrollment and Retention Targets

Report Content Requirements

A charter school's annual report must include the following components, including a cover page, table of contents, and distinct school-level data via New York State School Report Cards. Additionally, key focus area requests are explained in the following sections.

I. School Information and Cover Page

Each annual report must begin with a completed School Information and Cover Page. This form is included on page 1 of this document.

II. Table of Contents and page numbers

Pages must be numbered and a Table of Contents listing all major sections and appendices must be included.

III. New York State School Report Card

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>). This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute.⁵

IV. Key Focus Area Requests

This section of the annual report will provide substantive evidence of a school's performance relative to goals established within its charter contract. A school's financial viability, enrollment and retention data and strategies, charter revisions, and governance structure will also be reviewed here.

1. Progress Toward Goal Achievement

Given the timing of the release of 2011-2012 NYS state assessment data, this component of the Annual Report should be submitted separately in a format determined by each authorizer **by a date specified by each authorizer, after the data is released** as described in Report Submission Instructions on page 3. Using the table provided in **Appendix A (Progress Toward Charter Goals)** or the designated format established by respective authorizers, list each objective and measure contained in the school's current performance goals relating to the success of the academic program. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Measures must be the same as those listed in the school's approved charter. Provide data or other evidence supporting the statement. If the goal has not been met, describe why it was not met, and the efforts that the school will undertake to attain it. Additional accomplishments beyond your charter school goals may be included, but are not required.

2. Instructional Time

Regents-authorized schools are required to complete the Table in **Appendix B (Instructional Time Table)** to provide a brief snapshot of instructional time in the 2011-2012 school year.

⁵ SRC data is included in reporting requirements for New York charter schools in 8 NYCRR 119.3.
2011-2012 Annual Report Guidelines for New York State Charter Schools

3. Financial Information

- Total expenditures and administrative expenditures per child

Provide the following measures of fiscal performance of the charter school in **Appendix C (Total Expenditures and Administrative Expenditures Per Child)**:

- Total expenditures per pupil: the sum of all expenditures divided by the total number of enrolled students; and,
- Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

- Financial Statements

Board of Regents-authorized schools only: Provide the charter school's **unaudited financial statements for the fiscal year ending June 30, 2012 (FY 2012) in Appendix D (Unaudited Financial Statements)**. The unaudited financial statement must include the following statements:

- Statement of Financial Position (Balance Sheet),
- Statement of Activities (Income Statement),

For all charter schools: Final, audited financial statements must be submitted to SED's Charter School Office no later than **November 1, 2012** as described in Report Submission Instructions on page 3.

Board of Regents-authorized and NYCDoE-authorized schools

Please also provide a copy of the school's FY13 Budget, **Appendix E (FY 2013 Budget)**.

4. Charter Revisions

- Briefly summarize any material and/or nonmaterial revisions to the school's charter proposed by the school's board of trustees and approved by the school's authorizer and/or the Commissioner and Board of Regents (as appropriate) during the 2011-2012 school year. If you have a revision that is under review, please make a note of that status.

5. Board of Trustees

- Complete the form in **Appendix F (Disclosure of Financial Interest Form)** for each active trustee who served on the school's board during the 2011-2012 school year. Where the school is unable to obtain a discrete form for each trustee, the school is responsible for listing transactions and/or providing information as required on the form. A stand-alone form that may be used can be found at: <http://www.p12.nysed.gov/psc/documents/2011-12CSTrusteeFinancialDisclosureForm.doc>
- Board of Regents-authorized schools only** are required to complete the Board of Trustees Membership Table in **Appendix G (Board of Trustees Membership Table)**.

6. Enrollment and Retention Targets

The May 2010 amendments to the New York State Charter Schools Act included a requirement that the Board of Regents and the Board of Trustees of the State University of New York prescribe enrollment and retention targets for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. The Regents and the Trustees are currently in the process of finalizing the methodology by which these targets will be set. Once the targets are set, and as they become applicable to individual

charter schools, authorizers may request additional information from those schools regarding efforts made to meet these targets. However, for the purposes of the 2011-2012 annual report,

- Each charter school should describe the good faith efforts the charter school has utilized in 2011-2012 and a plan for efforts to be taken in 2012-2013 to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Required Forms: Appendices

endix A: Progress Toward Charter Goals

App

The following Tables reflect suggested formatting for Board of Regents-authorized charter schools. Schools should follow formats prescribed by their respective authorizers.

Academic Goals Table

2011-2012 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be measured each year by an analysis of student enrollment figures in ATS.	Student enrollment figures in ATS.	Student enrollment was 97% of full enrollment (989/1020 students enrolled)	
Each year, the School will have an annual average student attendance rate of at least 95% as calculated by ATS.	Average daily attendance figures in ATS.	Promise Academy I had an annual average attendance rate of 94.3%	<p>The Promise Academy I Charter Schools have intensified outreach to students who are chronically absent and or late. Our schools have developed an attendance support team of guidance counselors, social workers, and family workers that supports students struggling with attendance. Family Workers are an integral part of the attendance support team. They visit the homes of students who are absent and provide direct support as needed and track the overall attendance of our schools.</p> <p>Many of our families live in the Bronx and do not receive free bus service. The long commute has made it difficult for them to come to school consistently and on time. Therefore we provided free bus service to families living in the Bronx. We will continue to monitor attendance, identify areas where our parents need support and provide help as needed.</p>

<p>Each year, 95% of all students enrolled on the last day of the school year who do not move out of district will return the following September.</p>	<p>Student enrollment figures in ATS.</p>	<p>95% (888/930) of students enrolled on the last day of school and who did not move out of the district returned in September</p>	
<p>Each year, 75 percent of students in grades 3—8 who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS ELA exams.</p>	<p>New York State English Language Arts Exam</p>	<p>43.1% (218/506) of students enrolled for at least two consecutive years performed at Level 3 or above on the NY State ELA exam.</p>	<p>Professional development is our focus this year. This summer we had our first district wide professional development days. Our teachers, teaching assistants, Title I teachers and administrators discussed student data, began the process of aligning our curriculum K-12 and attended professional development focused on hands on learning and the Common Core Standards. We also instituted the iReady diagnostic test district wide. Our teaching staff and administrators will use the data collected from these computer based tests to refine curriculum maps and create lesson plans that target our students' specific needs. Additionally, we are utilizing Fountas and Pinnel as measures for ELA. This data is all used to create action plans with benchmarks for achievement for our students. Our teachers work with students during our extended school day, Saturday School and during selected school vacation days. We have increased the time spent students spend in ELA with the goal of developing lifelong learners. Our teachers are provided with feedback regularly to ensure that our teaching staff is given the time to reflect upon and refine their craft.</p>
<p>Each year, 75 percent of students</p>	<p>New York State Mathematics Exam</p>	<p>67.8% (343/506) of students enrolled for at</p>	<p>Our schools utilize differentiated small group</p>

<p>in grades 3—8 who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Math exams.</p>		<p>least two consecutive years performed at Level 3 or above on the NY State Math exam.</p>	<p>instruction. We also use informal assessments and formal assessments such as Math in Focus unit tests and iReady tests to individualize the support we provide to students. Staff professional development has been focused on explicitly teaching, use of concrete objects to develop an abstract understanding and application of math in real life. The math curriculum has been aligned to the Common Core Standards and focuses on developing problem solving skills.</p>
<p>Each year, 75 percent of students in grades 4 and 8 who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Science exams.</p>	<p>New York State Science Exam</p>	<p>100% (82/82) of Promise Academy I students in grade 4, who have been enrolled for two consecutive years, performed at a level 3 or above on the NY State Science Exam.</p> <p>41.1% (29/70) of Promise Academy I students in grade 8, who have been enrolled for two consecutive years, performed at a level 3 or above on the NY State Science Exam.</p>	<p>Last year, 100% of our grade 4 students passed our New York State Exam.</p> <p>Our grade 8 science curriculum continues to be refined and has been aligned to the Common Core Standards.</p> <p>We have increased the frequency of the benchmark tests so that we can more quickly address our students' academic needs. We now test biweekly to assess areas of mastery. In addition to changes in the way we conduct our benchmark testing.</p> <p>Science provides all of our students with the opportunity to explore math and reading in application. Since literacy across curriculum is a focus in our school, our teachers examine nonfiction and informational texts with our students frequently.</p>
<p>Each year, 75 percent of students in grades 5 and 8 who have been enrolled at the school on BEDS day for at least two</p>	<p>New York State did not administer a Social Studies Exam during the 2011-2012 school year</p>		

consecutive years will perform at or above Level 3 on the NYS Social Studies exams.			
For each year of the charter, grade-level cohorts of the same students (i.e. students who were continuously enrolled in the school at least two years on BEDS day) will reduce by one-half the difference between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. In the event that the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, Harlem Children's Zone Promise Academy will demonstrate growth (above 75 percent) in the current year.	New York State English Language Arts Exam	<p>Grade 4: 10-11 % at 3 or 4 = 56.4%, 11-12 target = 65.7%, 11-12 actual % at 3 or 4 = 58.5%</p> <p>Grade 5: 10-11 % at 3 or 4 = 35.6%, 11-12 target = 55.3%, 11-12 actual % at 3 or 4 = 46.6%</p> <p>Grade 6: 10-11 % at 3 or 4 = 41.9%, 11-12 target = 58.5%, 11-12 actual % at 3 or 4 = 42.7%</p> <p>Grade 7: 10-11 % at 3 or 4 = 48%, 11-12 target = 61.5%, 11-12 actual % at 3 or 4 = 38.8%</p> <p>Grade 8: 10-11 % at 3 or 4 = 16.5%, 11-12 target = 45.8%, 11-12 actual % at 3 or 4 = 27.1%</p>	<p>We have restructured parts of our ELA program in our continuing effort to refine our approach with students. We continue to utilize targeted small group instruction and have refined our data collection process. The curricula that we use are considered living documents. Students take an assessment biweekly and the administration and teaching staff meet to decide the make the necessary changes to lessons, units, and curriculum maps as needed. Our students also receive intervention after school and during school hours.</p>
For each year of the charter, grade-level cohorts of the same students (i.e. students who were continuously enrolled in the school at least two years on BEDS day) will reduce by one-half the difference between the percent at or above	New York State Mathematics Exam	<p>Grade 4: 10-11 % at 3 or 4 = 67.9%, 11-12 target = 71.5%, 11-12 actual % at 3 or 4 = 74.4%</p> <p>Grade 5: 10-11 % at 3 or 4 = 59.1%, 11-12 target = 67.1%, 11-12 actual % at 3 or 4 = 76.1%</p> <p>Grade 6: 10-11 % at 3 or 4 = 68.8%, 11-12 target = 71.9%, 11-12 actual %</p>	<p>In our ongoing effort to address the specific needs of our schools' population, we will be increasing the amount of time that students are spending in mathematics class. Additionally, we will provide a small student to teacher ratio.</p> <p>We have been developing a curriculum that is aligned with the Common Core Standards and provide teachers with</p>

<p>Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. In the event that the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, Harlem Children's Zone Promise Academy will demonstrate growth (above 75 percent) in the current year.</p>		<p>at 3 or 4 = 82.3%</p> <p>Grade 7: 10-11 % at 3 or 4 = 80.0%, 11-12 target = growth, 11-12 actual % at 3 or 4 = 63.0%</p> <p>Grade 8: 10-11 % at 3 or 4 = 68.4%, 11-12 target = 71.7%, 11-12 actual % at 3 or 4 = 68.8%</p>	<p>regular feedback. Our curriculum focuses on developing critical thinking and problem solving skills.</p>
<p>Each year, the percent of students in grades 3—8 performing at or above Level 3 on the State ELA exam in each tested grade will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE [1]</p>	<p>New York State English Language Arts Exam</p>	<p>42.8% of Promise Academy I students performed at a level 3 or 4 compared to 29.1% of students in CSD 5</p>	
<p>Each year, the percent of students in grades 3—8 performing at or above Level 3 on the State ELA exam [State Math exam (typo in charter)] in each tested grade</p>	<p>New York State Mathematics Exam</p>	<p>67.6% of Promise Academy I students performed at a level 3 or 4 compared to 39.0% of students in CSD 5</p>	

<p>will exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.</p>			
<p>Each year the school will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report.</p>	<p>New York City Department of Education 2011-2012 Progress Report</p>	<p>Promise Academy I received a C on the Student Progress section of the NYCDOE Progress Report</p>	<p>We are proactively addressing the improvement of student progress in a couple of different ways. Our school will be providing more professional development for teachers and using standard district-wide measures for student progress and teacher development.</p> <p>Our teachers are now participating in professional development more frequently. During these professional development sessions, teachers learn about the Common Core Standards, classroom management and teachers also provide feedback to each other as a way of sharing best practices. Through the exchange of ideas and exposure to the latest news in education, our teachers and administrators are creating curriculum that is both aligned to the Common Core Standards and addressing the needs of our students.</p> <p>We recognize the importance of developing a common language when evaluating student and teacher progress. To build this common language, we are using i-Ready as a tool to track student progress and CLASS as an evaluation tool for teachers.</p>

			<p>All of our students will be assessed using i-Ready. i-Ready is a computer-adaptive diagnostic that is standards based therefore each teacher can identify each students' specific areas of need. Using this information, teachers will be able to focus in the individual needs of each of their students. Moreover, administration and teachers across district use this data to share resources and best practices more effectively and efficiently.</p> <p>The CLASS evaluation tool is being used district wide and all our administrators have been trained in CLASS. This evaluation tool is used to guide teacher feedback and provides us with a common language when discussing various strategies to continue developing a strong teaching staff. The CLASS evaluation tool places a strong emphasis on strong teacher and student relationships, high level questioning, and student engagement.</p>
Each year, the school will be deemed "In Good Standing" on the NYS Report Card.	New York City Department of Education 2011-2012 Progress Report [2]	Promise Academy I was deemed "In Good Standing"	
Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations,	New York City Department of Education 2011-2012 Learning Environment Survey	Academic Expectations: 8.4 Communication: 8.2 Engagement: 8.2 Safety & Respect: 8.6	

<p>Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>			
<p>Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.</p>	<p>New York City Department of Education 2011-2012 Learning Environment Survey</p>	<p>Academic Expectations: 7.4 Communication: 7.4 Engagement: 7.1 Safety & Respect: 7.3</p>	<p>This year we have instituted several different types of weekly staff meetings. Our staff meets as a school, a grade level, in their content area and participates in professional development frequently. Additionally, we held our first district wide retreat this summer. The retreat gave our teachers a chance to get to know each other and an opportunity for teachers of the same grade and /or subject to share resources and ideas. We continue to encourage our teachers to utilize the resources shared on our intranet. We are constantly updating the intranet with information about events, teacher certification, policy changes, and statistics about our school population. We have also increased the number of deans to support school discipline and have seen a dramatic positive change in our school culture. School safety remains a priority for us and our staff member participate in professional developments run by Strategic Partnership School Group, Inc.</p>
<p>For grades 5 and higher, each year, students will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning</p>	<p>New York City Department of Education 2011-2012 Learning Environment Survey</p>	<p>Academic Expectations: 7.8 Communication: 6.5 Engagement: 7.0 Safety & Respect: 6.8</p>	<p>We have struggled with discipline issues in the past. To better engage our students and prevent discipline issues, we have focused on character education and increasing the mentoring programs that we offer. Character education is particularly important to our</p>

<p>Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.</p>			<p>school culture as our goal is to have students to internalize and understand the importance of self discipline. Our character education program focuses on improving the self confidence of our students and teaches them to make safe choices. Our mentoring programs provide students with the opportunity discuss their academic, social, and emotional growth.</p>
<p>Each year, 75% of students enrolled in grades 9-12 will accumulate 10 or more credits towards graduation. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYCDOE Progress Report.</p>	<p>School credit records</p>	<p>94.6% (122 of 129) of students enrolled in grades 11 and 12 accumulated 10 or more credits towards graduation.</p>	
<p>Each year, beginning in 2010-2011, 75 percent of the cohort[3] will have scored at least 65 on the New York State Regents examinations in ELA.</p>	<p>New York State Regents Exam in English Language Arts</p>	<p>2008 entry cohort: 100% (63 of 63) students in the cohort scored at least 65 on the NYS Regents Exam in ELA 2009 entry cohort[4]: 94% (61 of 65) students in the in cohort scored at least a 65 on the NYS Regents Exam in Math</p>	
<p>Each year, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in Math.</p>	<p>New York State Mathematics Regents Exams (Algebra, Geometry, Algebra II/Trig)</p>	<p>2008 entry cohort: 98% (62 of 63) students in the in cohort scored at least a 65 on the NYS Regents Exam in Math 2009 entry cohort[4]: 97% (63 of 65) students in the in cohort scored at least a 65 on the NYS</p>	

Each year, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).	New York State Science Regents Exams (Living Environment, Earth Science, Chemistry, Physics)	Regents Exam in Math 2008 entry cohort[4]: 98% (62 of 63) students in the in cohort scored at least a 65 on the NYS Regents Exam in Science 2009 entry cohort: 98% (62 of 65) students in the in cohort scored at least a 65 on the NYS Regents Exam in Science	
Each year, beginning in 2010-2011, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in History (Global Studies or U.S. History).	New York State History Regents Exams (Global Studies, U.S. History)	2008 entry cohort: 98% (62 of 63) students in the cohort scored at least 65 on the NYS Regents Exam in History 2009 entry cohort[4]: 97% (63 of 65) students in the cohort scored at least 65 on the NYS Regents Exam in History	
Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	SAT tests	12 th grade students had an average SAT reading score of 415, while the NY State mean was 483 12 th grade students had an average SAT math score of 458, while the NY State mean was 500	All of our high school seniors participate in SAT Prep two times a week. During both of those sessions a Princeton Review expert reviews specific testing strategies to help improve SAT scores. The students take practice tests regularly and the results from these tests guide their preparation.
Each year, at least 75% of each student cohort (as defined by NYSED)[5] graduates within five years.	Promise Academy I does not yet have a cohort for which this goal can be measured		

Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, the school will comply with all applicable laws, rules, regulations and			Goal was met.

contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.			
As reflected in the Board minutes, the Superintendent or Principals will present Program reports that outline enrollment, attendance, discharge status, IEP, and ELL numbers as well as any available testing results at every Board of Trustees meeting. The Superintendent or Chief Financial Officer will present an up-to-date Financial Report as well.			Goal was met.
95% of the members of the Board of Trustees will be active members of a subcommittee of the Board.			Goal was met.

Financial Goals Table

2011-2012 Progress Toward Attainment of Financial Charter Goals			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Upon completion of the each school year			Audit Pending

the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings[6].			
Each year, the school will operate on a balanced budget[7] and maintain a stable cash flow.			Audit Pending

Charter-Specific Goals Table⁶

2011-2012 Progress Toward Attainment of Charter-Specific Goals			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective

⁶ Charter-specific goals can include objectives that support the school’s model and/or essential characteristic, such as core area of expertise or theme (e.g. technology, arts. etc).

[1] The NYCDOE will determine similar schools based on characteristics, including, but not limited to previous student performance, geographic location and student ethnic, racial, and low-income status. (Peer groups may be determined by the NYCDOE Progress Report.) Comparisons to Community School District performance, where relevant, will be calculated by the taking the percent of students proficient in the charter school and comparing the proficiency rates only to those same grades in the community school district.

[2] Information regarding Promise Academy’s accountability status was taken from the New York City Progress report

[3] Cohort is defined as the group of students entering grade 9 on or before BEDS day in the same year at any school, regardless of when the student enters the charter school.

[4]2009 Cohort regents data includes the August 2012 regents administration

[5]The 2005 school accountability cohort consists of all students, regardless of their current grade level, who were enrolled in the school on October 1, 2008 (BEDS day) and meet one of the following conditions: 1) first entered grade 9 (anywhere) during the 2005-06 school year (July 1, 2005 through June 30, 2006); or 2) in the case of ungraded students with disabilities, reached their 17th birthday, even if they have a conflicting entry in the “First Date of Entry into Grade 9” field. Ungraded students are included in the 2005 school accountability cohort if their birthday date is between July 1, 1988 and June 30, 1989 (inclusive).

[6] The NYCDOE will determine a finding to be “major” if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

[7] A budget will be considered “balanced” if revenues equal or exceed expenditures.