

**HARLEM CHILDREN'S ZONE/PROMISE ACADEMY II
CHARTER SCHOOL**

**RENEWAL REPORT
JANUARY 2010**

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Part 1: Executive Summary

School Overview and History:

Harlem Children's Zone/Promise Academy II Charter School is an elementary school serving approximately 400 students from kindergarten through grade 5 in the 2009-2010 school year.¹ The school opened in 2005 with kindergarten and grade 1. It has plans to serve students grades kindergarten through 12.² It is currently housed in a NYC DOE public school building shared with the Choir Academy of Harlem in District 5.³

The school population comprises 76.5% Black, 14.5% Hispanic, 1.7% White, and 0.5% Asian students. 78% of students are designated eligible for free or reduced lunch.⁴ The student body includes 1.3% English language learners and 9.1% special education students. Boys account for 51.7% of the students enrolled and girls account for 48.3%.⁵

The school earned a B on its progress report in 2009, its first. The average attendance rate for the school year 2008 - 2009 was 92.0%.⁶ The school is in good standing with state and federal accountability.⁷

Renewal Review Process Overview:

The NYC DOE Charter School Office conducted a thorough review of this schools' Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the schools finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: December 8 and 9, 2009.

The following experts participated in the review of this school:

- Aaron Listhaus, Chief Academic Officer, Charter School Office, NYC DOE
- Nancy Meakem, Director of Evaluation, Charter School Office, NYC DOE
- Aamir Raza, Director of Oversight, Charter School Office, NYC DOE
- Audra Watson, Executive Director of Teacher Development, Talent Office, NYC DOE
- Hoa Tu, Director of New School Development, Office of Portfolio Planning, NYC DOE

Renewal Recommendation:

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Harlem Children's Zone/Promise Academy II Charter School for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE-OCS has found Harlem Children's Zone/Promise Academy II Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Harlem Children's Zone/Promise Academy II Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the charter Schools Act and applicable law.

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ Demographic data drawn from NYC DOE ATS enrollment database as of 10/31/09.

⁵ Demographic data drawn from NYC DOE ATS enrollment database as of 10/31/09.

⁶ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁷ New York State Education Department - www.nysed.gov

Part 2: Findings

What the school does well

- The school maintains a strong partnership with the Harlem Children Zone and fosters effective collaboration between in-school and after-school services and activities.
 - The staff of the Promise Academy II Charter School and the staff of the HCZ after-school services have developed systems to effectively share student level data in order to best address the individual needs of students. In this way, the instructional goals that the school has created for each student are supported by the after school program which in many ways operates as an extension of the instructional program
 - The school is also served by a Special Education Coordinator who ensures that all special needs students are properly evaluated and are provided with the services necessary to ensure their success. At times this requires coordinating service with HCZ staff as well as the recruitment of related services providers such as bilingual speech therapists.
- The breadth of the curriculum, including music and the arts, provides a wide range of learning opportunities to engage students and to raise achievement.
 - The school has hired two professionally trained teachers to teach music notation, keyboard and voice to all students. Students are expected to learn to read music, understand the underlying math of beats per measure and the length of notes. Students are also instructed in sight-singing as well as playing keyboards. The school has been successful in acquiring orchestral instruments through donations which have led to their ability to create an orchestra that performs at events both inside and outside the school.
 - Science instruction at HCZ begins in Kindergarten. The science curriculum for all grades, posted in the science classroom, articulates a well thought out and purposeful instructional program that embeds the skills of observation, following procedures, and recording results which are underlying skills that support students ability to follow the scientific method. Students are provided with hands on activities in order to encourage students to ask questions and make observations about the physical world. Reviewers watched students comb through soil as they identified the different ingredients (silt, wood, etc) that make up the living earth. Students were able to discuss the identifying traits of each ingredient.
- The school has made progress in developing capacity for data collection and analysis in order to ensure that instruction is targeted to meet individual student needs.
 - Staff has analyzed student achievement data and created instructional priorities to address achievement results. The school has met the goals in its charter- well over 75% of its students are at or above grade level in English Language Arts and Math. However, concerns about maintaining students at high levels of achievement have led the school to focus on differentiated instruction to ensure that all students are challenged to continue making progress.
 - The school has employed a wide range of staff, from teaching assistants to instructional coaches to allow for targeted grouping of students and differentiated instruction. Subject area coaches work with teachers, facilitate small group instruction and model best practice for newer teachers.
- The school leadership, including academic coaches and specialists, is strong and has developed a consistent and reflective approach to school improvement.

- Structures for staff support, including a new coaching model and an intensive approach to professional development, are in place. This includes a process to review teacher lesson plans and provide feedback.
 - Based on a review of student data and student needs, the school recently decided to implement the work-shop model in conjunction with Teachers College. At the time of the renewal visit the school had made significant progress in implementing this new school-wide approach. Coaches rotate in and out of classes and offer feedback and demonstrations to enable teachers to accelerate their implementation of the model. Teachers College staff work directly with staff as well as in coordination with academic coaches to ensure a smooth transition. Teachers interviewed report feeling supported by the academic coaches in general as well as in learning this specific new model.
 - HCZ uses personnel effectively. The recruitment and training of teacher's assistants documents the school's commitment to instruction. Teacher's assistants are expected to facilitate small group learning and assist the teacher during whole group instruction. These staff members are typically professional educators, completing degrees or gaining experience before becoming lead teachers. This is an efficient way to support a lower student to teacher ratio while also creating a pipeline of potential teachers who are well prepared and steeped in the culture of HCZ. Observers noticed several instances in which individuals have been promoted within the organization as their skills have developed and they have proven ready to take on increased responsibilities.
- The school and Harlem Children's Zone provide support for parents in ensuring that all HCZ children will go to college.
 - As soon as students are selected into the school, their parents are eligible to be enrolled in HCZ Harlem Gems pre-school programs, which trains parents in how to support academic development in the home. Once enrolled, the school provides a myriad of supports for parents and families in this endeavor. Support groups for fathers and grandmothers are additional ways in which the school supports the families of the school in creating a true partnership in their children's education. Parents interviewed agreed that the school environment, academic expectations and connections to the social services that Harlem Children's Zone ensure their children's' success through college.
- The school's Board of Trustees has strengthened overtime and is showing strong capacity in furthering the school's mission and vision. The school also maintains sound finances and internal controls.
 - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resources policies. The financial statements of HCZ PA II were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
 - According to the school's audited financial statements for year ended June 30, 2009, the school possessed assets totaling \$1,582,069 and total liabilities of \$137,689. A total of \$1,444,380 is unrestricted for use purposes. HCZ PA II has over \$1.2 million in liquid assets. The school remains in good financial condition to meet its obligations.

What the school needs to improve

- The school should continue to develop and enhance its data systems and train staff to use assessments and data to inform instruction.
 - Leadership and academic coaches need to explicitly connect individual teacher's goals to achievement data. By analyzing the items in which students are not successful on state or interim assessments, the school can differentiate its

- instructional goals for individual teachers. Academic coaches can then be more targeted in the way in which they work with individual teachers and create a school wide professional development agenda.
- The school lacks a formal, centralized system to analyze and communicate student data so that all teachers can track and analyze individual student achievement and run sophisticated reports – be they longitudinal, class comparison, school comparison. Creating a formal data analysis system will give more precise information upon which teachers may plan, differentiate instruction, and target certain skills and areas for instruction.
- Continue to support teachers in differentiating their instruction to ensure that the individual learning needs of every student are met.
 - Some lessons observed provided full-group instruction with minimal opportunities to check for individual students understanding. In some classes observed classes where small groups were created for the purpose of differentiation, students and teachers would benefit from articulated goals for student achievement within each group -- particularly when the groupings include one group of students who are farthest from mastery. A plan for how low performing students will meet the class standards needs to be articulated in order to realize the potential of this strategy.
 - The school has implemented a new coaching model for teacher support in order to address individual teacher learning needs. Likewise, the professional development plan for the school has been updated to better address teacher training in using data to differentiate instruction. These programs should be continued to ensure that individual student learning needs are met.
 - The school should ensure that all students at all ability levels make sufficient academic progress.
 - According to the NYC DOE Progress Report, the percentage of students making at least 1 year of progress in ELA was 61.6%, and the percentage of student making at least one year of progress in Math was 71.6%. Given this metric, along with the percentage of students in the lowest one third making at least one year progress, and the average change in proficiency for Level 3 and Level 4 students, the school earned a score of 27.7 out of a possible 60 points, or a C, in the Student Progress section of the NYC DOE Progress Report.
 - Ensure that all classrooms are rigorous and engaging, especially in the upper elementary school, and support higher-order thinking in order to meet the schools' goal of college readiness.
 - While reviewers observed excellent teaching and learning in a number of classes throughout the school, there were other instances in which teachers delivered lessons that did not meet the school's stated objectives. Likewise, some classes observed lacked opportunity for students to think critically and express their voice in learning.
 - The school notes a goal of developing a professional culture focused on teaching and learning, with a qualified and competent teaching staff. Professional development to ensure the attainment of this goal should be continued.
 - The school should continue to focus on improving student attendance.
 - Student attendance at the school has improved during the charter period from 90.4% in 2005-2006 to 92.7% in 2008-2009. The rate in 2008-2009 places in the school in the 23rd percentile relative to its peer horizon and in the 50th percentile relative to the City horizon. While this may in part be caused by families that live farthest from the school, who have difficulty in ensuring that students attend school, deeper analysis of trends in absenteeism may yield ways in which the school can target its attendance efforts to better effect.

Part 3: Charter School Goals

Insert Charter Goals Chart from Retrospective Report with description

The Harlem Children's Zone/Promise Academy II Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter School Office.

Charter School - Academic Goals					
	Goals	First Year	Second Year	Third Year	Fourth Year
Comparative	Students who completed at least two consecutive years at HCZ PA II will meet or exceed CSD 5 on the NYS ELA exam	Result	Result	Result	Result
		Met: N/A	Met: N/A	Met: Y	Met: Y
Comparative	Students who completed at least two consecutive years at HCZ PA II will meet or exceed CSD 5 on the NYS Math exam	Result	Result	Result	Result
		Met: N/A	Met: N/A	Met: Y	Met: Y
Value-Added	For each cohort of students who have completed at least two years at HCZ PA II, the average scores on the ITBS (math and ELA) will increase by 1 NCE until the average is at or above 50	Result	Result	Result	Result
		Met: N/A	Met: N/A	Met: Y	Met: Y
	Students make sufficient progress from year to year to exceed AYP requirements in accordance with NCLB	Result	Result	Result	Result
		Met: N/A	Met: N/A	Met: N/A	Met: N/A

Part 4: Charter School Performance Data

The Harlem Children's Zone/Promise Academy II Charter School met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

The charts below present the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 5 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School⁸

ELA				
	2006	2007	2008	2009
<i>PA II</i>	n/a	n/a	n/a	84.6%
<i>CSD 5</i>				61.7%
<i>NYC</i>				70.3%

Math				
	2006	2007	2008	2009
<i>PA II</i>	n/a	n/a	n/a	98.4%
<i>CSD 5</i>				74.7%
<i>NYC</i>				83.3%

Percent of Students Performing at or Above Grade Level – By Grade

3rd Grade						
			2006	2007	2008	2009
<i>ELA</i>	<i>PA II</i>		n/a	n/a	n/a	85.7%
	<i>CSD 5</i>					57.9%
	<i>NYC</i>					70.6%
<i>Math</i>	<i>PA II</i>		n/a	n/a	n/a	100.0%
	<i>CSD 5</i>					82.8%
	<i>NYC</i>					92.3%

4th Grade						
			2006	2007	2008	2009
<i>ELA</i>	<i>PA II</i>		n/a	n/a	n/a	83.3%
	<i>CSD 5</i>					55.8%
	<i>NYC</i>					70.4%
<i>Math</i>	<i>PA II</i>		n/a	n/a	n/a	96.6%
	<i>CSD 5</i>					70.5%

⁸ Charter school, district and city test results taken from NYSED testing data:
<http://www.emsc.nysed.gov/irts/ela-math/>

		NYC				86.2%
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Student Attendance Rate⁹

	2005-2006	2006-2007	2007-2008	2008-2009
Student Attendance Rate	90.4%	90.3%	91.8%	92.0%

⁹ Attendance rate taken from charter school annual reports.

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

The Charter Schools Act of 1998 (“the Act”) authorizes the creation of charter schools to provide opportunities for teachers, parents, and community members to establish and maintain schools that operate independently of existing schools and school districts in order to accomplish the following objectives:

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.¹⁰

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.¹¹

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹² As one such charter entity, the New York City Department of Education (“NYCDOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

- A report of the progress of the charter school in achieving the educational objectives set forth in its charter;
- A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private;
- Copies of each of the annual reports of the charter school including the charter school report cards and certified financial statements;
- Indications of parent and student satisfaction.

Where the NYCDOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹³

¹⁰ See § 2850 of the Charter Schools Act of 1998.

¹¹ See §§ 2851(4) and 2852 of the Act.

¹² See generally §§ 2851(3) and 2851(4).

¹³ § 2852(5)

B. NYCDOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYCDOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹⁴

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during the initial charter term and establish goals and objectives for the next charter term. Ultimately, the renewal process offers an opportunity for the school community to reflect on its experiences during its first term, to make a compelling, evidence-based case that it has earned the privilege of an additional charter term, and, if renewed, to build an ambitious plan for the future.

Consistent with the requirements of § 2851(4) of the Act, a school applying for renewal of its charter must use data and other credible evidence to prove its success, a case that can be organized into three questions:

1. Has your school been an academic success?
2. Has your school been a viable organization?
3. Has your school complied with applicable laws and regulations?

A school will answer these overarching questions by demonstrating that its students have made significant academic progress and that the school has met the goals and objectives pledged in its initial charter. In addition, the school will describe challenges it has faced during its charter term, the strategies that were used to address those challenges, and the lessons learned.

This report contains the findings and recommendations of the NYCDOE regarding a school's application for charter renewal. This report is based on a cumulative record of the school's progress during its charter term, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizing entities, all of which are conducted in order to identify areas of weakness and to help the school to address them. Additionally, the NYCDOE incorporates into this report its findings from the renewal application process, which includes a written application, completion of student achievement data templates, and a school visit by the Office of Charter Schools of the NYCDOE ("NYCDOE-OCS").

The NYCDOE-OCS then prepares a draft report and provides a copy to the school for its review and comment. The draft contains the findings, discussion, and the evidence base for those findings. Upon receiving a school's comment, the NYCDOE-OCS reviews its draft, makes any appropriate changes, and reviews the amended findings to make a recommendation to the Chancellor. The Chancellor's final decision, and the findings on which that decision is based, is submitted to the Board of Regents for a final decision.

¹⁴ The NYCDOE charter renewal application is available on the Office of Charter Schools website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

Throughout the Renewal Process and the life of each school's charter, the NYCDOE Charter School Office uses the following framing questions to monitor Charter School success:

1. Has the School Been an Academic Success?
2. Has the School Been a Viable Organization?
3. Has the School Been in Compliance with All Applicable Laws and Regulations?

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

An academically successful school can demonstrate outstanding student performance outcomes according to the following statistical analyses:

1. Absolute
2. Comparative
3. Value-Added / Progress
4. NCLB

Benchmark 2: Rigorous Instructional Program Strong School Environment

In addition to outstanding student performance outcomes, a school that is an academic success has the following characteristics:

- Rigorous Instructional Program that includes:
 - Clearly-defined essential knowledge and skills that students are expected to learn, and that are aligned with state standards
 - Curriculum that is organized coherently across subjects and grades, and reflects the school's mission and goals
 - Academic expectations that adults in the school clearly and consistently communicate to students
 - Classroom lessons with clear goals aligned with the curriculum
 - Classroom practices that reflect competent instructional strategies
 - Assessments and data that the school systematically generates and uses to improve instructional effectiveness and student learning, and that has led to increased student performance
 - Formal and successful strategies to identify and meet the needs of students at-risk of academic failure, students not making acceptable progress towards achieving school goals, students who are ELL, and special education students
- A School Environment that Promotes Successful Teaching and Learning that includes:
 - An environment where students and staff feel safe and secure
 - Behavioral and cultural expectations that adults in the school clearly and consistently communicate to students
 - Clear policies and strategies to address student behaviors to promote learning—those behaviors that are both appropriate and inappropriate
 - Documented discipline policies and procedures for general and special education students that the school enforces fairly and consistently with appropriate due process
 - A professional culture focused on teaching and learning, with a qualified and competent teaching staff
 - Professional development activities at or sponsored by the school that are aligned with the mission and goals of the school, support the instructional program, meet student needs, and result in increased student achievement
 - A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

Benchmark 3: Non-Academic Performance

A school that is organizationally viable can demonstrate outstanding non-academic performance outcomes according to the following statistical analyses:

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Effective School Governance that includes:
 - A clear and common understanding of the school's mission, priorities, and challenges among all members of the board of trustees and school leadership, as evidenced by the strategies and resources used to further the academic and organizational success of the school
 - An evidenced commitment to serving a student population that reflects the full range of students throughout the city.
 - Policies, systems, and processes that facilitate effective governance of the school and that are followed consistently
 - Meaningful opportunities for staff and parents to become involved in school governance
 - Avenues of communication from the board of trustees to other members of the school community and vice-versa
 - Communication between the school leadership and school staff that facilitates coordinated actions and messages toward other members of the school community
 - Processes to address parent, staff, community, and student concerns appropriately and in a timely manner
 - Annual evaluations of the school leadership, based on clearly-defined goals and measurements
 - A board of trustees with a diversity of opinions and perspectives that promotes a healthy and vigorous dialogue of ideas
 - A process for board development to build its capacity to oversee the school's operations and to ensure the school's continued progress
 - A conflict of interest policy and code of ethics that are followed consistently
 - Activities that are in substantial compliance with the Open Meetings Law and Public Officers Law
 - An active and ongoing relationship with independent legal counsel that reviews relevant documents, policies, and incidents, and makes recommendations as needed

Benchmark 5: Sound Financial Controls

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has the following characteristics:

- Healthy and Sound Financial Practices that include:
 - A long range financial plan that guides school operations
 - Realistic budgets that are monitored and adjusted when appropriate
 - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
 - Internal controls and procedures that are followed consistently and that result in prudent resource management
 - Capacity to correct any deficiencies or audit findings
 - Financial records that are kept according to GAAP
 - Adequate financial resources to ensure stable operations
 - Processes that maintain and successfully manage the school's cash flow
 - Non-variable income streams that support critical financial needs

Benchmark 6: Parent and Student Satisfaction

A school that is a viable organization has the following characteristics:

Parent and Student Satisfaction, demonstrated by survey results as well as other valid and reliable measures.

Benchmark 7: Sufficient Facilities and Physical Conditions

In addition to outstanding non-academic performance outcomes, a school that is a viable organization has sufficient facilities and physical conditions conducive to the school implementing its program and meeting its goals.

Benchmark 8: Sufficient Reporting

A school that is in compliance with applicable laws and regulations has the following characteristics:

- Sufficient Reporting that includes
 - Annual reports and financial reports submitted completely and by deadline
 - Responses to DOE's or SED's requests for information or for changes to school operations (in accordance with legal requirements) in a timely manner

Benchmark 9: Appropriate Admissions Policy

A school that is in compliance with applicable laws and regulations has the following characteristics:

- An Appropriate Admissions Policy that includes
 - Opportunities for all interested parents to submit a complete application for enrollment
 - A random selection process that is conducted fairly, and when a wait list is generated, it is used appropriately to ensure a fair admissions process

Benchmark 10: Compliance with All Applicable Laws and Regulations

A school that is in compliance with applicable laws and regulations has the following characteristics:

- A Record of Substantial Compliance with:
 - Applicable health laws and regulations
 - Title I regulations
 - IDEA regulations to meet the needs of special education students

Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

NYC Department of Education
 Progress Report
2008-09
ELEMENTARY

This Progress Report is for:

SCHOOL	Harlem Children's Zone/Promise Academy II (84M341)
SCHOOL LEADER	Kathleen Fernald
ENROLLMENT	287
SCHOOL TYPE	ELEMENTARY
PEER INDEX	41.8

Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Schools that get As and Bs are eligible for rewards. Schools that get Ds and Fs, or 3 Cs in a row, face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2008-09 is 56.9
- This score places the School in the 3 percentile of all Elementary schools Citywide—i.e., 3 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	7.8 out of 15	C
Student Performance	21.4 out of 25	A
Student Progress	27.7 out of 60	C
Additional Credit	0.0 (15 max)	
Overall Score	56.9 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 54-67.9 receive a letter grade of B
- 11% of schools earned a B in 2008-09

Elementary Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	87.2% of schools
B	54-67.9	10.8% of schools
C	43.0-53.9	1.4% of schools
D	33.0-42.9	0.3% of schools
F	0-32.9	0.3% of schools

Quality Review Score
This school did not receive a Quality Review in 2008-09.

State Accountability Status
Based on its 2008-09 performance, this school is: **In Good Standing**
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment
uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance
measures student skill levels in English Language Arts and Math.

Student Progress
measures average student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap
gives schools additional credit for exemplary gains among high-need students.

The back page provides specific information about how the school performed in each of these areas.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math).

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
		Mathematics
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
-	-	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, Special Education, Black/Hispanic and Title I eligible.

For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School.

The peer schools for Harlem Children's Zone/Promise Academy II are:

DBN	School Name	DBN	School Name
08X014	P.S. X014 Senator John Calandra	27Q054	P.S. 054 Joseph P. Addabbo
28Q121	P.S. 121 Queens	28Q206	P.S. 206 Horace Harding
02M002	P.S. 002 Meyer London	27Q063	P.S. 063 Old South
30Q002	P.S. 002 Alfred Zimberg	22K197	P.S. 197 Brooklyn
25Q029	P.S. 029 Queens	31R011	P.S. 11 Thomas Dongan School
14K031	P.S. 031 Samuel F. Dupont	27Q100	P.S. 100 Glen Morris
30Q078	P.S. 078	84K593	Excellence Charter School of Bedford Stuyvesant
14K110	P.S. 110 The Monitor	31R013	P.S. 013 M. L. Lindenmeyer
30Q070	P.S. 070 Queens	01M110	P.S. 110 Florence Nightingale
20K160	P.S. 160 William T. Sampson	06M314	Muscoota
02M001	P.S. 001 Alfred E. Smith	30Q152	P.S. 152 Gwendolyn Alleyne
27Q065	P.S. 65 - The Raymond York Elementary School	84Q704	Memck Academy Charter School
04M497	Central Park East I	22K217	P.S. 217 Colonel David Marcus School
24Q088	P.S. 088 Seneca	24Q013	P.S. 013 Clement C. Moore
21Q212	P.S. 212 Lady Deborah Moody	84X718	Bronx Charter School for Better Learning
08X304	P.S. 304 Early Childhood School	02M011	P.S. 011 William T. Harris
30Q085	P.S. 085 Judge Charles Valone	84X407	Bronx Charter School for Children
30Q150	P.S. 150 Queens	22K193	P.S. 193 Gill Hodges
24Q012	P.S. 012 James B. Colgate	20K179	P.S. 179 Kensington
30Q084	P.S. 084 Stenway	13K282	P.S. 282 Park Slope

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/SchoolReports/ProgressReports/> or send us an email at pr_support@schools.nyc.gov.

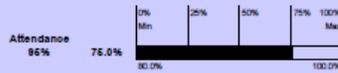
Results by Category

SCHOOL: Harlem Children's Zone/Promise Academy II
SCHOOL LEADER: Kathleen Fernald

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded.



In this example, the school's attendance is 95%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2005-08.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **7.8 out of 15**

C

- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
8.1	88.7%	89.2%	
7.3	80.7%	81.6%	
7.6	78.7%	75.0%	
7.9	45.6%	66.2%	
92.7%	23.4%	60.0%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **21.4 out of 25**

A

- English Language Arts
 - Percentage of Students at Proficiency (Level 3 or 4):
 - Median Student Proficiency (1.00-4.50):
- Mathematics
 - Percentage of Students at Proficiency (Level 3 or 4):
 - Median Student Proficiency (1.00-4.50):

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
84.6%	81.3%	86.7%	65
3.33	80.4%	73.7%	65
98.5%	96.8%	98.8%	65
3.89	78.7%	81.7%	65

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **27.7 out of 60**

C

- English Language Arts
 - Percentage of Students Making at Least 1 Year of Progress
 - Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
 - Average Change in Student Proficiency for Level 1 and Level 2 Students
 - Average Change in Student Proficiency for Level 3 and Level 4 Students
- Mathematics
 - Percentage of Students Making at Least 1 Year of Progress
 - Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress
 - Average Change in Student Proficiency for Level 1 and Level 2 Students
 - Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
61.8%	81.6%	61.4%	28
80.0%	68.6%	68.7%	15
(0.09)	28.1%	43.3%	24
71.6%	68.8%	74.8%	28
72.2%	65.7%	60.6%	18
(0.07)	28.8%	41.2%	28