



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for Harlem Children's Zone Promise
Academy I Charter School

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

PART 1: SCHOOL OVERVIEW

CHARTER SCHOOL BACKGROUND

Harlem Children's Zone Promise Academy I Charter School ("HCZ PA 1") is a K-12 school located in the Harlem neighborhood of Manhattan. The school has a universal pre-kindergarten program. The school is located in a Charter Partnership building in Community School District 5. The school is not co-located with any other schools or programs.¹

The school is in its third charter term.

The school leadership team is comprised of the following individuals: High School Principal Jawana Johnson has been at the school for five years; Middle School Principal Kashif Hameed has been at the school for six years; Upper Elementary School Principal Dr. Joseph Cordero has been at the school for five years; Lower Elementary School Principal KiKi Walton has been at the school for six years; Assistant Principal Noel Campbell has been at the school for 11 years; Assistant Principal Natalie Batchelor has been at the school for one year; Assistant Principal Florence Bolton has been at the school for two years; Assistant Principal Ebony Schoon has been at the school for two years; Dean of Student Support Services Deirdre Schwiring has been at the school for five years; Dean of School Culture Rene Morgan has been at the school for three years; and Dean of School Culture and Student Success Ajene Christian has been at the school for six years.

SCHOOL HIGHLIGHTS

HCZ PA I prides itself on community engagement. Parents of students at HCZ PA I are actively involved in supporting their scholars; parents come to the school for a myriad of issues and the staff are always available to support families. Further, the school has had success getting scholars into college. The past two graduating classes have had 100% and 98% graduation and college acceptance rates.

¹ According to NYC DOE Location Code Generation and Management System.

CURRENT SCHOOL SNAPSHOT

Harlem Children's Zone Promise Academy I Charter School	
DBN	84M284
School Leader(s)	Kiki Walton (Lower ES), Joseph Cordero (Upper ES), Kashif Hameed (MS), Jawana Johnson (HS)
Board Chair(s)	Geoffrey Canada
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Harlem Children's Zone
District(s) of Location	5
Physical Address(es)	245 West 129th Street, Manhattan, NY 10027
Facility Owner(s)	Charter Partnership Building
Enrollment ²	1124
Grades Served	K-12

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Kenneth Langone	Chairman Emeritus	N/A	12	2/5
2. Geoffrey Canada	Chairman	N/A	12	5/5
3. Anne Williams-Isom	CEO/President	N/A	2	5/5
4. Mitch Kurz	Treasurer/Secretary	N/A	12	5/5
5. Stanley Druckenmiller	Trustee	N/A	12	5/5
6. Denise Fuller	Trustee	N/A	10	0/5
7. Arlene Gibson	Trustee	N/A	9	4/5
8. Willie Mae Lewis	Trustee	N/A	4	5/5
9. Aisha Tomlinson	Trustee	N/A	8	5/5
10. Alfonso Wyatt	Trustee	N/A	12	4/5

² According to ATS data as of October 14, 2015.

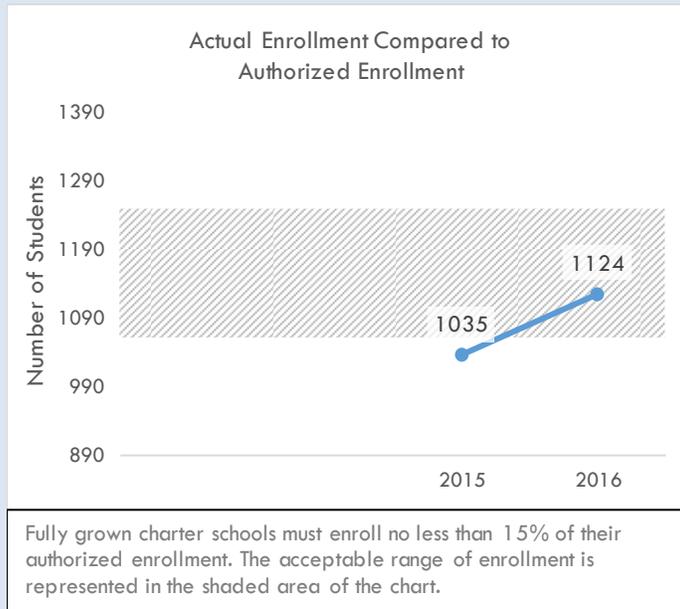
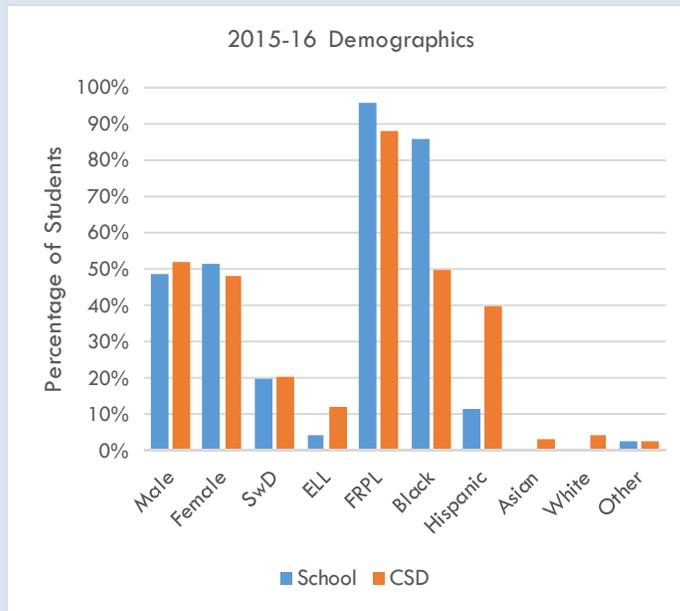
³ The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

CHARTER AUTHORIZATION PROFILE

Harlem Children's Zone Promise Academy I Charter School	
School Opened For Instruction	2004-2005
Date of First Renewal	2008-2009
Date of Second Renewal	2013-2014
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-12
Current Authorized Enrollment	1250

HCZ PA I was renewed for a full five year term in the 2013-14 academic year with no conditions.

ENROLLMENT AND DEMOGRAPHICS⁴



Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

⁴ Schools are permitted to fall below 15% of authorized enrollment until they are fully enrolled. Harlem Children’s Zone Promise Academy I is not yet fully grown.

PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

ESSENTIAL QUESTIONS AND STANDARDS

ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

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

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

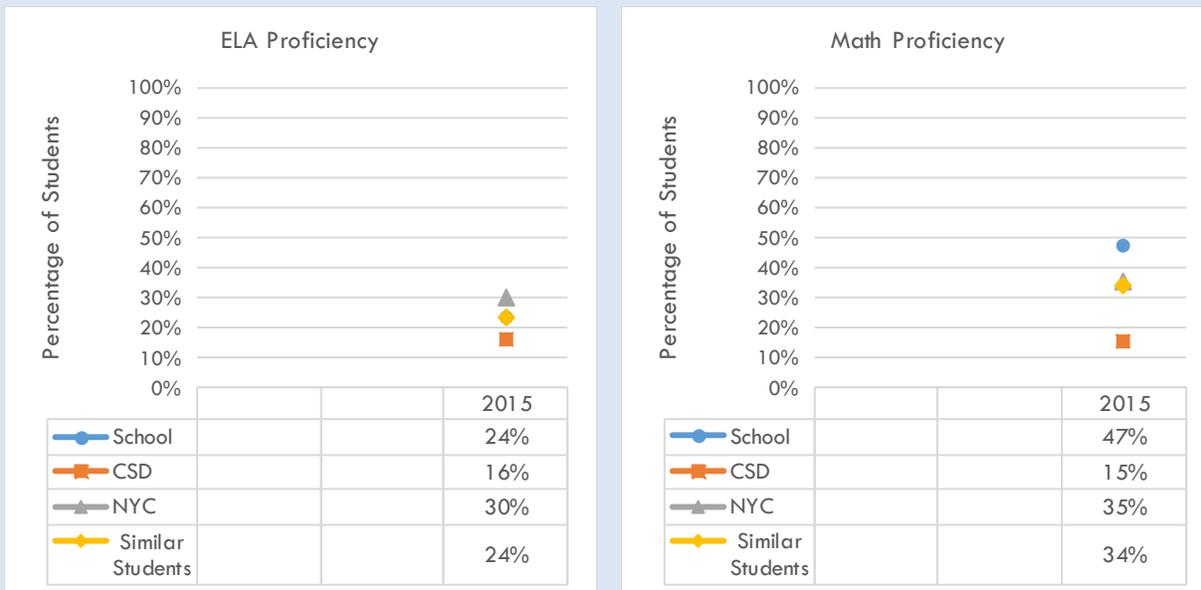
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

PART 3: REVIEW

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?⁵

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix E.⁶ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

OVERALL PROFICIENCY⁷



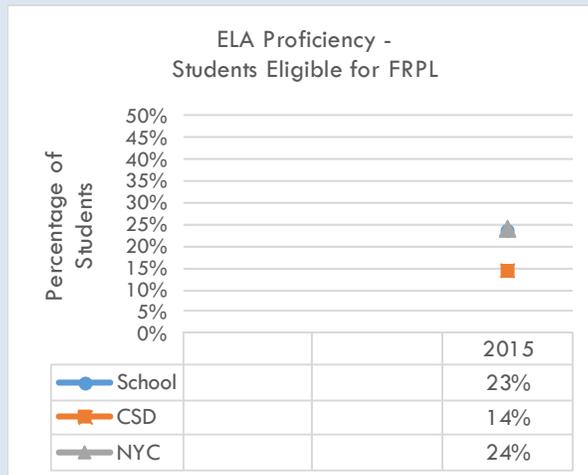
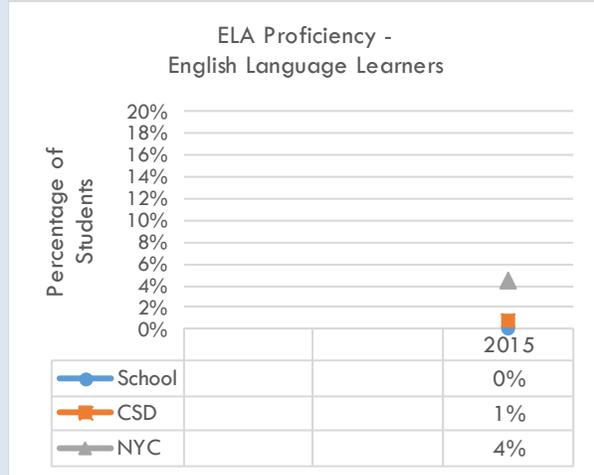
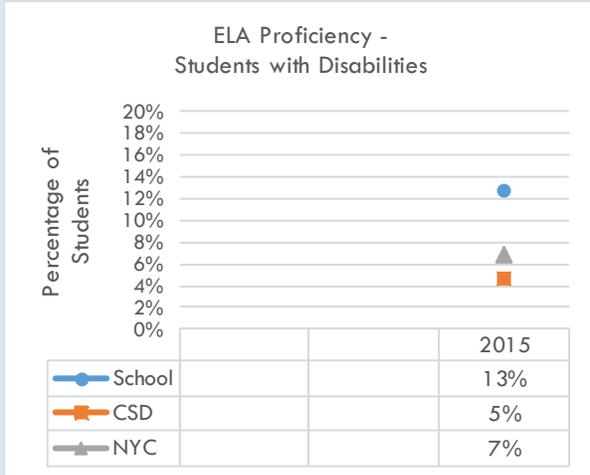
⁵ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

⁶ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-13. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

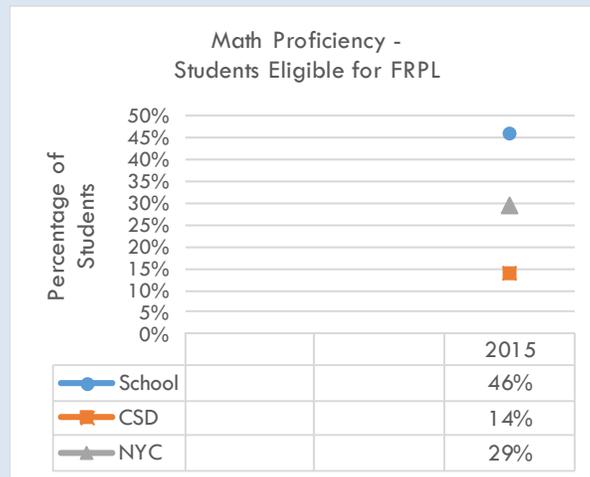
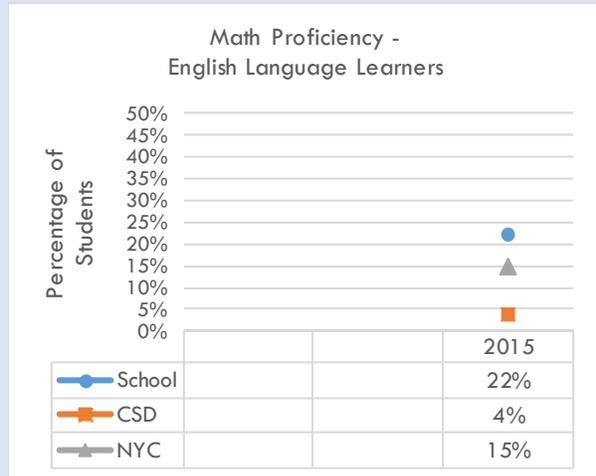
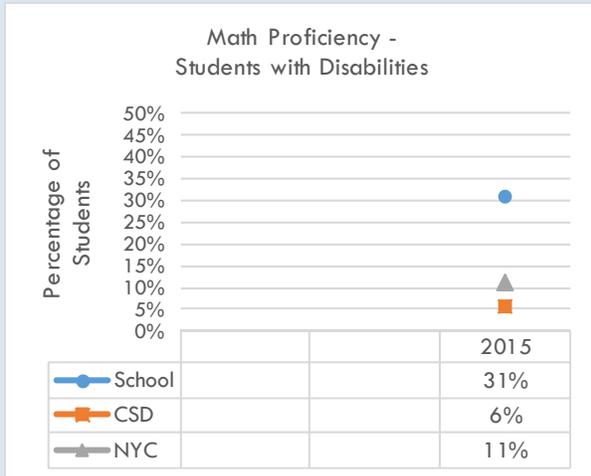
⁷ For more on the NYC DOE's similar students comparisons, please see the information here:

http://schools.nyc.gov/NR/rdonlyres/EC61C6E7-C71C-4B0B-A0B3-37E19354550E/0/SchoolQualityReports_ComparisonGroupDescription_20151209.pdf.

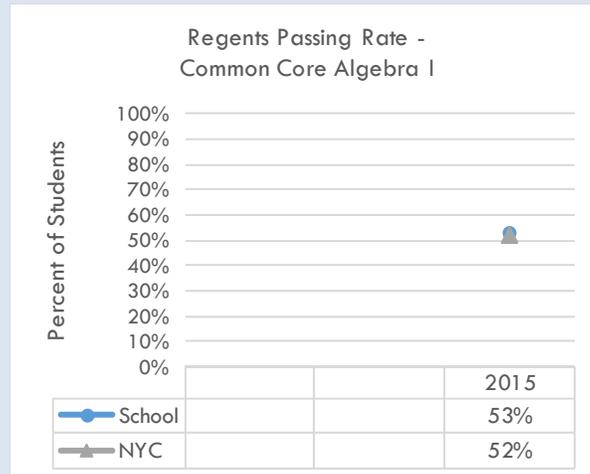
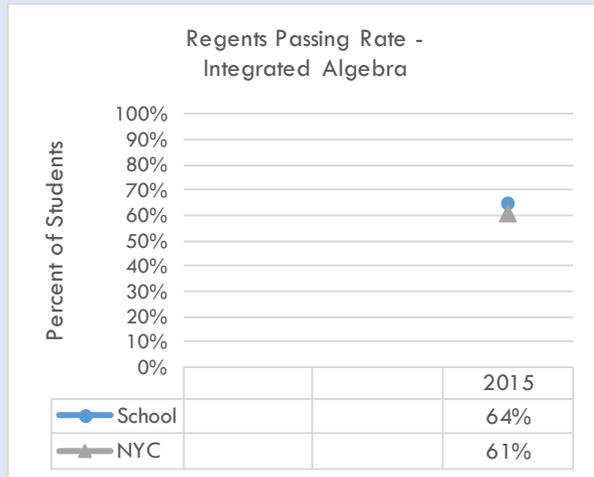
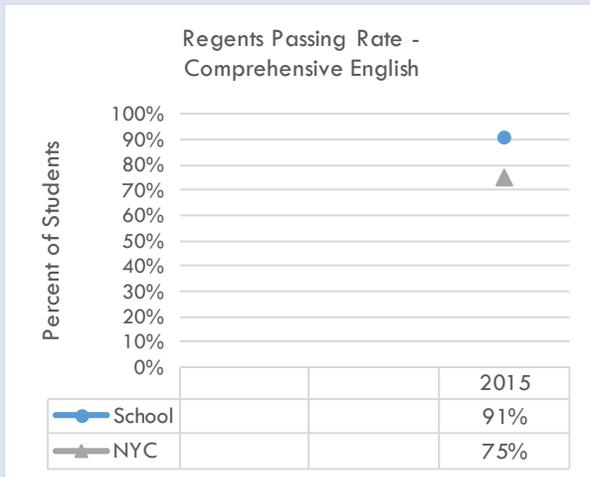
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



CLOSING THE ACHIEVEMENT GAP – MATH



REGENTS PERFORMANCE - ELA AND ALGEBRA I PASSING RATES⁸



⁸ For additional Regents information, please see Appendix D.

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

Details on the school's self-reported education program & learning environment are below. Details on the Charter Authorizing Team's visit to the school can be found in Appendix H.

DATA-DRIVEN INSTRUCTION

The HCZ PA I teaching philosophy is centered on the notion that all students have different instructional needs, and it is the school's job to find ways to identify and address those needs. Small-group instruction and tutoring that is offered in the after-school program have been and will continue to be an integral piece to achieving high academic outcomes. HCZ PA I also uses running records for assessing reading levels and identifying patterns of strategies that work.

PROFESSIONAL DEVELOPMENT

HCZ PA I has focused on building a core of highly-qualified, driven teachers that would serve as beacons of experience to younger staff with great potential. HCZ PA I has expanded that focus by creating a Curriculum Office of ELA and math coaches, giving HCZ PA I teachers an opportunity to receive guided instruction. HCZ PA I is also attracting talented teachers and training them through student/teacher apprenticeships and Relay/GSE.

COLLEGE READINESS

To ensure that students in HCZ PA I have the best chance for academic success, the school has consistently aligned itself with collaborative programs. The Bard Early College Program has been a useful tool in helping our children become college-ready. The academic skills that they are learning are giving them the skills they need to succeed in college. HCZ PA I students, who are not enrolled in Bard have the opportunity to take advanced placement courses.

PARENT ENGAGEMENT

HCZ PA I has a thriving program called Parents as Partners Association (PAPA) in which members are instrumental in maintaining strong ties between the school and the families of the students. HCZ PA I also benefits from HCZ's parent engagement team run by the Senior Manager of Parent and Community

Programming. The team offers professional development opportunities for the entire parent leadership, as well as advises them on feedback from the community of Promise parents.

ALIGNED WITH COMMON CORE STATE STANDARDS

HCZ PA I has aligned their teaching strategies and interim assessment system to the CCSS. HCZ PA I continues to improve in this practice and has strengthened how they use data to make decisions on a district, school, class and individual student level.

RECRUITMENT

HCZ PA I focuses its teacher and school leader recruitment on finding the best quality candidates around the NYC area as well as around the country. The Recruitment Manager works hand-in-hand with HCZ PA I's leadership team using the following strategies: attending and hosting teacher recruitment fairs and events at colleges and universities, internet job postings, social media recruitment, advertisements, employee referrals, and partnering up with programs such as Teach for America.

PIPELINE SERVICES

HCZ PA I believes that all children should have the same starting point from which to grow. The additional services offered, such as healthy and hearty nutrition, access to health and mental health services, foster care prevention and an after-school program with an academic hour to give students additional instruction opportunities ensures that students begin on the same playing field as children from more affluent communities.

GOVERNANCE

The Board of Trustees consists of 10 members, which is consistent with the minimum of five and the maximum of 25 members established in the Board's bylaws. The Board is scheduled to meet 10 times between July 1, 2015 and June 30, 2016 and has met five times between July 1, 2015 and February 1, 2016. The Board's current bylaws are not in compliance with the Charter Schools Act, which require that Boards hold monthly meetings over a period of 12 calendar months per year. All Board members have submitted required forms.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix E. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix F.

SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	
School has a formal process for evaluating progress against charter school goals	Compliant	
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant	
Board meetings consistently meet quorum ¹⁰	Compliant	

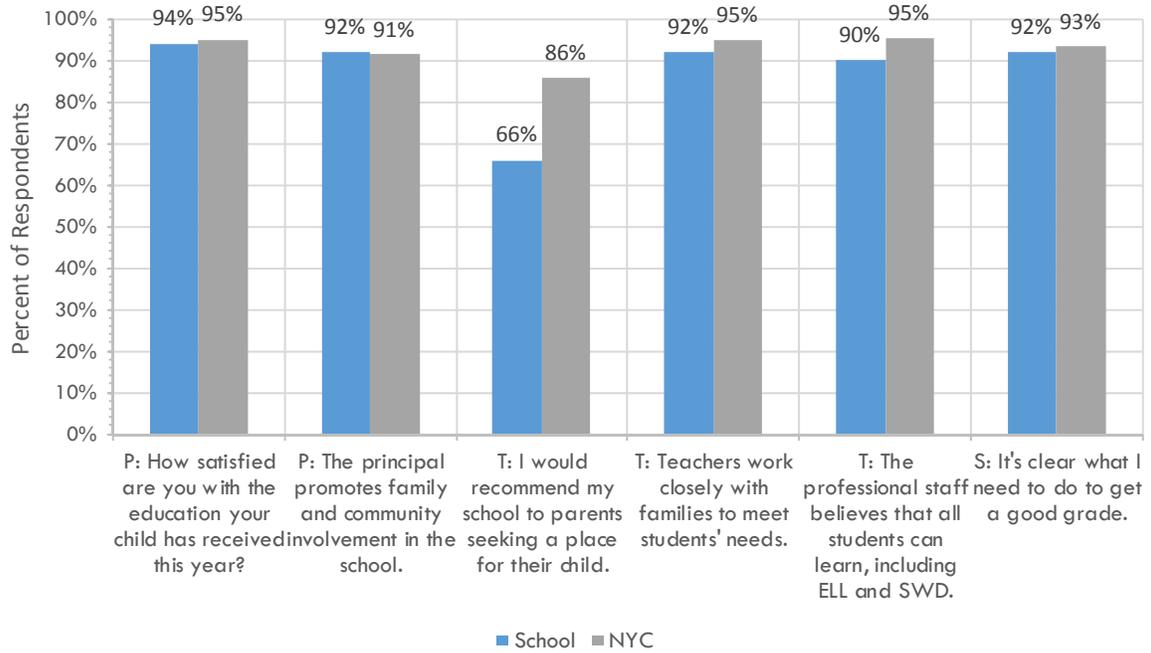
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (certificate of occupancy, certificate of insurance)	Compliant	
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Compliant	One staff member who was hired for the 2015-16 school year was not fingerprinted

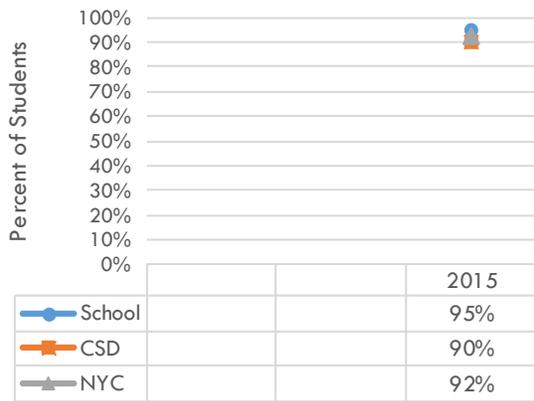
¹⁰ Quorum is defined as 50% of board members plus one member present at a board meeting.

		before their start date.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Not Compliant	The school had 98.7% complete records; the goal was 99.0%.
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

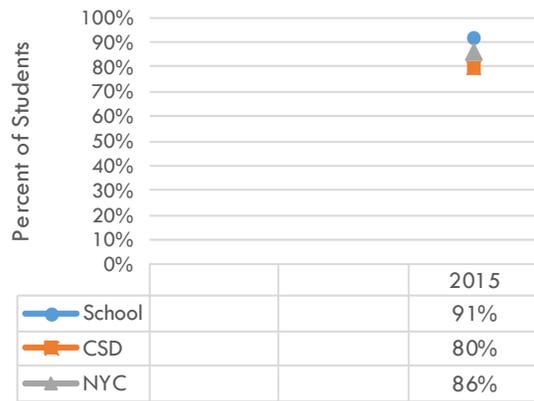
Percent Satisfaction on the NYC School Survey



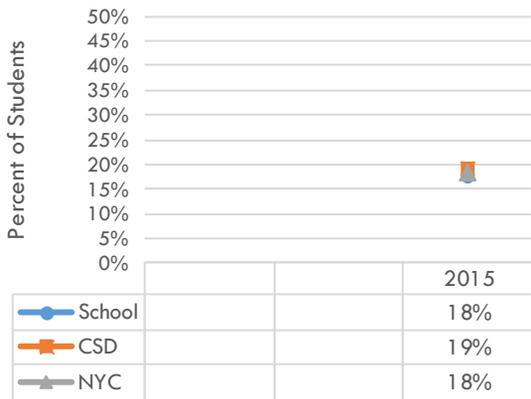
Attendance Rates



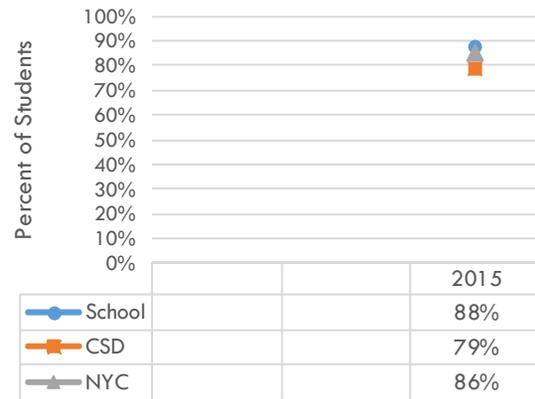
Retention Rates



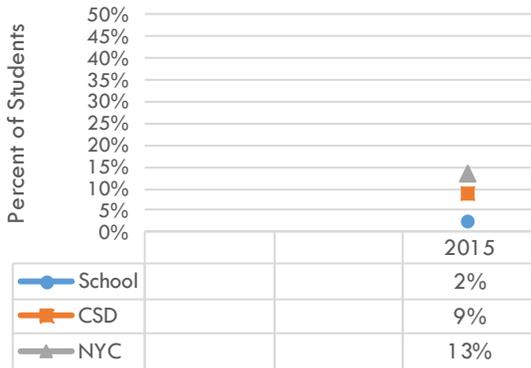
Enrollment Rates - Students with Disabilities



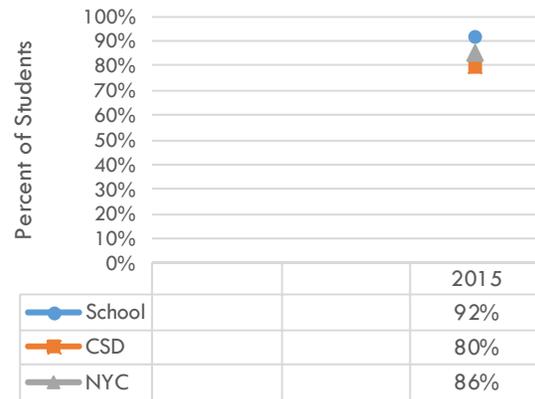
Retention Rates - Students with Disabilities



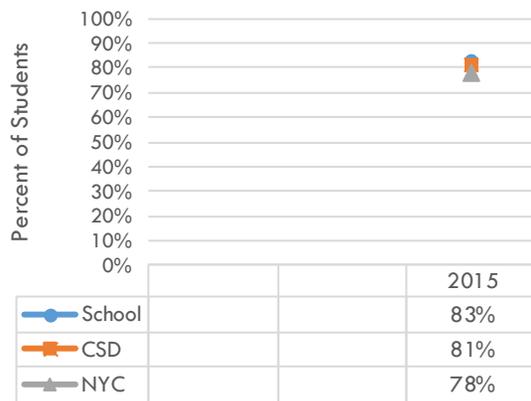
Enrollment Rates - English Language Learners



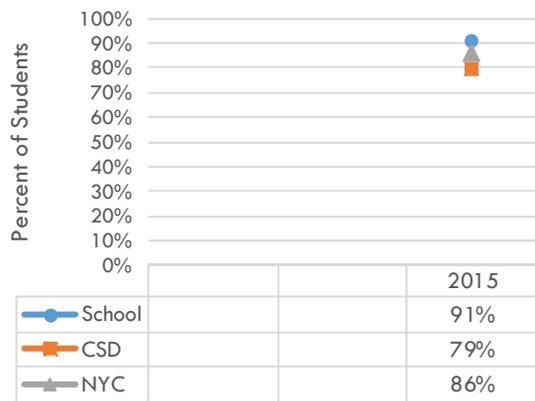
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for Harlem Children's Zone Promise Academy I Charter School in support of Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

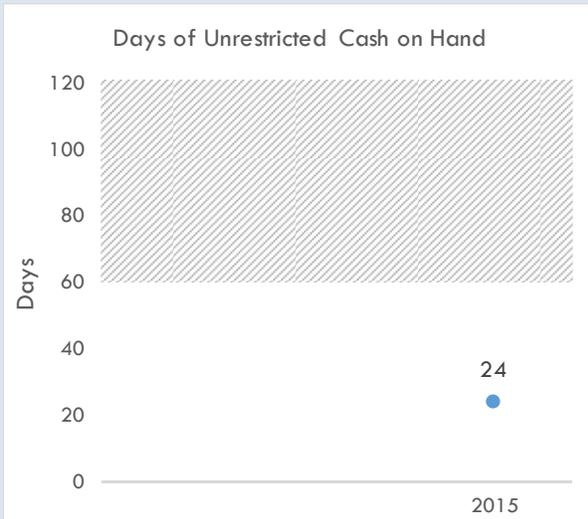
SCHOOL FINANCES

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

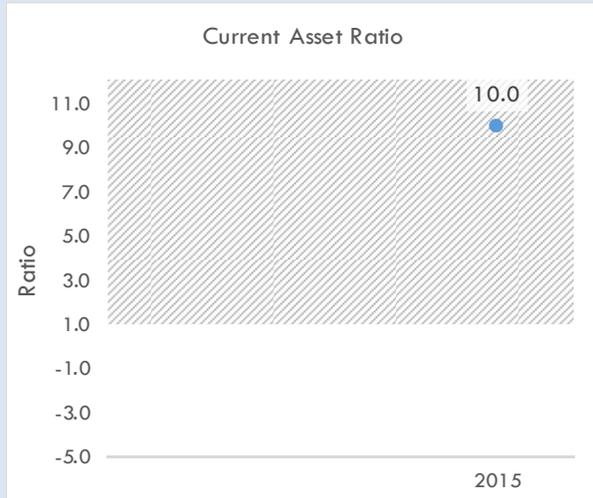
The school has a relationship with an institutional partner, Harlem Children's Zone. Harlem Children's Zone provides the school with the following services: human services, information technology, finance, facilities and social services, and does not charge a management fee for these services.

The school has \$70,652.44 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY¹¹



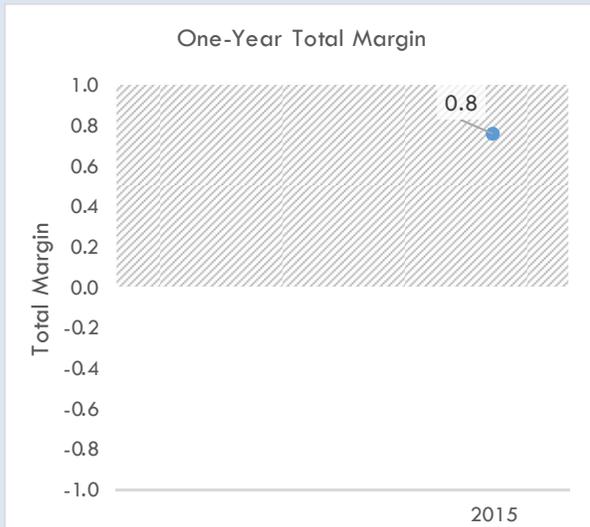
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



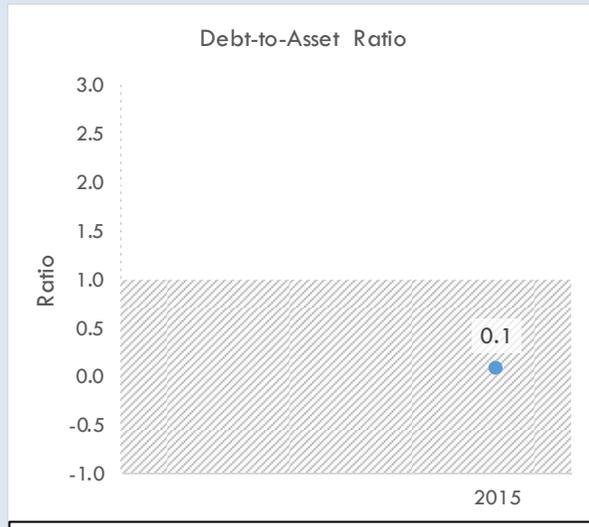
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

¹¹ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 4.

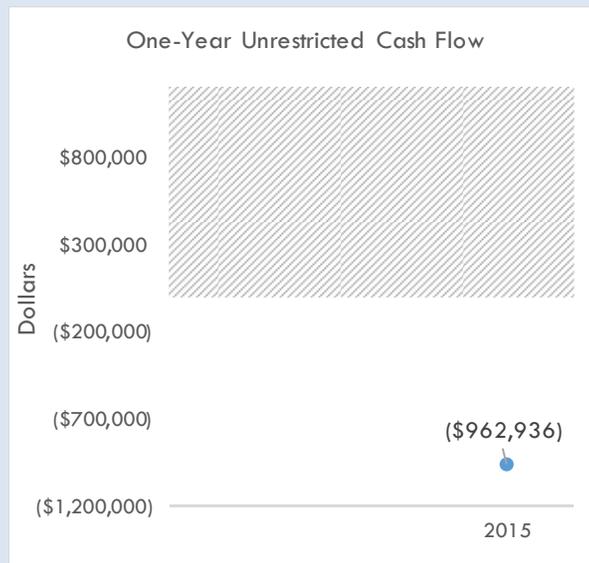
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

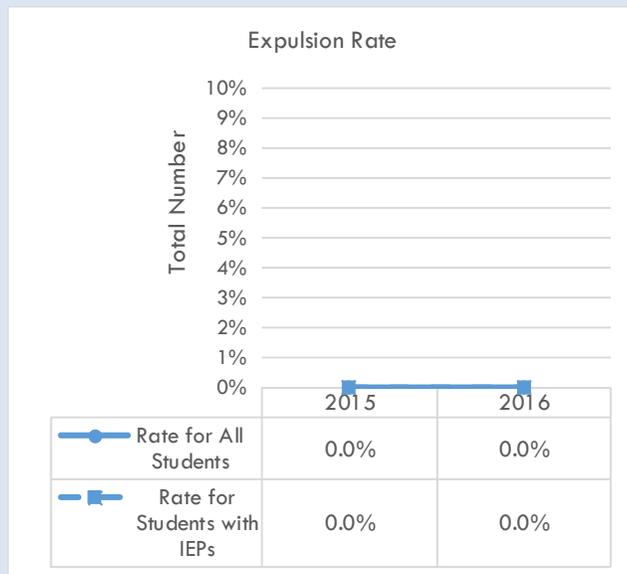
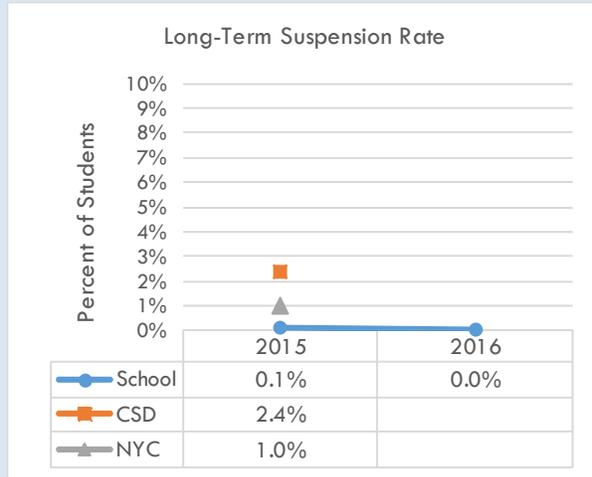
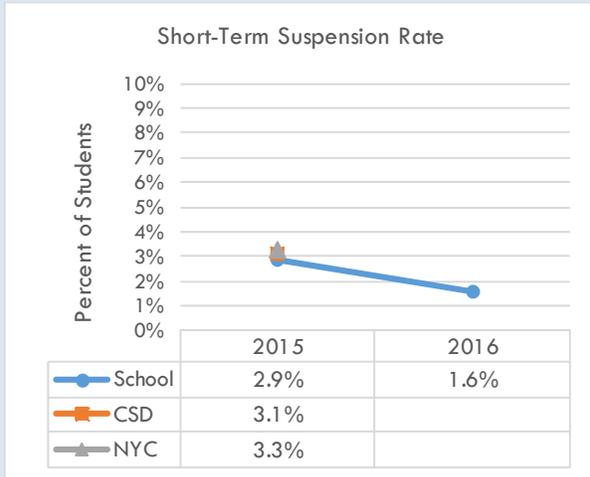
APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	202
Pre-Kindergarten Program	Yes
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	Yes
Sections per Grade	Grade K – Grade 10: 4 sections Grade 11 – Grade 12: 3 sections
Primary Entry Grade(s)	K
Additional Grade(s) for which Student Applications are Accepted	1-12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	281
Number of Students Accepted via the Lottery (School Year 2015-16)	100
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	Yes
Eligible for Free or Reduced-Price Lunch	Yes
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	Yes
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES¹²



¹² City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

APPENDIX B: ACADEMIC PERFORMANCE

The data that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

GRADE-LEVEL PROFICIENCY IN ELA

	2012-2013	2013-2014	2014-2015
Harlem Children's Zone Promise Academy I Charter School			
Grade 3	22%	23%	33%
Grade 4	26%	24%	30%
Grade 5	21%	14%	23%
Grade 6	10%	23%	14%
Grade 7	24%	18%	22%
Grade 8	27%	29%	16%
DIFFERENCE FROM CSD			
Grade 3	9%	10%	17%
Grade 4	14%	8%	17%
Grade 5	10%	1%	12%
Grade 6	-4%	8%	-5%
Grade 7	9%	1%	6%
Grade 8	12%	12%	-6%

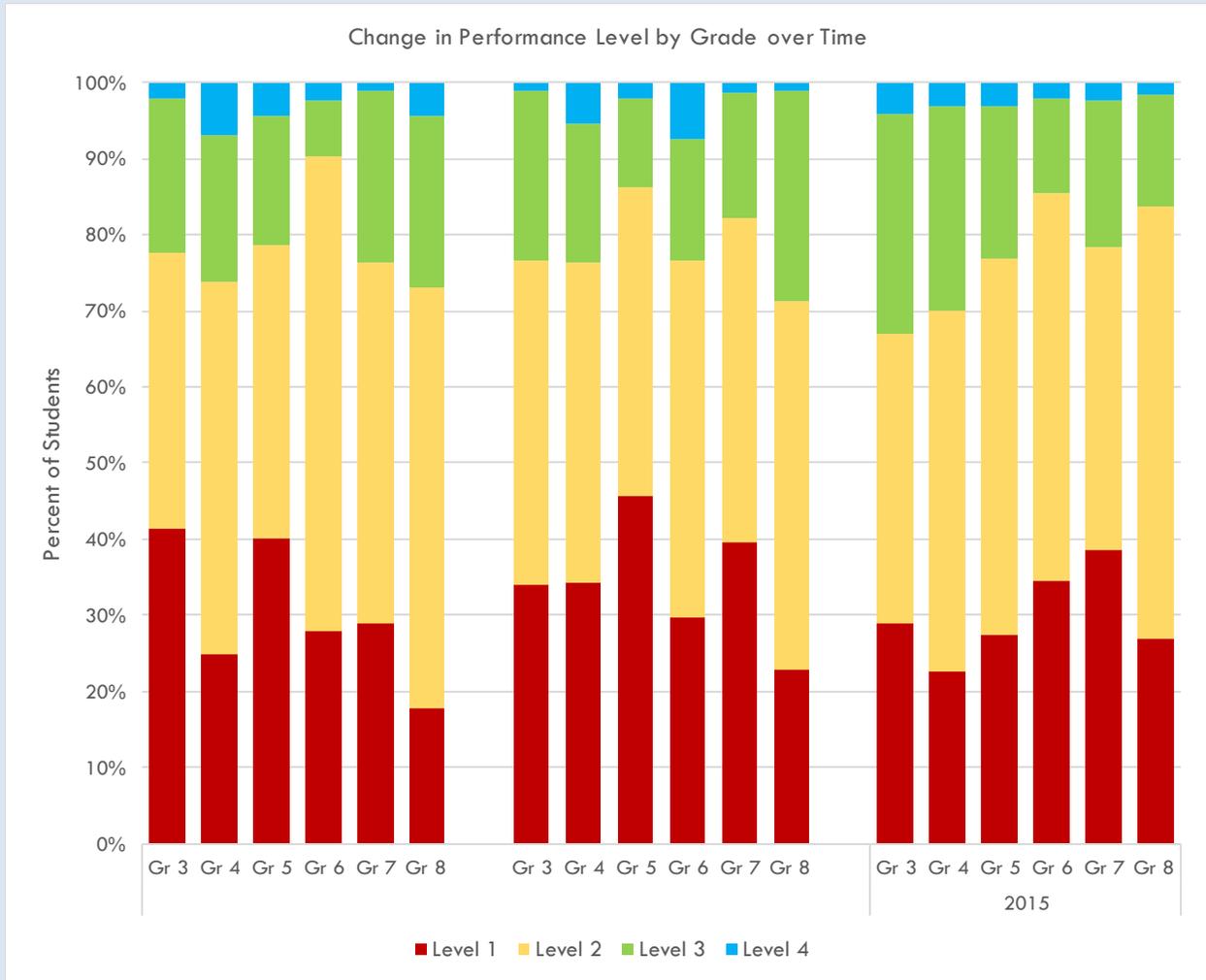
GRADE-LEVEL PROFICIENCY IN MATH

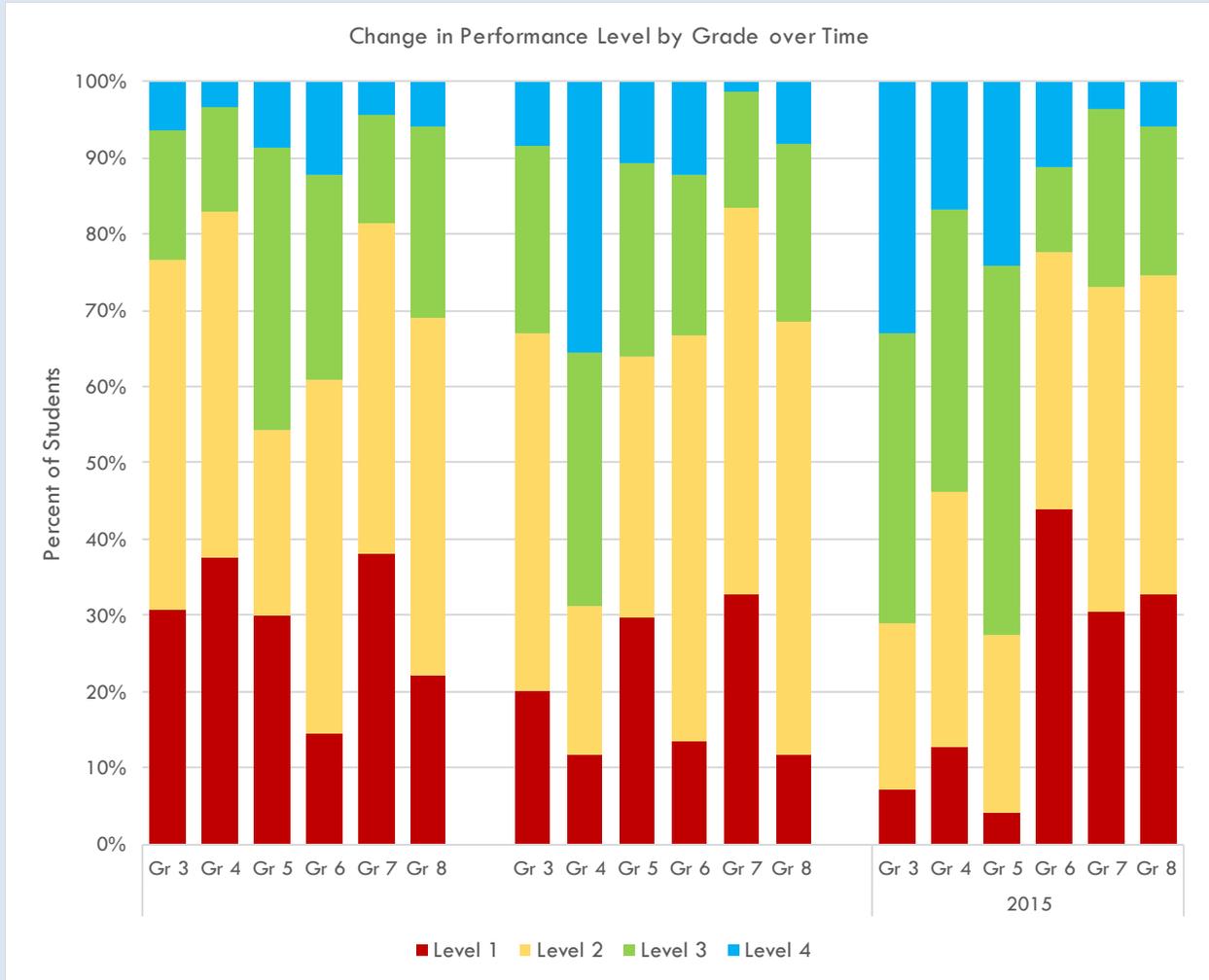
	2012-2013	2013-2014	2014-2015
Harlem Children's Zone Promise Academy I Charter School			
Grade 3	23%	33%	71%
Grade 4	17%	69%	54%
Grade 5	46%	36%	73%
Grade 6	39%	33%	22%
Grade 7	18%	16%	27%
Grade 8	31%	31%	25%
DIFFERENCE FROM CSD			
Grade 3	7%	16%	51%
Grade 4	2%	50%	36%
Grade 5	37%	22%	59%
Grade 6	23%	14%	3%
Grade 7	8%	4%	12%
Grade 8	20%	25%	20%

APPENDIX C: MOVING THE NEEDLE – CHANGE IN PERFORMANCE LEVELS OVER TIME

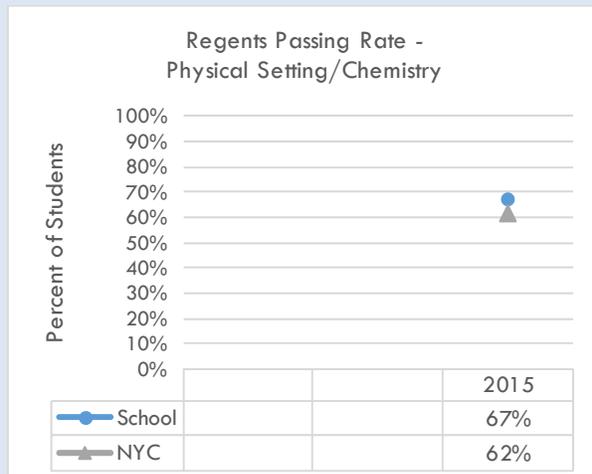
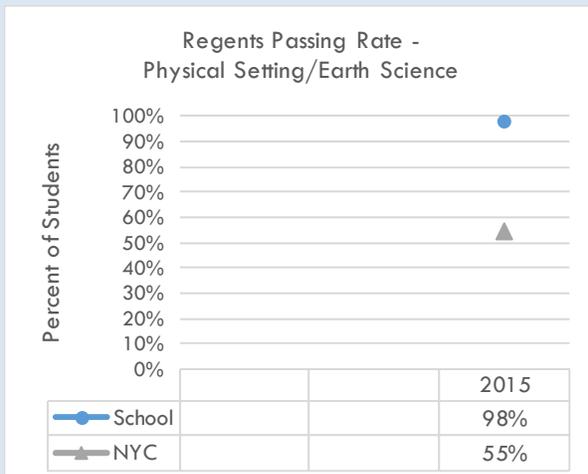
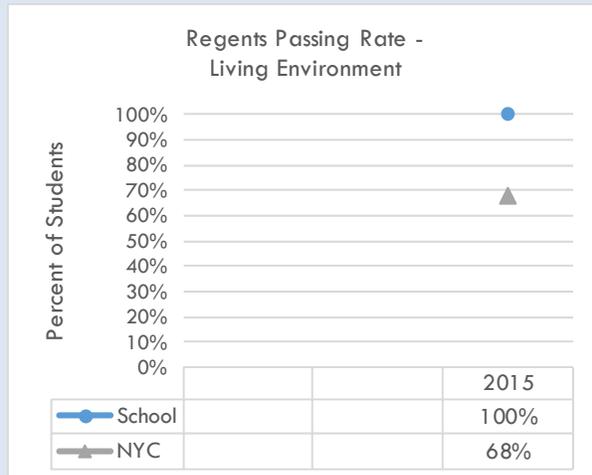
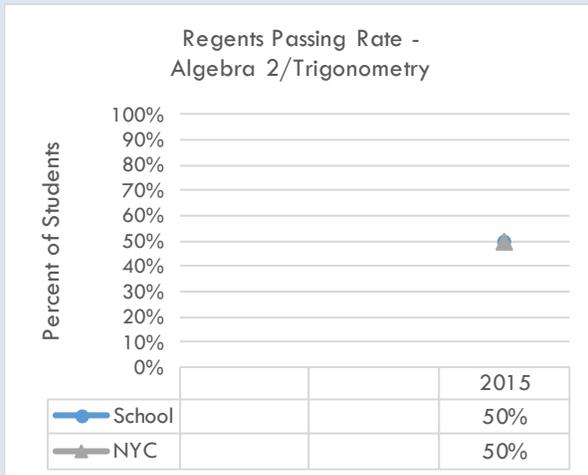
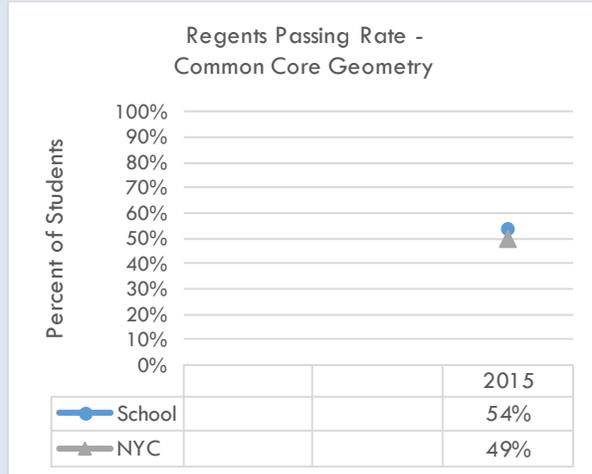
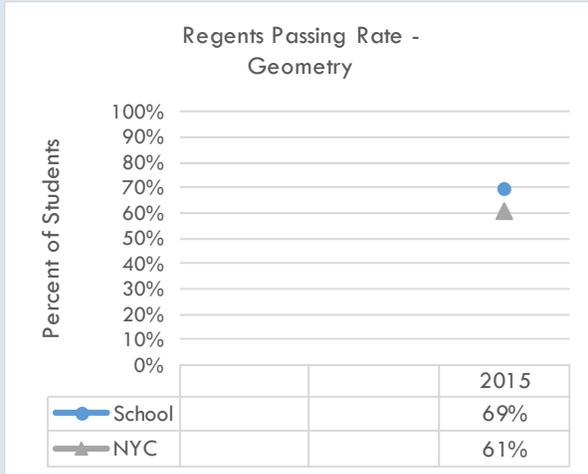
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

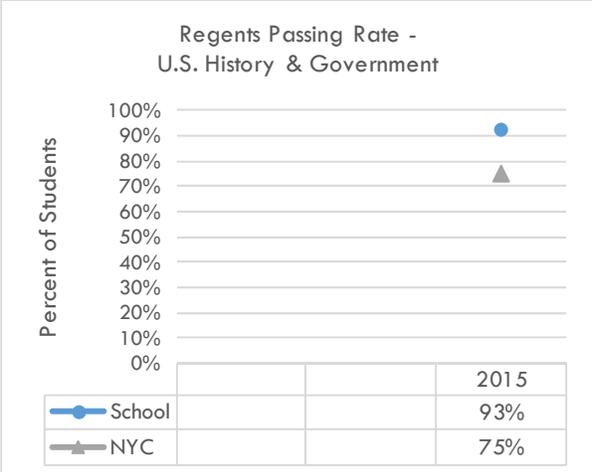
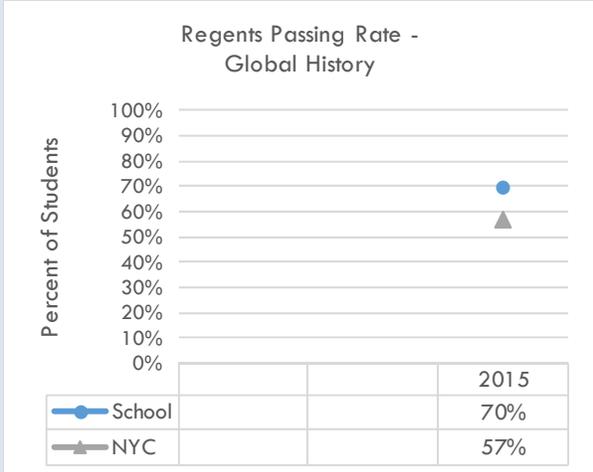
ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES





APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹³, the school achieved/met its goals as follows:

- Academic Goals: ¹⁴
 - 10 of 14 applicable academic charter goals in its most recent year
- Operational Goals:
 - 2 of 3 applicable operational charter goals in its most recent year
- Financial Goals:
 - 3 of 3 applicable financial charter goals in its most recent year

Charter Goals	2014-15
	Throughout the course of the school's next charter term, it will earn a score of B or better in "Performance" section of the citywide Progress Report.
	N/A: The DOE no longer produces graded Progress Reports
Academic Goals	Throughout the school's next charter term, the school will show progress towards achieving 75 percent of 3-8 graders 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 New York State ELA examination.
	Goal met: In 13-14, 22.9% of 3-8 graders who had been at the school for two or more years earn a level 3 or above on the ELA exam. In 14-15, 25.7% of 3-8 graders who had been at the school for two or more years earned a level 3 or above on the ELA exam. This increase indicates progress toward 75% proficient.
	Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 3—8 graders who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or
	Goal met: In 13-14, 38.5% of 3-8 graders who had been at the school for two or more years earn a level 3 or above on the math exam. In 14-15, 50.5% of 3-8 graders who had

¹³ This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹⁴ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

<p>above Level 3 on the New York State Mathematics examination.</p>	<p>been at the school for two or more years earned a level 3 or above on the math exam. This increase indicates progress toward 75% proficient.</p>
<p>Throughout the course of the school's next charter term, the school will show progress towards achieving 75 percent of 4th and 8th graders 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 New York State Science examination.</p>	<p>Goal partially met: In 13-14, 92.0% of 4th graders and 63.0% of 8th graders who had been at the school for two or more years earned a level 3 or above on the science exam. In 14-15, 96.4% of 4th graders and 52.8% of 8th graders who had been at the school for two or more years earned a level 3 or above on the science exam. 4th grade students met the goal. However, 8th grade students did not.</p>
<p>Throughout the course of the school's next charter term, the school will show progress towards earning a score of B or better on the "Progress" section of the citywide Progress Report.</p>	<p>N/A: The DOE no longer produces graded Progress Reports</p>
<p>Throughout the next charter term, each grade-level cohort of the same students (i.e. students who are in the school for two years in a row) will reduce by a quarter the gap between the percent at or above Level 3 on the previous year's State ELA exam (baseline) and 75 percent at or above Level 3 on the current year's State ELA exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's ELA exam, the school is expected to demonstrate some growth (above 75 percent) in the current year (relevant for schools serving grades 3-8). (For measuring this goal, the difference will be calculated by subtracting the percentage of students who scored proficient on the NYS ELA test enrolled at the school on BEDS day of year 1 of the new charter term from the percentage of the same students who scored proficient on the NYS ELA test in year 2 of new charter term and were continuously enrolled for two consecutive years on BEDS day.)</p>	<p>Goal Not Met: Matched cohorts of students who took the ELA test in both 13-14 and 14-15 and had been at the school for two or more years in 14-15 are created. In this matched cohort, 21.9% of students were proficient in 13-14 and 23.6% of students were proficient in 14-15. In order to meet the goal of a 25% increase in the difference between 21.9 and 75, the proficiency rate would have to increase by 13.3 points from 13-14 to 14-15. Because the proficiency rate increased by 1.7 points, we did not meet this goal.</p>
<p>Throughout the next charter term, each grade-level cohort of the same students will reduce by a</p>	<p>Goal Not Met: Matched cohorts of students who took the math test in</p>

quarter between the percent at or above Level 3 on the previous year's State Math exam (baseline) and 75 percent at or above Level 3 on the current year's State Math exam. For schools in which the number of students scoring above proficiency in a grade level cohort exceeded 75 percent on the previous year's Math exam, the school is expected to demonstrate growth (above 75 percent) in the current year. (Relevant for schools serving grades 3-8.) (For measuring this goal, the difference will be calculated by subtracting the percentage of student who scored proficient on the NYS MATH test enrolled at the school on BEDS day of year 1 from the percentage of the same students who scored proficient on the NYS MATH test in year 2 and were continuously enrolled for two consecutive years on BEDS day).

both 13-14 and 14-15 and had been at the school for two or more years in 14-15 are created. In this matched cohort, 41.5% of students were proficient in 13-14 and 45.7% of students were proficient in 14-15. In order to meet the goal of a 25% increase in the difference between 41.5 and 75, the proficiency rate would have to increase by 8.4 points from 13-14 to 14-15. Because the proficiency rate increased by 4.2 points, we did not meet this goal.

- Throughout the next charter term, the school will show progress towards having 75% of students enrolled in grades 9-11 accumulate 10 or more credits towards graduation. The school will be accountable for all credits accumulated by students who were continuously enrolled in the school including students who have dropped out or enrolled in an accredited GED program, however, excluding the credits accumulated by students who have transferred from or to another school, were incarcerated, left the country, or died during the school year. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of the NYC DOE Progress Report.

N/A: The DOE calculations are not yet available.

Each year, 75% of each cohort who have been in high school for at least 3 years will have scored at least 65 on the New York State Regents examinations in ELA.

Goal met: 90% of cohort R has scored at least a 65 on the ELA Regents exam.

Each year, 75% of each cohort will have scored at least 65 on the New York State Regents examinations in Math.

Goal partially met: 98% of cohort R, 93% of cohort S, and 48% of cohort T have passed a math Regents exam.

Each year, 75% of each cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).

Goal met: 98% of cohort R, 100% of cohort S, and 90% of cohort T have passed a science Regents exam.

Each year, 75% of each cohort who have been in high school for at least 3 years will have scored at least 65 on a New York State Regents examinations in History (Global Studies or U.S. History).	Goal met: 88% of cohort has passed at least one History Regents exam.
Each year, at least 75% of each student cohort (as defined by NYSED) graduates within five years.	N/A: Promise Academy did not have a high school entering class in 2010
Throughout the next charter term, it will achieve a B grade or better in the college readiness index measure on the NYC DOE Progress Report.	N/A: The DOE no longer produces graded Progress Reports
Throughout the next charter term, 80% of students enrolled in classes designed towards college accreditation will receive earn the minimum amount of college credits.	Goal met: Students enrolled in classes designed towards college accreditation earned at least the minimum amount of college credits in 96% of classes taken.
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, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	N/A: The DOE calculations are not yet available.
Each year, the percent of students in grades 3-8 performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located. This will be measured by an analysis of performance compared to CSDs conducted by NYCDOE.	N/A: The DOE calculations are not yet available.
Each year, the percent of students in the high school accountability cohort passing an English Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.	N/A: Promise Academy did not have a high school class entering in 2011.
Each year, the percent of students in the high school accountability cohort passing a Math Regents exam with a score of 65 or above by the end of their fourth year will exceed that of the	N/A: Promise Academy did not have a high school class entering in 2011.

students in the high school accountability cohort from a group of similar schools as determined by the NYC DOE Progress Report peer schools.

Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will, in the majority of grades, exceed the performance of Black and Latino students in New York City.

Goal met: Promise Academy students had higher pass rates than Black and Latino NYC students in 4 of 6 tested grades. The pass rates for each tested grade are as follows:
3rd grade: PA, 33%; Black, 20%; Latino, 20%
4th grade: PA, 30%; Black, 20%; Latino, 20%
5th grade: PA, 23%; Black, 17%; Latino, 19%
6th grade: PA, 14%; Black, 18%; Latino 19%
7th grade: PA, 22%; Black, 16%; Latino, 18%
8th grade: PA, 16%; Black, 22%; Latino, 23%

Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will, in the majority of grades, exceed the performance of Black and Latino students in New York City.

Goal met: Promise Academy students had higher pass rates than Black and Latino NYC students in 5 of 6 tested grades. The pass rates for each tested grade are as follows:
3rd grade: PA, 71%; Black, 24%; Latino, 27%
4th grade: PA, 54%; Black, 22%; Latino, 27%
5th grade: PA, 73%; Black, 23%; Latino, 29%
6th grade: PA, 22%; Black, 19%; Latino, 23%
7th grade: PA, 27%; Black, 16%; Latino, 20%
8th grade: PA, 25%; Black, 12%; Latino, 15%

Each year, the School will have an annual average student attendance rate of at least 95% as calculated by ATS.

Goal met: Promise Academy had an annual average student attendance rate of 95%

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.

Goal met: 95% (968/1022) of students enrolled on the last day of school, who did not move away returned this fall.

	Each year, the school will comply with all applicable laws, rules, regulations and 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.	Goal met
Operational Goals	Per the 2010 amendment to the Charter Schools Act, the school shall demonstrate good faith efforts to attract, retain, and meet or exceeded enrollment and retention targets as prescribed by the Board of Regents through the State Education of students with disabilities, English language learners , and students who are eligible applicants for the free and reduced price lunch program.	Goal partially met. Refer to Appendix H: Enrollment & Retention section for more details.
	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 met.
Financial Goals	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.	Full-time enrollment was 1026 and full enrollment would have been 1022, meaning Promise Academy was at 100% of full enrollment.
	Upon completion of the each school year the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Goal met.
	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Goal met.

APPENDIX F: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS

- Recruitment for HCZ PA I begins when parents are expecting or have a children under the age of four. The Baby College, one of the HCZ programs, blankets the neighborhood with outreach workers who encourage participation of all families with a young child.
- Outreach teams include workers who speak Spanish and French, as well as some of the West African dialects spoken in Harlem.
- Recruitment materials are offered in Spanish and French.

STUDENTS WITH DISABILITIES (SWD)

- The school partners with parents to identify special needs of their children.
- The school has demonstrated that there is no stigma to having an IEP and considerable benefit to having students' needs identified and providing them with the appropriate services.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- The school has lottery preferences that prioritize low-income families.
- Outreach efforts blanket the neighborhood with a particular recruitment focus on Saint Nicholas (NYCHA housing development).
- The school is making continual efforts to attract and retain children from low-income families.

APPENDIX G: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf.

APPENDIX H: SCHOOL VISIT NOTES

Three members of the Charter Authorizing Team (CAT) visited the school on March 15, 2016, met with the leadership team, and observed 16 classrooms. The school leadership team identified what CAT team members would see in classrooms and their observations are below.

- Evidence of multiple teachers in each classroom: The team saw evidence of this in all classrooms.
- Evidence of independent practice work in stations in the elementary school: The team saw consistent evidence of this.
- Evidence of small group instruction in the middle school: The team saw evidence of group work, but did not see evidence of instruction presented in small groups.
- Evidence of teachers engaging students in a range of levels of questioning: The team saw evidence of this in some classrooms, but not all.