



**Department of
Education**

Carmen Fariña, Chancellor

Annual Comprehensive Review Report
for Harlem Children's Zone Promise
Academy II 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 II ("HCZ PA II") serves students from elementary through high school grades. The school is located in the Harlem neighborhood of Manhattan. The school is split-sited with its elementary grades (K-5) located in a NYC DOE-operated building in Community School District 5 with The Urban Assembly School for Global Commerce, Choir Academy of Harlem, and Democracy Prep Harlem Charter School. Its secondary grades (9-11, currently) are located in private space in Community School District 5.¹

The school is in its third charter term.

HCZ PA II is led by the following individuals: Principal Sheryl Ragland (Lower Elementary), who has been with HCZ PA II for 11 years; Principal Shondell James (Upper Elementary) who has been at the school for 12 years; Interim Principal Judy Palacios Principal (Middle School), who has been at the school for 7 years; Principal Asif Padela (High School), who has been at the school for 10 years; and by Assistant Principals Keith Rogers, who has been at the school for 8 years, Aileen Felix and Ashley Blount, who have been with the school for 5 years each.

SCHOOL HIGHLIGHTS

HCZ PA II will complete its expansion to a full K-12 in the upcoming academic school year.

The school benefits from support from the Harlem Children's Zone community services, including early childhood education programs, before and after school programs, and various health and community service programs.

HCZ PA II has continued to evolve its organization to better serve the needs of its students and support its staff. Most recently, it added the position of Director of Social Work and hired additional Special Education staff to provide better support for students in those areas.

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

CURRENT SCHOOL SNAPSHOT

Harlem Children's Zone Promise Academy II Charter School	
DBN	84M341
School Leader(s)	Sheryl Ragland (Lower ES), Shondell James (Upper ES), Judy Palacios (MS), Asif Padela (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)	2005 Madison Avenue, Manhattan, NY 10035 (K-5) 35 East 125th Street, Manhattan, NY 10035 (6-11)
Facility Owner(s)	DOE & Private
Enrollment ²	877
Grades Served	K-11

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

CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance ³
1. Geoffrey Canada	Chairman	N/A	11	5/5
2. Kenneth Langone	Chairman Emeritus	N/A	11	2/5
3. Anne William-Isom	CEO & President	N/A	3	5/5
4. Mitch Kurz	Treasurer/Secretary	N/A	6	5/5
5. Stanley Druckenmiller	Trustee	N/A	11	4/5
6. Denise Fuller	Trustee	N/A	6	0/5
7. Arlene Gibson	Trustee	N/A	9	4/5
8. Willa Mae Lewis	Trustee	N/A	4	5/5
9. Alfonso Wyatt	Trustee	N/A	2	4/5
10. Parris Brown	Parent Representative	N/A	1	1/5

CHARTER AUTHORIZATION PROFILE

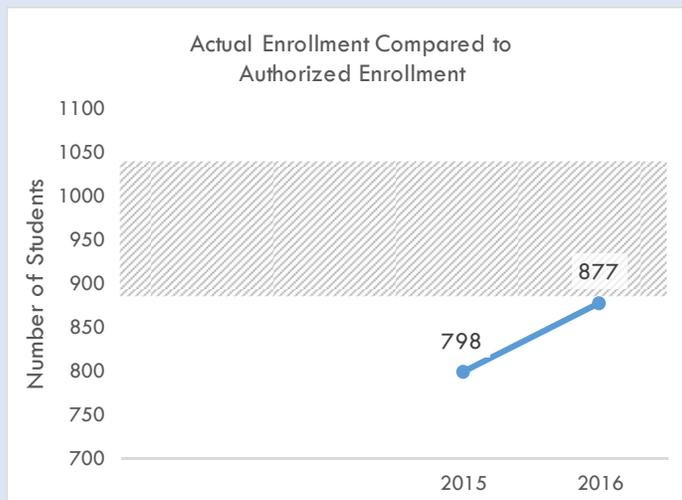
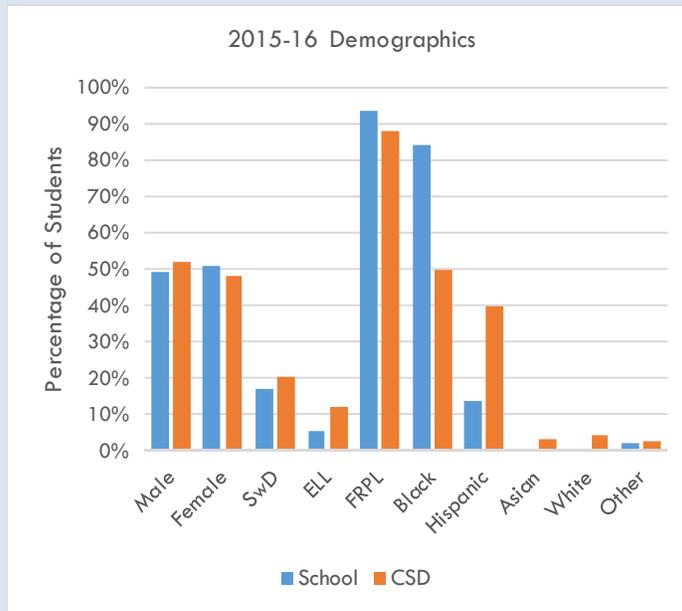
Harlem Children's Zone Promise Academy II Charter School	
School Opened For Instruction	2005-2006
Date of First Renewal	2009-2010
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2019
Current Authorized Grade Span	K-12
Current Authorized Enrollment	1040

HCZ PA II name was renewed for a full five year term in the 2014-15 academic year with the following condition:

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.

<i>Current Charter Conditions</i>	<i>On Target / Not On Target</i>	<i>Notes</i>
<p>1. Due to the planned change in curriculum and assessments prior to the 2015-2016 school year, Harlem Children's Zone Promise Academy II Charter School will provide the NYC DOE with ELA and math interim assessment results for grades three through eight twice yearly for each year of the charter term, with results of a baseline assessment at a minimum. The NYC DOE will require the school to submit interim assessment data within 30 days of receiving results to the NYC DOE for continued monitoring</p>	Not On Target	School submitted materials late for the 2015-16 school year

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 II 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:

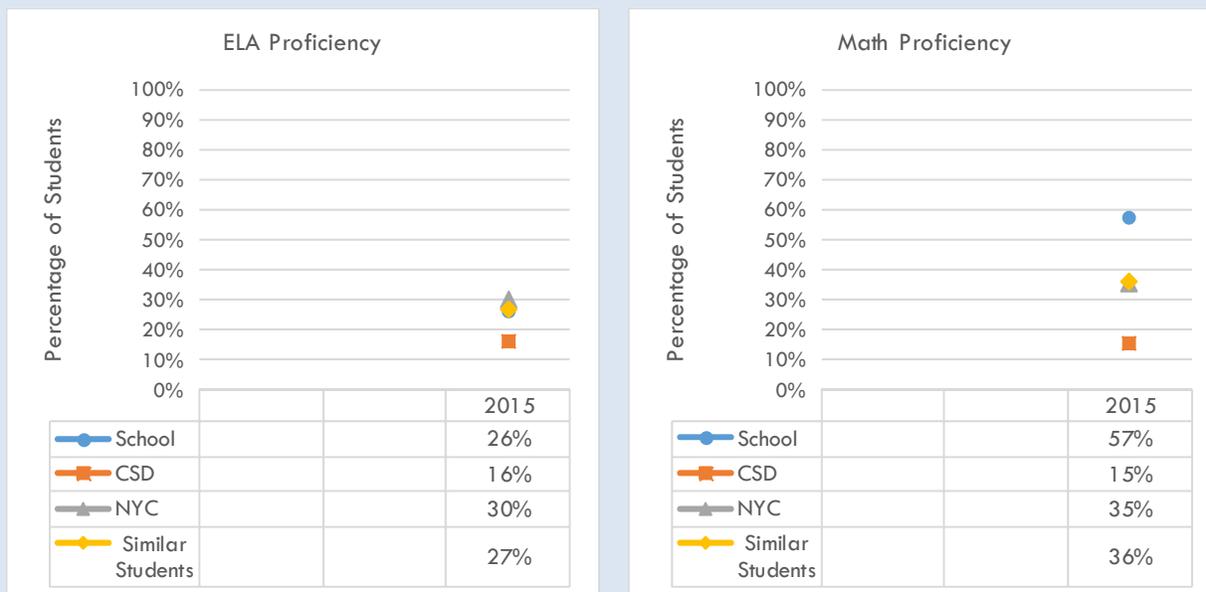
<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

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



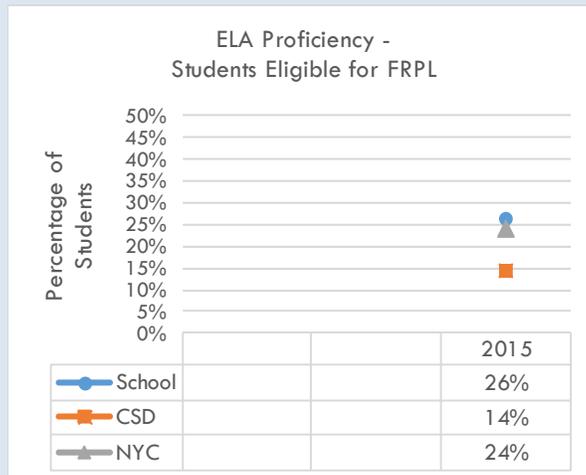
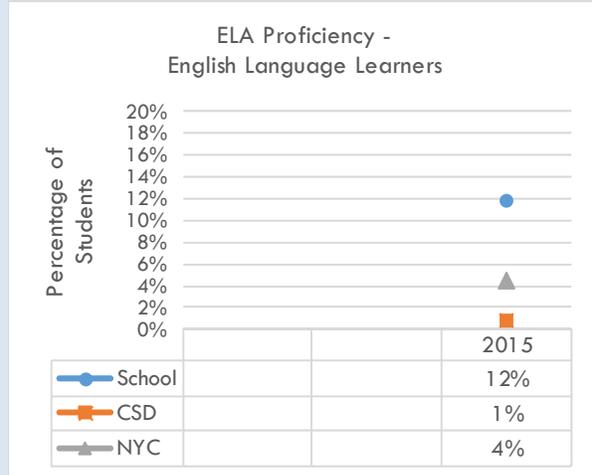
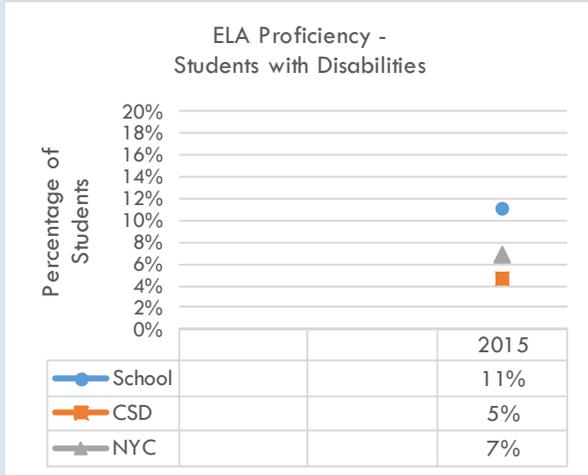
⁵ For NYS assessments administered beginning with the 2012-13 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

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.

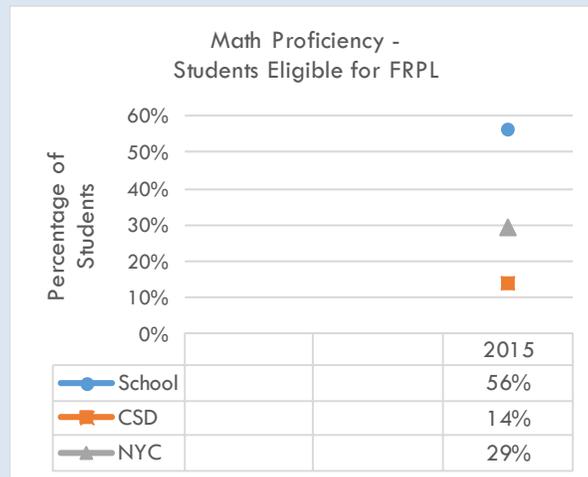
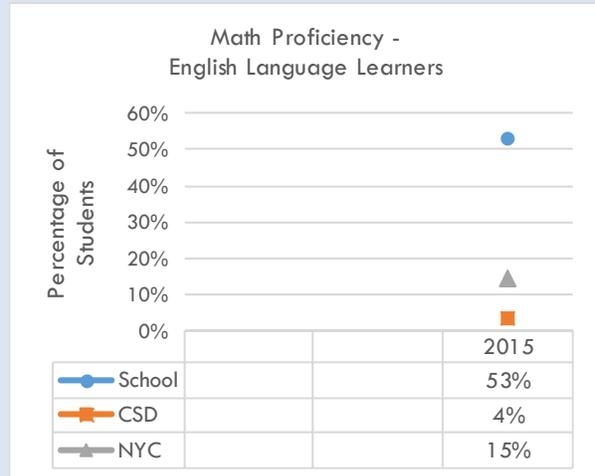
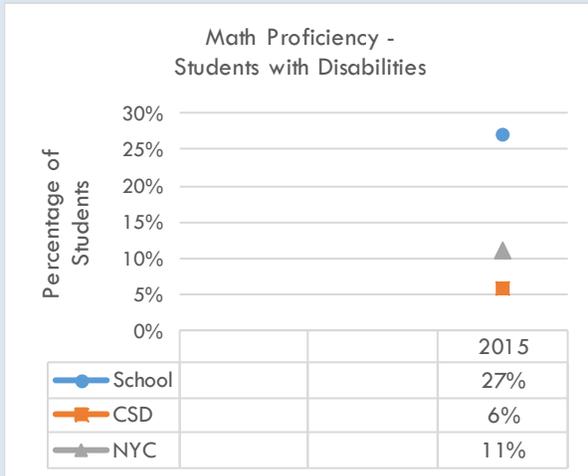
⁷ For more on the NYC DOE's similar students comparisons, please see the information here:

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

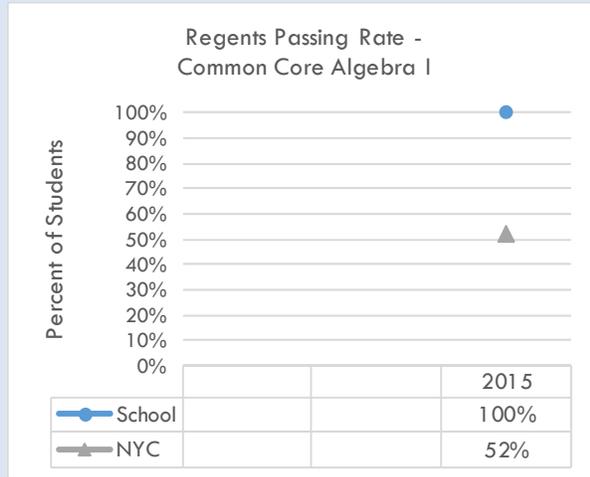
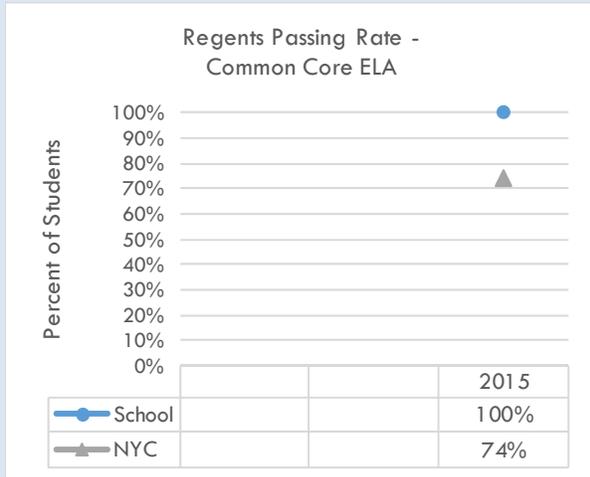
CLOSING THE ACHIEVEMENT GAP – ENGLISH LANGUAGE ARTS



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.

DATA-DRIVEN INSTRUCTION

Data-driven instruction - The HCZ PA II 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 II also uses running records for assessing reading levels and identifying patterns of strategies that work.

PROFESSIONAL DEVELOPMENT

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

COLLEGE READINESS

To ensure that students in HCZ PA II 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 children become college-ready. The academic skills that they are learning are giving them the skills they need to succeed in college. HCZ PA II students, who are not enrolled in Bard have the opportunity to take advanced placement courses.

PARENT ENGAGEMENT

HCZ PA II 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. PAI 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.

ALIGNMENT WITH COMMON CORE STATE STANDARDS

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

RECRUITMENT

HCZ PA II 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 II'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 II 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 seven and maximum of 15 members established in the Board's bylaws. The Board has not updated its bylaws to comply with the Charter School Act which requires 12 meetings over 12 months. The Board is scheduled to meet 11 times between July 1, 2015 and June 30, 2016 and has met five times between July 1, 2015 and February 1, 2016. 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 ⁹	Compliant	

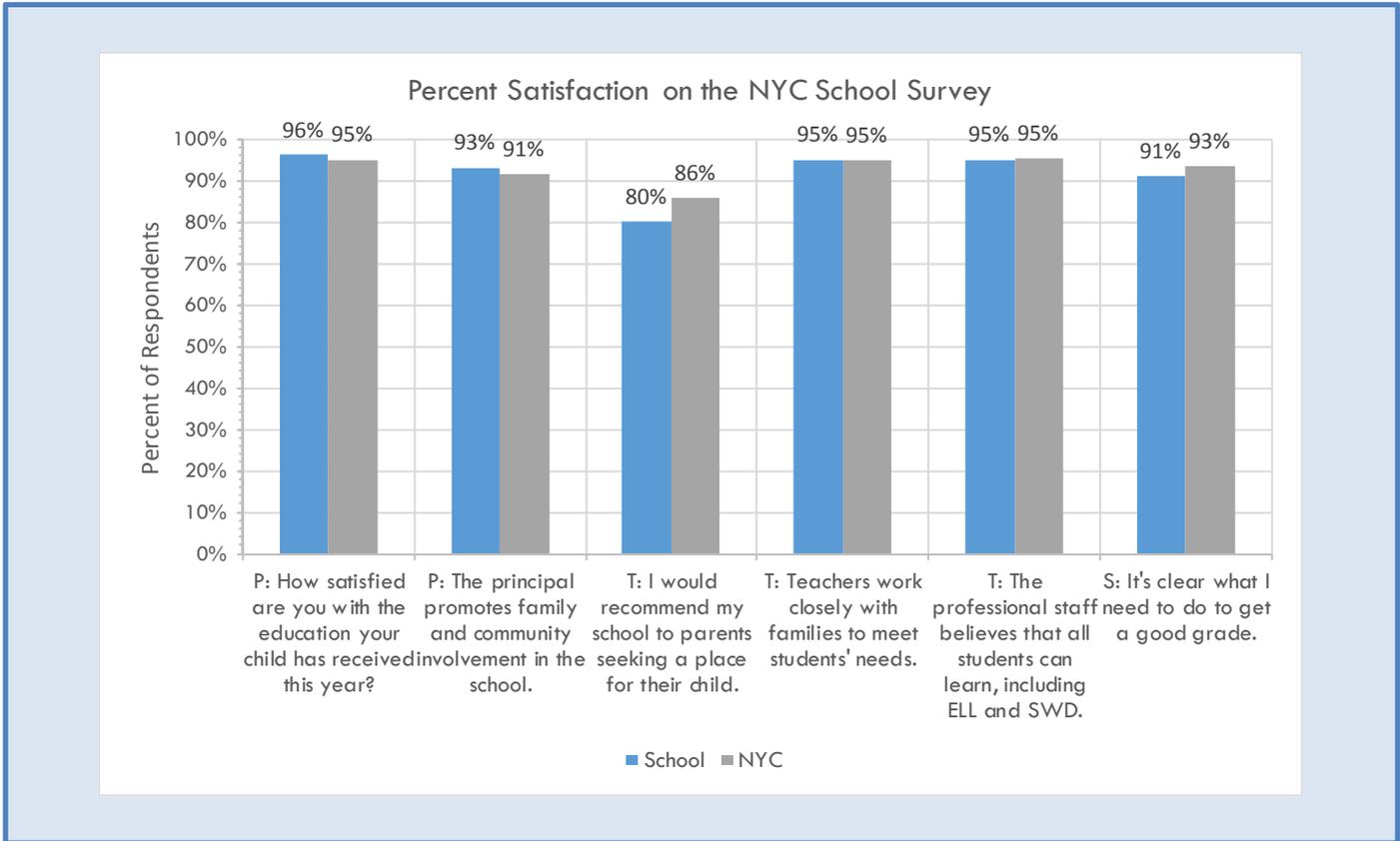
COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)

<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 proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	Some teachers hired in the 2015-16 school year were not

⁹ Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.

fingerprinted
before their
start date.

School has an appropriate safety plan	Compliant
School is meeting Department of Health immunization requirements	Compliant
School has submitted its Annual Report to NYSED and posted it online	Compliant
School has followed all applicable lottery and enrollment regulations	Compliant



Attendance Rates

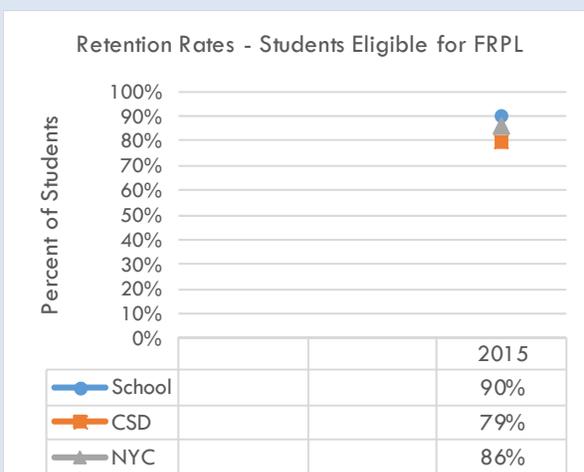
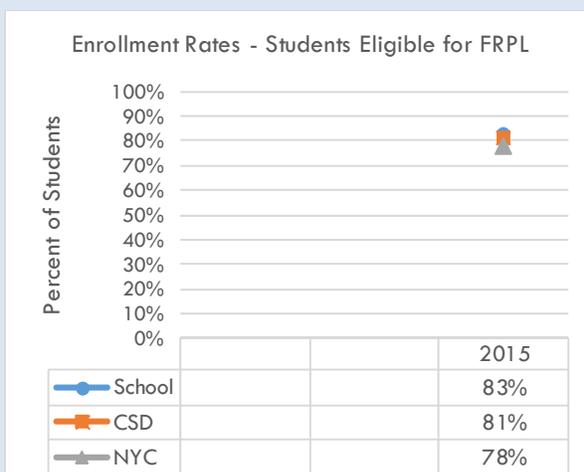
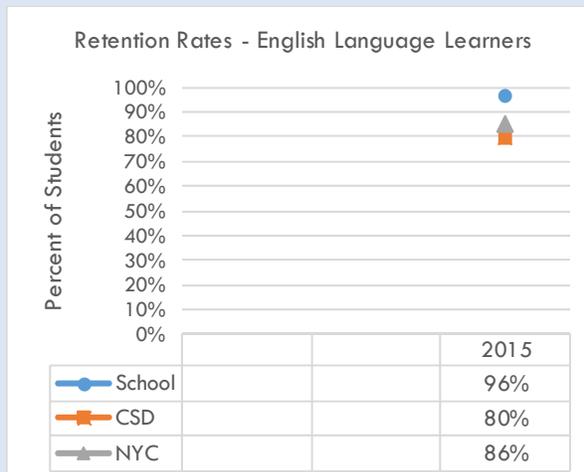
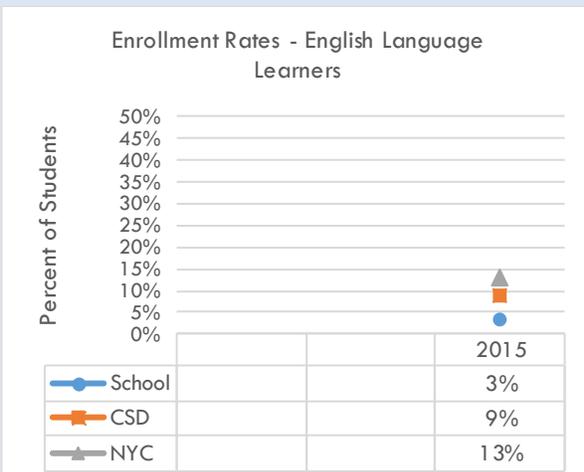
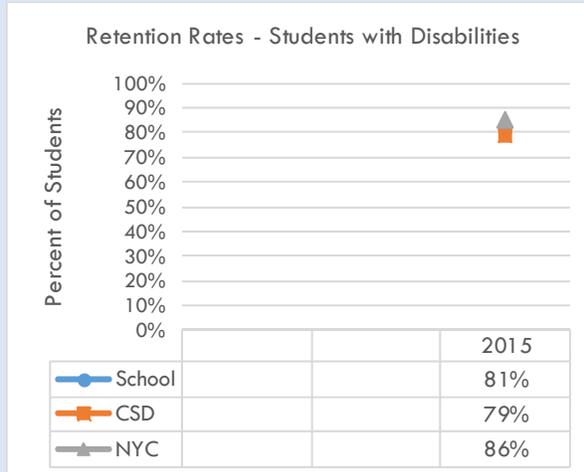
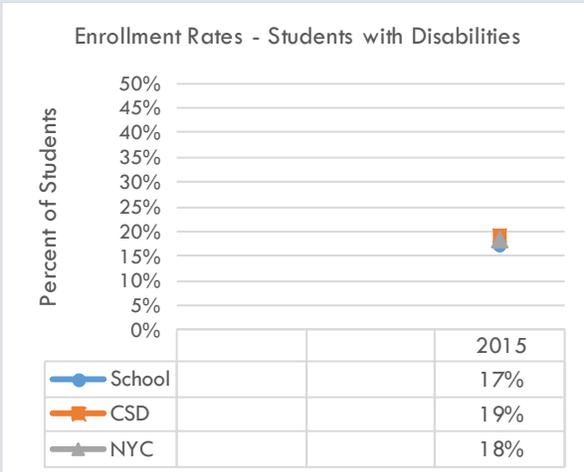


	2015
School	95%
CSD	90%
NYC	92%

Retention Rates



	2015
School	89%
CSD	80%
NYC	86%



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 II 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

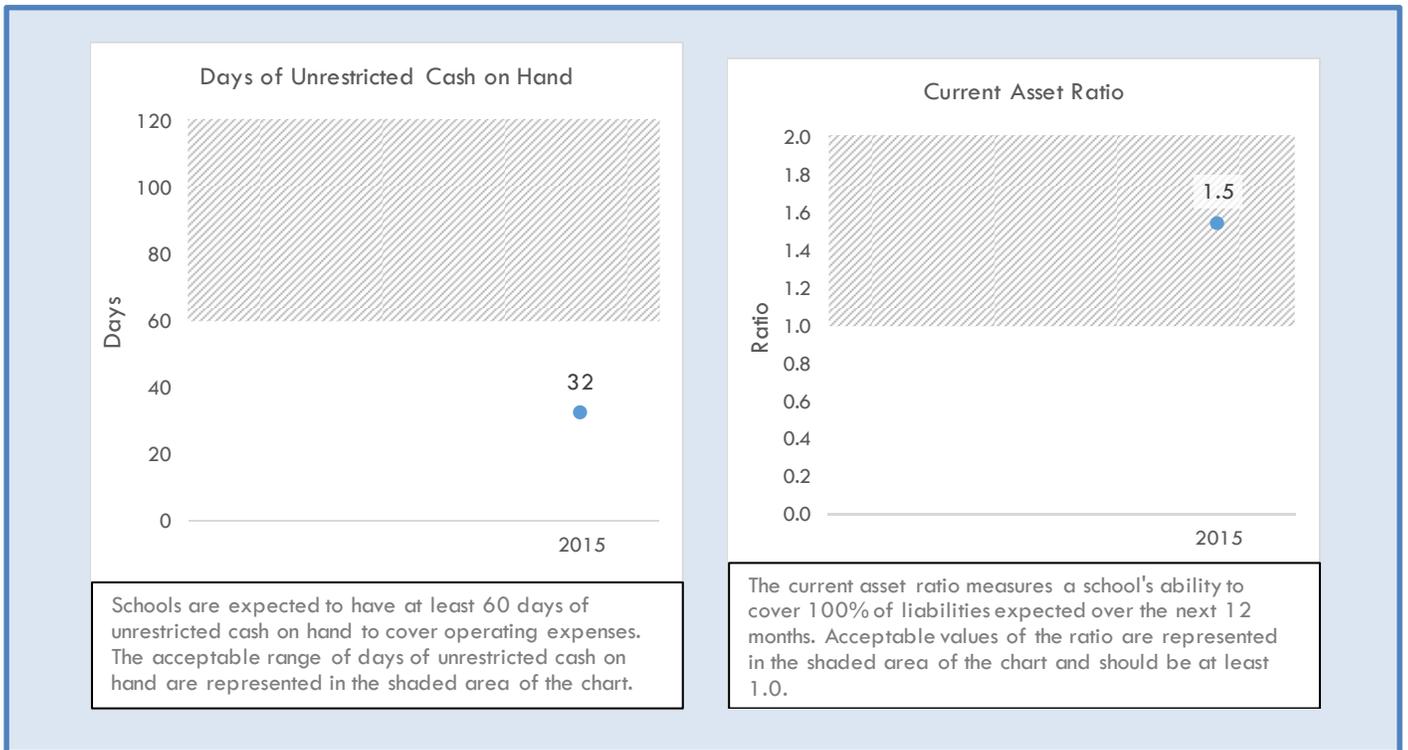
For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix E. These goals relate to short- and long-term financial viability.

SCHOOL FINANCES

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

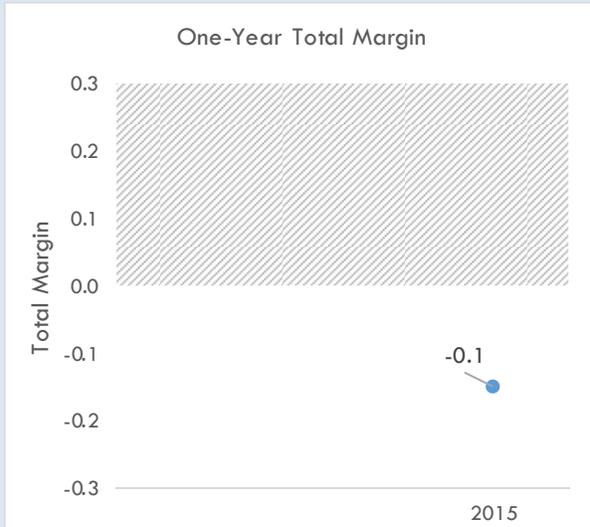
HCZ PA II has \$70,670 in escrow, meeting the \$70,000 requirement.

SHORT-TERM FINANCIAL VIABILITY¹⁰

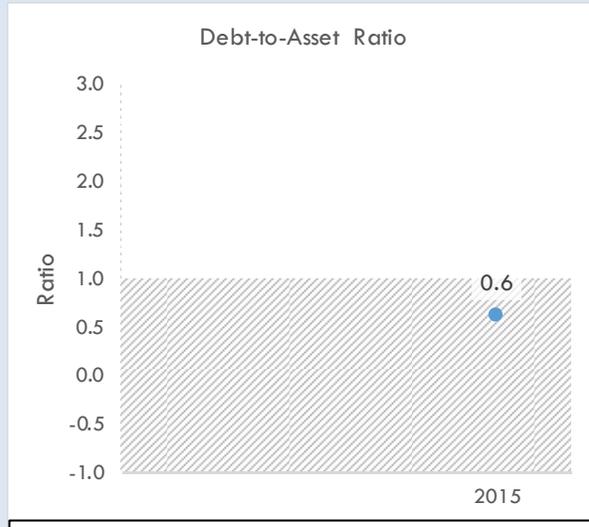


¹⁰ Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

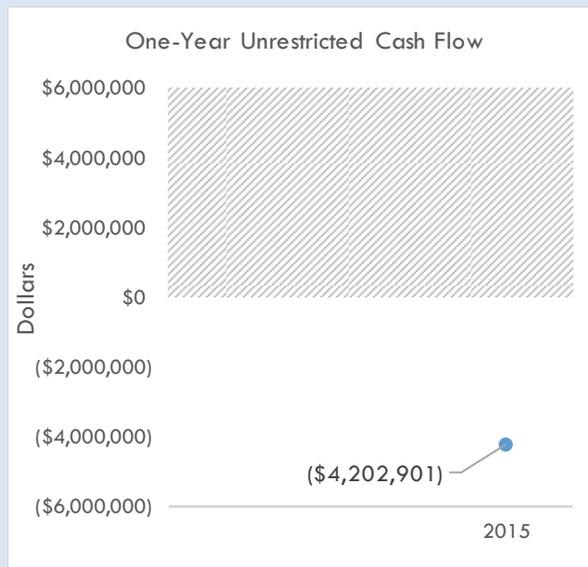
LONG-TERM FINANCIAL SUSTAINABILITY



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.

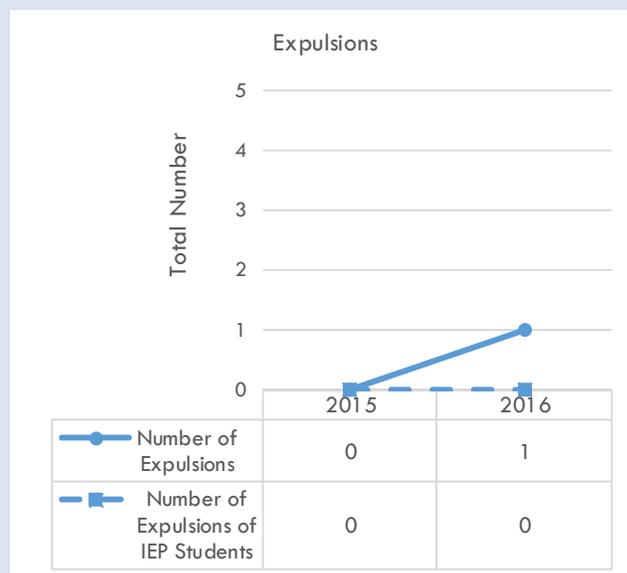
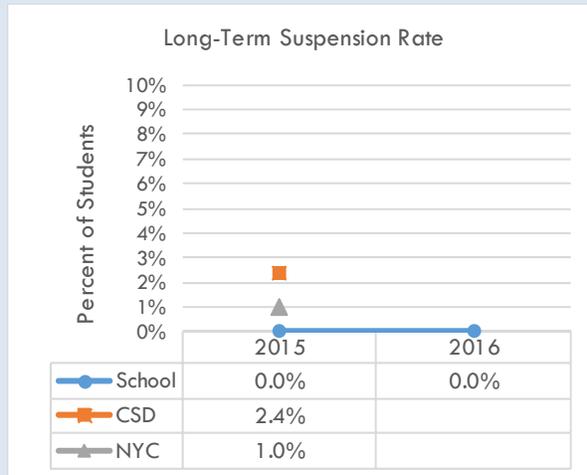
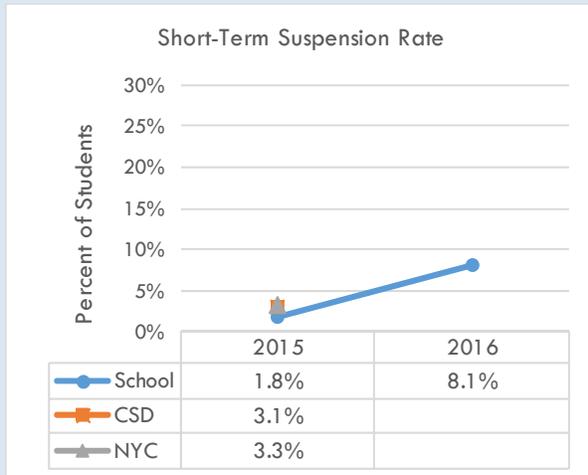
APPENDIX A: SCHOOL OVERVIEW

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: 5 sections Grades 1-9: 4 sections each grade Grades 10-11: 2 sections each grade
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)	206
Number of Students Accepted via the Lottery (School Year 2015-16)	100 (Grade K)
<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	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES¹¹



¹¹ 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 II Charter School			
Grade 3	32%	10%	33%
Grade 4	12%	39%	5%
Grade 5	35%	15%	23%
Grade 6	19%	31%	24%
Grade 7	45%	27%	36%
Grade 8	15%	43%	37%
DIFFERENCE FROM CSD			
Grade 3	19%	-3%	17%
Grade 4	0%	23%	-8%
Grade 5	24%	2%	12%
Grade 6	6%	15%	5%
Grade 7	30%	11%	20%
Grade 8	0%	26%	15%

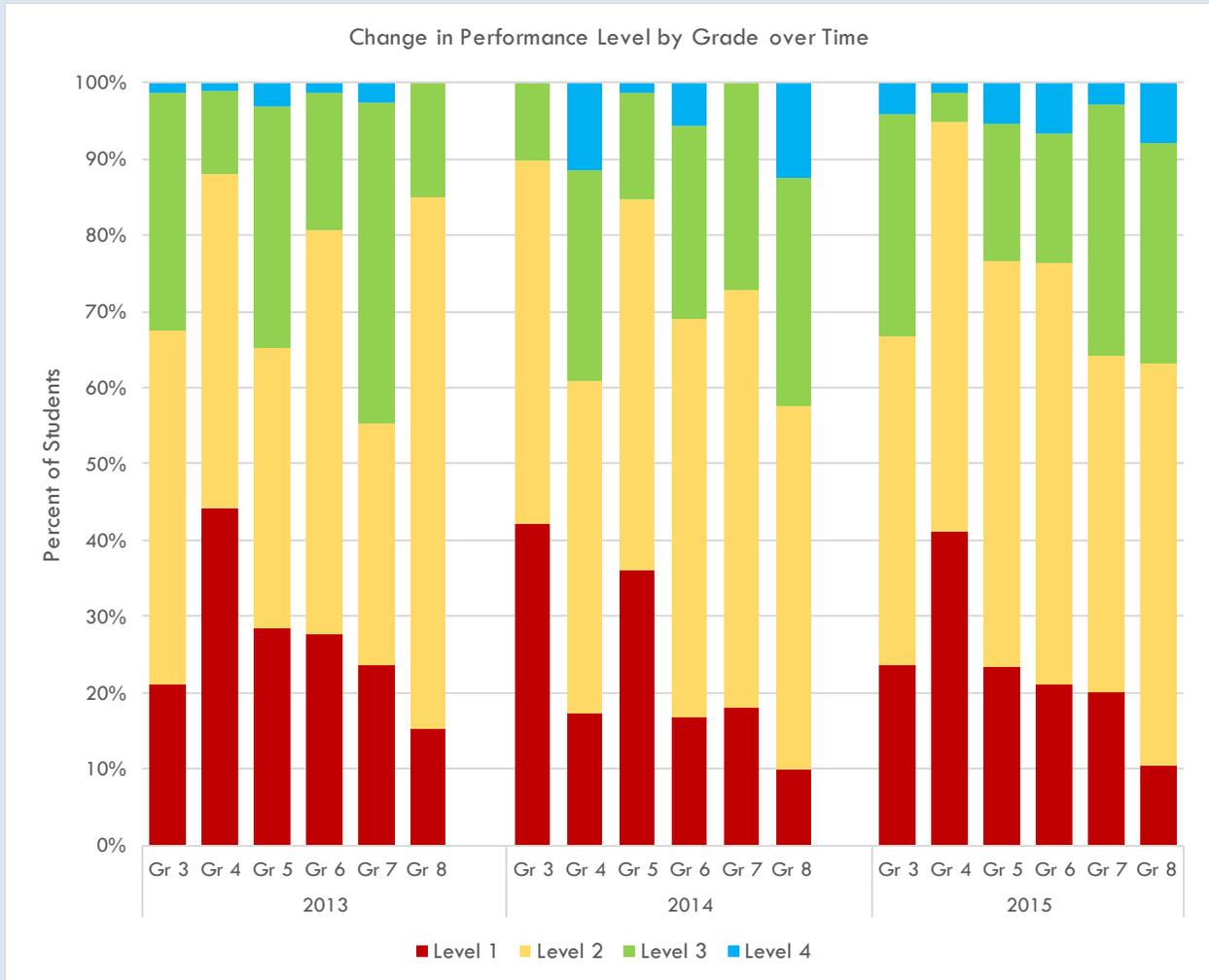
GRADE-LEVEL PROFICIENCY IN MATH

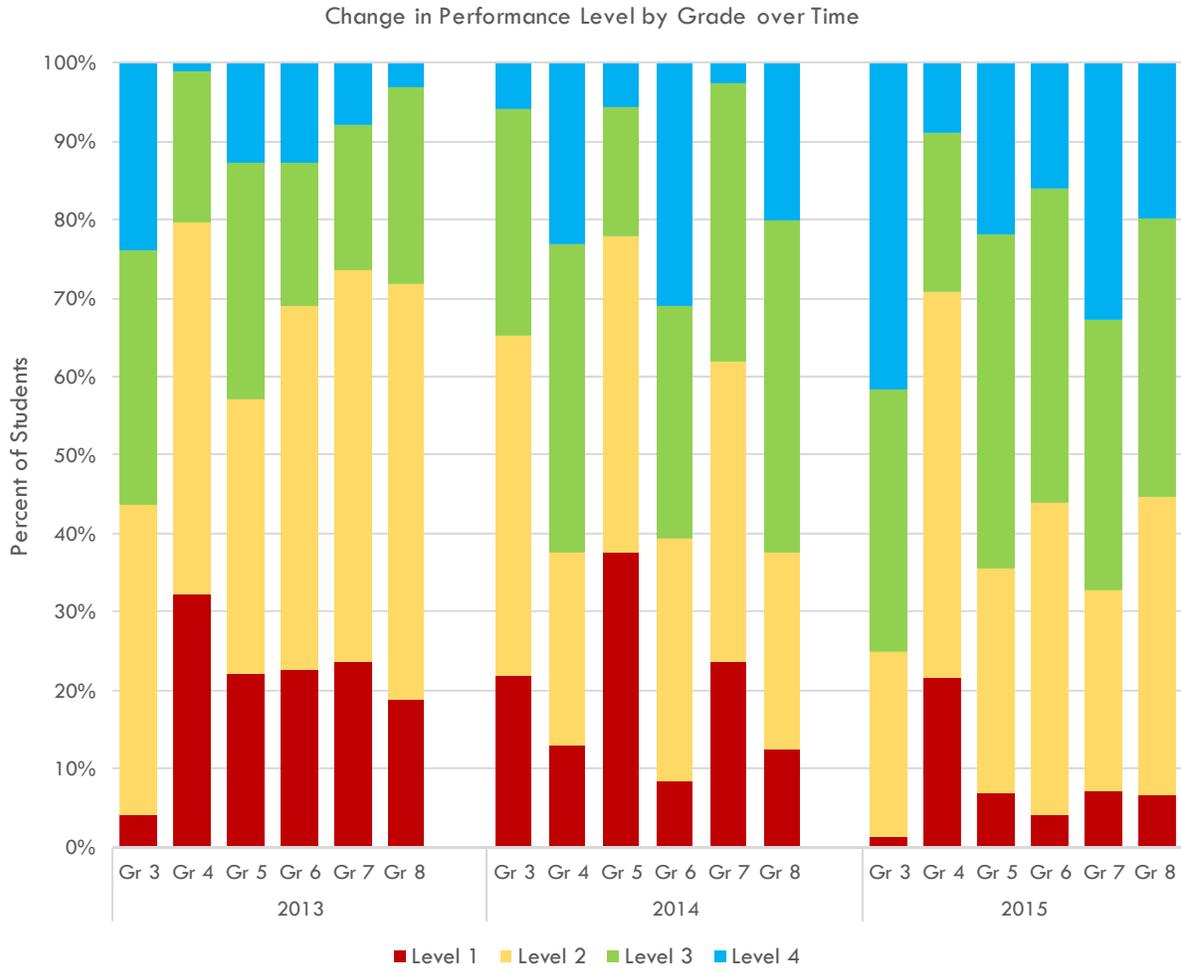
	2012-2013	2013-2014	2014-2015
Harlem Children's Zone Promise Academy II Charter School			
Grade 3	56%	35%	75%
Grade 4	20%	62%	29%
Grade 5	43%	22%	64%
Grade 6	31%	61%	56%
Grade 7	26%	38%	67%
Grade 8	28%	63%	55%
DIFFERENCE FROM CSD			
Grade 3	40%	18%	55%
Grade 4	5%	44%	12%
Grade 5	34%	8%	51%
Grade 6	15%	41%	36%
Grade 7	15%	25%	53%
Grade 8	17%	56%	50%

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

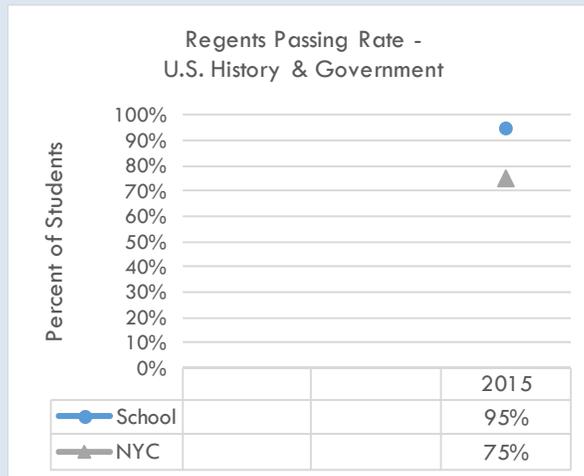
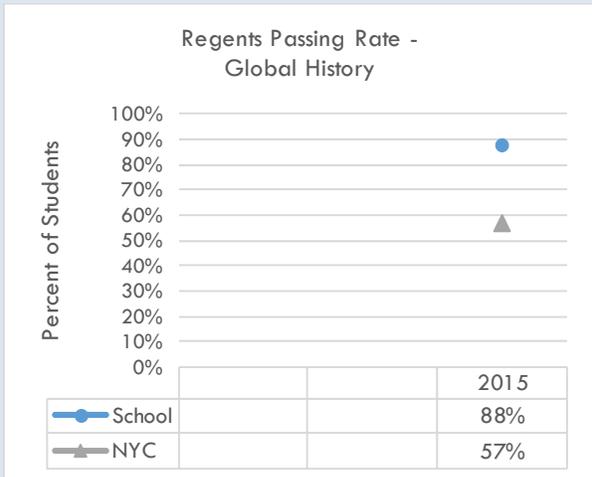
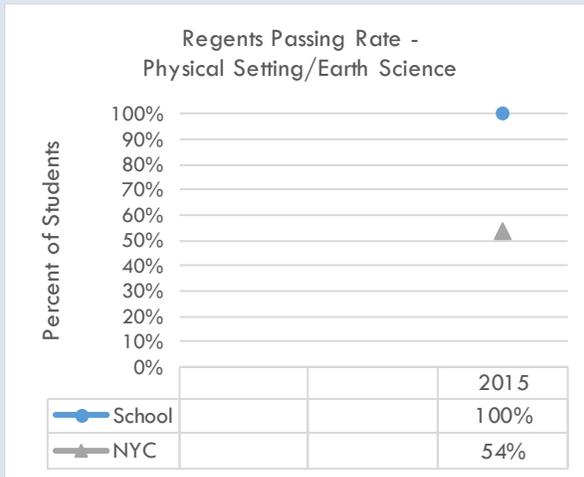
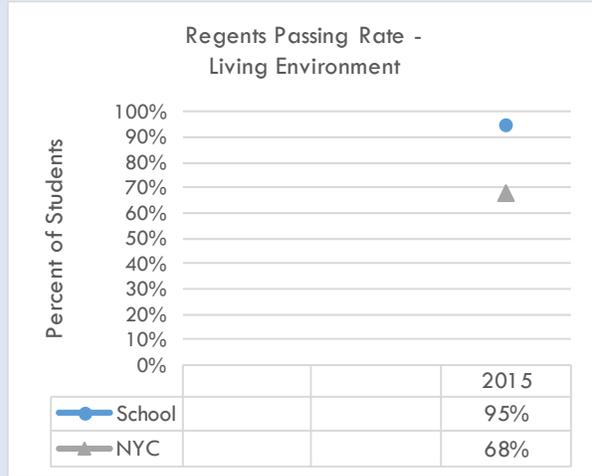
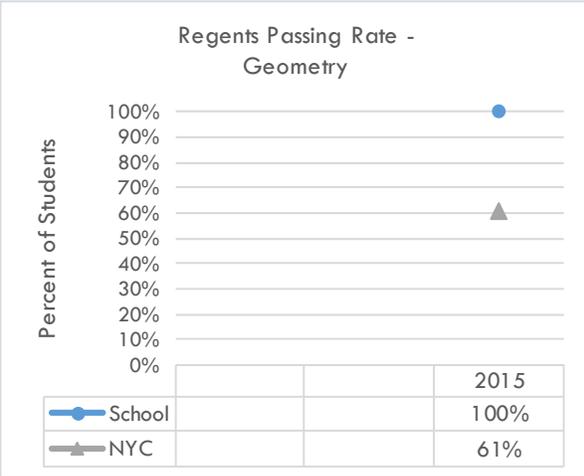
The charts that follow may contain state test performance from a prior charter term. This data is provided for informational purposes only; schools are not evaluated on performance from prior charter terms.

ENGLISH/LANGUAGE ARTS





APPENDIX D: ADDITIONAL REGENTS PASS RATES



APPENDIX E: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year¹², the school achieved/met its goals as follows:

- Academic Goals: ¹³
 - 3 of 6 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:
 - 1 of 1 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State ELA examination.
	Goal partially met: Promise Academy II had an 26% pass rate in ELA which is a higher pass rate than CSD 5 (16%) but a lower pass rate than NYC (30%).
	For each year of the school's next charter term, the school will show academic performance with a percent of students proficient at or above Level 3 that meets or exceeds the percent proficient of the Community School District (CSD) of location and also meets or exceeds the citywide percent proficient on the New York State math examination.
	Goal met: Promise Academy II had a 57% pass rate in math which is a higher pass rate than both CSD 5 (15%) and NYC (35%).
	Each year, at least 75 percent of students in the high school accountability cohort passing an English Regents exam will have a score of 75 or above by the end of their fourth year.
	N/A: Promise Academy II did not have fourth year high school students in 2014-2015.

¹² This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

¹³ 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>Each year, at least 75 percent of students in the high school accountability cohort passing a math Regents exam will have a score of 75 or above by the end of their fourth year.</p>	<p>N/A: Promise Academy II did not have fourth year high school students in 2014-2015.</p>
<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS ELA exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient 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 the CSD or citywide percent proficient (whichever is higher) on the previous year's ELA exam, the school is expected to demonstrate growth comparable to the CSD in the current year</p>	<p>Goal partially met: 3 of 5 returning cohorts met the growth goal. 2014-15 4th graders As 3rd graders: 10% As 4th graders: 5% 2013-14 NYC: 30% 2014-15 NYC: 31% 2014-15 5th graders As 4th graders: 39% As 5th graders: 23% 2013-14 NYC: 31% 2014-15 NYC: 30% 2014-15 6th graders As 5th graders: 15% As 6th graders: 24% 2013-14 NYC: 28% 2014-15 NYC: 30% 2014-15 7th graders As 6th graders: 31% As 7th graders: 36% 2013-14 NYC: 25% 2014-15 NYC: 28% 2014-15 8th graders As 7th graders: 27% As 8th graders: 37% 2013-14 NYC: 27% 2014-15 NYC: 33%</p>
<p>For each year of the school's next charter term, each grade-level cohort will demonstrate growth with a reduction by a half the gap between the percent at or above Level 3 on the previous year's NYS math exam (baseline) and the CSD or citywide percent (whichever is higher) of students proficient 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 the CSD or citywide percent proficient (whichever is higher) on the previous year's math exam, the school is expected to demonstrate growth comparable to the CSD in the current year</p>	<p>Goal partially met: 4 of 5 returning cohorts met the growth goal. 2014-15 4th graders As 3rd graders: 35% As 4th graders: 29% 2013-14 NYC: 39% 2014-15 NYC: 39% 2014-15 5th graders As 4th graders: 62% As 5th graders: 64% 2013-14 NYC: 40% 2014-15 NYC: 41% 2014-15 6th graders As 5th graders: 22% As 6th graders: 56% 2013-14 NYC: 39% 2014-15 NYC: 35% 2014-15 7th graders As 6th graders: 61% As 7th graders: 67% 2013-14 NYC: 34% 2014-15 NYC: 33% 2014-15 8th graders As 7th</p>

	<p>graders: 38% As 8th graders: 55% 2013-14 NYC: 30% 2014-15 NYC: 22%</p>
<p>For each year of the next charter term, the school will perform at the 60th percentile or above compared with citywide averages for its 4-year graduation rate and in the 60th percentile or above compared with citywide averages for its 6-year graduation rate.</p>	<p>N/A: Promise Academy II has not yet had a graduating class.</p>
<p>For each year of the next charter term, the school will show progress towards having 75% of students enrolled in each grade 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 School Quality Reports.</p>	<p>N/A: The DOE calculations are not yet available.</p>
<p>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.</p>	<p>Goal met: Promise Academy II 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: PAll, 33%; Black, 20%; Latino, 20% 4th grade: PAll, 5%; Black, 20%; Latino, 20% 5th grade: PAll, 23%; Black, 17%; Latino, 19% 6th grade: PAll, 24%; Black, 18%; Latino, 19% 7th grade: PAll, 36%; Black, 16%;</p>

		Latino, 18% 8th grade: PAll, 37%; 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 II students had higher pass rates than Black and Latino NYC students in 6 of 6 tested grades. The pass rates for each tested grade are as follows: 3rd grade: PAll, 75%; Black, 24%; Latino, 27% 4th grade: PAll, 29%; Black, 22%; Latino, 27% 5th grade: PAll, 64%; Black, 23%; Latino, 29% 6th grade: PAll, 56%; Black, 19%; Latino, 23% 7th grade: PAll, 67%; Black, 16%; Latino, 20% 8th grade: PAll, 55%; Black, 12%; Latino, 15%
	80% of students enrolled in classes designed toward college accreditation will earn the minimum amount of college credits	N/A: Promise Academy II has not yet third year high school students
Operational Goals	Each year, the school will have an average daily student attendance rate of at least 95 percent.	Goal met: 95%
	Each year, 95 percent of all students enrolled on the last day of the school year will return the following school year.	Goal met: 96% (721/753) of students enrolled on the last day of school, who didn't move away were enrolled this fall.
	Each year, 90 percent of all instructional staff employed during the prior school year will return and/or be asked to return the following school year.	Goal not met.
Financial Goals	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

- Harlem Children's Zone Promise Academy II Charter School, is committed to recruiting and serving the most at-risk families in its district. The school targets recruitment and enrollment efforts at families for whom English is not the primary language, and it also intervenes early (starting to work with students when they are three years old through its CBO's early childhood programs). In many cases, school leadership reports, early intervention has consistently helped its young people to develop the necessary English skills to pass the NYSITELL assessment at Kindergarten entry, preventing them from being officially labeled as English Language Learners at the elementary school level.
- In recruiting for the Harlem Children's Zone Baby College for example, an early childhood program that targets expectant parents and those raising a child of up to three years old, bi- and multilingual staff members target blocks within the Harlem area to daily meet and greet with families allowing staff members to gain a pulse of the community. These outreach workers talk to people on the street, go door-to-door in apartment buildings, and advertise at local businesses and non-profits. The outreach teams include workers who speak Spanish and French, as well as some of the more common West African dialects spoken by many recent immigrants in the neighborhood.
- Recruitment materials are offered in Spanish and French and the Baby College application is also available in Spanish and French. Baby College has approximately five nine-week cycles each year and each cycle has a French class and a Spanish class available.
- When the children are four, they are offered a spot in Harlem Gems, an enriched pre-Kindergarten program with a focus on early literacy development which provides instruction in Spanish and French to all students.
- Before accepted children enter kindergarten, there is an aggressive effort to get the children two years of concrete services. HCZ PA II's early childhood programs offer all of our early intervention classes in Spanish and French, as well as English. They also assign staff members to its students who speak very little English. For example, HCZ PA II has a large community from French speaking countries in West Africa, and staff members are able to effectively communicate in those different dialects with children and their families in its outreach to interested families.

STUDENTS WITH DISABILITIES (SWD)

- In recent years, HCZ PA II has made a very conscious effort to partner with parents to identify any special needs of their children. While many parents are reluctant to have their children classified as special education, HCZ PA II staff worked to demonstrate that there is no stigma to having an IEP and considerable benefit to having students' needs identified and providing them with the

appropriate services. The pipeline of services HCZ PA II offers, such as its social work team and partnerships with organizations like a.i.r. nyc, attracts special education students, who are assured by its outreach teams that PAII has the resources to support them.

- HCZ PA II's early childhood programs also gives the organization an opportunity to reach out to these families and alleviate some of their concerns around special services, while informing them of the benefits Promise Academy II has to offer.
- Families selected in the lottery are offered the chance to participate in Three Year Old Journey, a 12-week program of Saturday classes for parents while their children receive enrichment in pre-school classrooms. In Three-Year Old Journey, HCZ's Special Needs Coordinator promotes Promise Academy's Special Education services to parents, giving them specific information about the services the school provides.

STUDENTS ELIGIBLE FOR THE FREE OR REDUCED PRICE LUNCH PROGRAM

- No efforts described.

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.