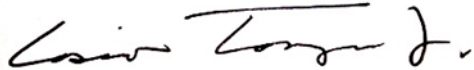





THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Cosimo Tangorra, Jr. 

SUBJECT: Charter Schools: Charter Renewal Recommendations for Six Charters Authorized by the Chancellor of the New York City Department of Education (NYCDOE)

DATE: February 5, 2015

AUTHORIZATION(S): 

SUMMARY

Issue for Decision

Should the Regents approve the proposed renewal charters for six charter schools authorized by the Chancellor of the New York City Department of Education (NYCDOE)?

Reason(s) for Consideration

Required by State Statute.

Proposed Handling

This issue will be before the Regents P-12 Education Committee and the Full Board for action at the February 2015 Regents meeting.

Procedural History

The Chancellor of the NYCDOE approved these six renewal charters and submitted them to the Regents for approval and issuance of the renewal charters as required by Article 56 of the Education Law, The New York State Charter School Statute.

Background Information

I forward the recommendations for the proposed renewal charters for the following charter schools as proposed by the Chancellor of the New York City Department of Education (NYCDOE) in her capacity as a charter school authorizer under Article 56 of the Education Law, and that the charters be extended for the terms indicated. The summary of the NYCDOE's 2014 Renewal Recommendation Report for each school are attached to this item. The full Renewal Reports for each school are available at the links below:

- Staten Island Community Charter School
http://schools.nyc.gov/NR/rdonlyres/0B054EE2-C945-4186-9C9F-11F1D63E3AA6/0/SICCSRenewalReport201415FINAL_POST.pdf
- Cultural Arts Academy Charter School at Spring Creek
http://schools.nyc.gov/NR/rdonlyres/1F98A1F8-1C28-49B0-91C7-9C4C4232EE19/0/CulturalArtsAcademyRenewalReport201415_FINAL.pdf
- New Heights Academy Charter School
http://schools.nyc.gov/NR/rdonlyres/3D41563C-A86B-49F5-9841-68F0726E6CFD/0/NewHeightsAcademyRenewalReport201415_FINAL.pdf
- Achievement First Crown Heights Charter School:
http://schools.nyc.gov/NR/rdonlyres/8F685142-35E9-4DA1-ABF7-922F437ACC4E/0/AFCrownHeightsCharterSchool201415_vFINAL_SEND.pdf
- Achievement First East New York Charter School:
http://schools.nyc.gov/NR/rdonlyres/27644244-D053-4586-928F-D8ADA93822D1/0/AFEastNewYorkCharterSchool201415_vFINAL_SEND.pdf
- Harlem Children's Zone Promise Academy II Charter School
http://schools.nyc.gov/NR/rdonlyres/C76D5755-EED3-4EF9-9EF7-D97178085423/0/HCZPAIIRenewalReport201415_FINAL.pdf

Recommendation

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Staten Island Community Charter School as proposed by the Chancellor of the New York City Department of Education,

and that its provisional charter be extended for a term up through and including June 30, 2016.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Cultural Arts Academy Charter School at Spring Creek as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2017.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the New Heights Academy Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2017.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Achievement First Crown Heights Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter with the current maximum enrollment be extended for a term up through and including June 30, 2018.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Achievement First East New York

Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2019.

VOTED: That the Board of Regents finds that the proposed charter school: (1) meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) will operate in an educationally and fiscally sound manner; (3) is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) will have a significant educational benefit to the students expected to attend the charter school, and the Board of Regents therefore approves and issues the renewal charter of the Harlem Children's Zone Promise Academy II Charter School as proposed by the Chancellor of the New York City Department of Education, and that its provisional charter be extended for a term up through and including June 30, 2019.

Timetable for Implementation

The Regents action for the above named charter schools will become effective immediately.

Attachments

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Staten Island Community Charter School	
Board Chair(s)	Ellen Icolari
School Leader(s)	Dr. Nicole Richardson Garcia – Principal and Chief Academic Officer Lorna Harris – Chief Operating Officer
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 31
Physical Address(es)	320 St. Marks Place, Staten Island (Kindergarten)
	309 St Paul's Avenue, Staten Island (Grades 1-5)
Facility Owner(s)	Private
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	12/14/2014
Current Authorized Grade Span	K-5
Current Authorized Enrollment	330

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	18	18	18	18	72
# Met	2	3	3	0	8
# Partially Met	0	0	0	0	0
# Not Met	2	7	9	10	28
# Not Applicable *	14	8	6	8	36
% Met	11%	17%	17%	0%	11%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	11%	39%	50%	56%	39%
% Not Applicable *	78%	44%	33%	44%	50%
% Met of All Applicable Goals	50%	30%	25%	0%	22%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year. Please refer to Part IV, Mission and Academic Goals for more information.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Staten Island Community Charter School	-	-	9.3%	22.5%
CSD 31	-	-	32.8%	35.4%
Difference from CSD 31 *	-	-	-23.5	-12.9
NYC	-	-	28.1%	30.5%
Difference from NYC *	-	-	-18.8	-8.0
New York State **	-	-	31.1%	30.6%
Difference from New York State	-	-	-21.8	-8.1

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Staten Island Community Charter School	-	-	13.0%	19.5%
CSD 31	-	-	37.4%	43.5%
Difference from CSD 31 *	-	-	-24.4	-24.0
NYC	-	-	33.1%	39.3%
Difference from NYC *	-	-	-20.1	-19.8
New York State **	-	-	31.1%	36.2%
Difference from New York State	-	-	-18.1	-16.7

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Staten Island Community Charter School – All Students	-	-	-	51.0%
Peer Percent of Range - All Students	-	-	-	10.4%
City Percent of Range - All Students	-	-	-	10.6%
Staten Island Community Charter School – School's Lowest Third	-	-	-	54.0%
Peer Percent of Range – School's Lowest Third	-	-	-	0.0%
City Percent of Range – School's Lowest Third	-	-	-	0.0%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Staten Island Community Charter School – All Students	-	-	-	42.0%
Peer Percent of Range - All Students	-	-	-	11.3%
City Percent of Range- All Students	-	-	-	6.0%
Staten Island Community Charter School – School's Lowest Third	-	-	-	56.0%
Peer Percent of Range – School's Lowest Third	-	-	-	19.1%
City Percent of Range – School's Lowest Third	-	-	-	10.2%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of

range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	0.0%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	25.0%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	33.3%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	21.7%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

II. Renewal Recommendation and Rationale

A. Academic Performance

At the time of this school's renewal, Staten Island Community Charter School ("SICCS") has not yet demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

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

Available data for Staten Island Community Charter School indicate that the school has made some progress towards meeting these objectives.

Mission and Vision

Staten Island Community Charter School's mission is to provide an exemplary K - 8 education program for students on the North Shore of Staten Island, a program designed to produce a community of smart, responsible, creative, citizens who will graduate ready to attend college preparatory high schools. The school offers an instructional program that is aligned to the NYS Common Core Learning Standards. Staten Island Community will hold expectations high and inspire student achievement by cultivating close relationships between the school administration, students, teachers and parents.

School Specific Academic Performance

Staten Island Community Charter School entered its fifth year of operation with the 2014-2015 academic year. As a result, the New York City Department of Education (NYC DOE) has two years of New York State (NYS) assessment data and four years of other academic data, such as data obtained from internal assessments and attendance information, to evaluate the academic achievement and progress of students at SICCS.

SICCS has consistently performed below Community School District (CSD) 31 and New York City averages on NYS assessments during the current charter term.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards ("CCLS"). As such, proficiency rates for school years prior to the 2012-2013 school year are not directly comparable. However, as the school had its first year of testing in 2012-2013, all proficiency results are aligned to the CCLS.

In 2012-2013, only 13.0% of SICCS's students were proficient in math. SICCS's math proficiency was higher than 15% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own (i.e. peer schools) SICCS outperformed only 5% of similar schools. In 2012-2013, only 9.3% of SICCS's students demonstrated proficiency in state

tests in ELA. With this level of proficiency, SICCS outperformed just 15% of elementary schools citywide. Additionally, SICCS only outperformed 8% of its peer schools.

The following year, in 2013-2014, only 19.5% of SICCS's students were proficient in math. SICCS's math proficiency was higher than 23% of elementary schools citywide. However, when compared to elementary schools with student populations most like its own, SICCS outperformed only 10% of similar schools. In 2013-2014, only 22.5% of SICCS's students demonstrated proficiency in state tests in ELA. With this level of proficiency, SICCS outperformed just 47% of elementary schools citywide. Additionally, SICCS only outperformed 38% of its peer schools.

Over the four years that data is available for the retrospective charter term, Staten Island Community Charter School has met only 22% of its applicable academic charter goals.^{1,2} In its most recent year, 2013-2014, SICCS met zero of 10 applicable academic charter goals. The school has demonstrated a trend of decreased achievement of its stated charter goals over the four years of the charter term under review.

In 2013-2014, SICCS' English Median Adjusted Growth Percentile was 51% with a City Percent of Range of 10.6%, placing the school in the bottom 5% of elementary schools citywide.³ SICCS's Math Median Adjusted Growth Percentile was 42% with a City Percent of Range of 6.0%, which also placed the school in the bottom 5% of elementary schools citywide.

As indicated in Appendix A, third grade ELA proficiency increased by 21.9 percentage points from the 2012-2013 school year to the 2013-2014 school year. The gap in third grade ELA proficiency between that of the school and CSD 31 shrank by 18.9 percentage points over that time period. As indicated in Appendix A, third grade math proficiency increased by 10.7 percentage points from the 2012-2013 school year to the 2013-2014 school year. The gap in third grade math proficiency between that of the school and CSD 31 shrank by 4.7 percentage points over that same period.

Reports from past NYC DOE visits to Staten Island Community Charter School indicate that in the first two years of the charter the school provided a safe environment conducive to learning. In a visit to the school in April 2012, reviewers noted that "the school uses the Resolving Conflict Creatively Program (RCCP) and the use of Peace Corners was evident in observed classrooms.

The school also implemented Positive Behavioral Interventions and Supports (PBIS) with consultants providing in-service training and follow up. Each grade has created a plan with specific rules and consequences that are posted consistently throughout the school. Observed teachers established clear routines and procedures, which students appeared to have internalized. For example, one teacher had a behavior log book that students were expected to sign if they misbehaved. Positive reinforcement of expected behaviors was observed in most classrooms."

On the school's 2012-2013 NYC DOE Progress Report, Staten Island Community Charter School received a C grade in all sections except School Environment, for which they received a B grade.

¹ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for the 2013-2014 school year and beyond) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade 12 students).

² It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include 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 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include 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.

³ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 10.6% indicates that the school fell only 10.6% inside the range around the average (i.e. more than one standard deviation below the average), while a Citywide percentile of 5% indicates that only 5% of schools serving similar grade levels scored below the school.

In 2012-2013, the school was classified by the NYC DOE as an Early Childhood School; Early Childhood schools do not receive a percentile rank therefore no percentile rank was included in the Progress Report.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁴ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners, and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 21.7% of Staten Island Community Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places SICCS above 4% of elementary schools citywide. Similarly, 25% of SICCS students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores. This places SICCS above only 1% of all elementary schools citywide.

On the 2013-2014 NYS assessments, 33.3% of SICCS's students with disabilities⁵ experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places SICCS above 24% of elementary schools citywide. However, 0% of SICCS's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores. This places SICCS above 0% of all elementary schools citywide.

SICCS did not serve the minimum number of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

⁴ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

⁵ Defined as students with a placement in Self-Contained, ICT, or SETSS

B. Governance, Operations & Finances

Staten Island Community Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Staten Island Community Charter School's FY11 mid-year, FY12, FY13, and FY14 independent financial audits;
- Staten Island Community Charter School's 2014-2015 staff handbook;
- Staten Island Community Charter School's 2014-2015 student/family handbook;
- Staten Island Community Charter School's FY15 budget;
- Staten Island Community Charter School's Board of Trustees financial disclosure forms;
- Staten Island Community Charter School's Board of Trustees minutes;
- Staten Island Community Charter School's Board of Trustees by-laws; and
- Staten Island Community Charter School's self-reported staffing data.

Over the course of the school's charter term, the Board of Trustees has partially maintained a developed governance structure and organizational design. Although Board member size does fall within the range outlined in the school's charter, there is no evidence of active committees on the Board. In addition, there has been turnover on the board since the school's founding – between the 2012-2013 and 2013-2014 school years the Board lost three members and gained two new members. Required documentation for these additions and resignations was only submitted to the NYC DOE for one board member change. To date, the Board has six active board members as evidenced by the school's website and minutes. Based on this level of Board membership, quorum at Board meetings was achieved for all Board meetings in the 2013-2014 school year.

Over the course of the school's charter term, the school has not yet developed a stable school culture, but recently made efforts towards developing a stable school culture by hiring a new principal and Chief Operating Officer. The school principal, Michael Courtney, was terminated in December 2013; a new principal was not appointed until May 2014, leaving the school without a principal for five months. A former Board member, Lorna Harris, resigned from the Board to join the school as a full-time Director of Institutional Advancement and External Affairs in August 2013. Later that year, after Dr. Courtney was terminated, to ensure the school had operational stability until an instructional leader was employed, the Board appointed Lorna interim Chief Operating Officer (CEO). The school has also experienced significant turnover in instructional staff; of 32 instructional staff members in 2013-2014, 22 instructional staff members, or 68%, resigned.⁶

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least 116 days of unrestricted cash on hand to meet obligations. Based on the fiscal year 2014 financial audit, the school had no debt obligations and its current ratio of 5.09 indicated a strong ability to meet its current liabilities.

Overall, the school is financially sustainable based on its current practices.

There was no material weakness noted in the three independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, Staten Island Community Charter School has been compliant with most applicable laws and regulations.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff

⁶ Reflects self-reported data submitted with Renewal Application in November 2014

members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

The school has submitted its required safety plan. The school has the required number of staff with AED/CPR certification.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 9, 2014 adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

One or more of the school leaders were trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be out of compliance with federal law related to students with disabilities and due process regulations.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

As of the review in November 2014, all staff members except for one have appropriate fingerprint clearance. There is one staff member whose fingerprint clearance is outstanding.

Although the Board held the required number of meetings per the Board's bylaws in all years of the charter term (10 meetings per year), the Board has not held the number of board meetings required by the Charter School Act, which requires that the Board hold monthly meetings over a period of 12 calendar months per year.

Board agenda items and minutes have been made available to the public for inspection via posting on the school's website. All Board members have submitted financial disclosure forms as part of the 2013 NYSED Annual Report; however, the Board did not consistently submit board resignation notices or new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and, if necessary, approval.

D. Plans for Next Charter Term

Staten Island Community Charter School's mission is to provide an exemplary K - 8 education program for students on the North Shore of Staten Island, a program designed to produce a community of smart, responsible, creative, citizens who will graduate ready to attend college preparatory high schools. The school offers an instructional program that is aligned to the NYS Common Core Learning Standards. Staten Island Community will hold expectations high and inspire student achievement by cultivating close relationships between the school administration, students, teachers and parents. In an effort to stabilize and strengthen the structure of its elementary school grades, the Board has decided not to extend its programming to include middle school next school year and for the foreseeable future.

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Staten Island Community Charter School *				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	22	37	32	42
Percent of Students who Left the School ²	22.7%	21.4%	13.4%	15.6%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Enrollment of Special Populations³

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL)	Staten Island Community Charter School	70.1%	79.2%	82.8%	86.0%	60.2%
	CSD 31	59.2%	61.8%	60.6%	60.8%	
	NYC	80.7%	83.3%	82.6%	82.4%	
Students with Disabilities (SWD)	Staten Island Community Charter School	11.3%	12.1%	14.7%	15.4%	19.8%
	CSD 31	18.2%	19.6%	21.9%	24.3%	
	NYC	14.5%	15.2%	16.7%	19.3%	
English Language Learners (ELL)	Staten Island Community Charter School	3.1%	2.3%	4.6%	3.4%	8.9%
	CSD 31	10.5%	9.7%	8.8%	8.0%	
	NYC	20.2%	18.8%	17.7%	16.6%	

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the NYC DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Cultural Arts Academy Charter School at Spring Creek	
Board Chair(s)	Dr. A.R. Bernard
School Leader(s)	Dr. Laurie B. Midgette
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 18
Physical Address(es)	1400 Linden Boulevard, Brooklyn
Facility Owner(s)	Private
School Opened For Instruction	2010-2011
Current Charter Term Expiration Date	2/8/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	280

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis					
	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	10	10	10	10	40
# Met	1	2	2	3	8
# Partially Met	0	0	0	0	0
# Not Met	1	0	3	4	8
# Not Applicable *	8	8	5	3	24
% Met	10%	20%	20%	30%	20%
% Partially Met	0%	0%	0%	0%	0%
% Not Met	10%	0%	30%	40%	20%
% Not Applicable *	80%	80%	50%	30%	60%
% Met of All Applicable Goals	50%	100%	40%	43%	50%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Cultural Arts Academy Charter School at Spring Creek	-	-	23.1%	29.8%
CSD 18	-	-	20.6%	23.3%
Difference from CSD 18 *	-	-	2.5	6.5
NYC	-	-	28.1%	30.5%
Difference from NYC *	-	-	-5.0	-0.7
New York State **	-	-	31.1%	30.6%
Difference from New York State	-	-	-8.0	-0.8

% Proficient in Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Cultural Arts Academy Charter School at Spring Creek	-	-	20.0%	13.1%
CSD 18	-	-	22.3%	25.8%
Difference from CSD 18 *	-	-	-2.3	-12.7
NYC	-	-	33.1%	39.3%
Difference from NYC *	-	-	-13.1	-26.2
New York State **	-	-	31.1%	36.2%
Difference from New York State	-	-	-11.1	-23.1

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Cultural Arts Academy Charter School at Spring Creek - All Students	-	-	-	54.0%
Peer Percent of Range - All Students	-	-	-	30.5%
City Percent of Range - All Students	-	-	-	19.9%
Cultural Arts Academy Charter School at Spring Creek - School's Lowest Third	-	-	-	59.0%
Peer Percent of Range - School's Lowest Third	-	-	-	26.6%
City Percent of Range - School's Lowest Third	-	-	-	5.8%

Median Adjusted Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Cultural Arts Academy Charter School at Spring Creek - All Students	-	-	-	25.0%
Peer Percent of Range - All Students	-	-	-	0.0%
City Percent of Range - All Students	-	-	-	0.0%
Cultural Arts Academy Charter School at Spring Creek - School's Lowest Third	-	-	-	42.5%
Peer Percent of Range - School's Lowest Third	-	-	-	3.8%
City Percent of Range - School's Lowest Third	-	-	-	0.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	33.3%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	44.4%
Percent in the 75th Growth Percentile - Mathematics				
	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	-	33.3%
English Language Learner Students	-	-	-	-
Students in the Lowest Third Citywide	-	-	-	13.6%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

II. Renewal Recommendation and Rationale

A. Academic Performance

At the time of this school's renewal, Cultural Arts Academy Charter School at Spring Creek has partially demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

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

Data available for Cultural Arts Academy Charter School at Spring Creek indicates that the school has made some progress towards meeting these objectives.

Mission and Vision

Cultural Arts Academy Charter School at Spring Creek's mission is to provide a college preparatory education with exemplary cultural arts proficiency to young leaders who will profoundly impact the human condition.

School Specific Academic Performance

The school entered its fifth year of operation with the 2014-2015 academic year. The New York City Department of Education (NYC DOE) has two years of New York State (NYS) assessment data and four years of other academic indicators to evaluate the academic achievement and progress of the students at Cultural Arts Academy Charter School at Spring Creek.

English Language Arts (ELA) proficiency rates for Cultural Arts Academy Charter School at Spring Creek have consistently exceeded those of Community School District (CSD) 18, though math proficiency rates for the school have consistently underperformed those of CSD 18.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 school year are not directly comparable. However, as this school had its first year of testing in 2012-2013, all proficiency results are aligned to the CCLS.

In 2012-2013, 20.0% of Cultural Arts Academy Charter School at Spring Creek's students were proficient in math. Cultural Arts Academy Charter School at Spring Creek's math proficiency was greater than or equal to that of only 36% of elementary schools citywide. When compared to elementary schools with student populations most like its own (i.e. peer schools), Cultural Arts Academy Charter School at Spring Creek outperformed only 21% of similar schools. However, the school outperformed 62% of CSD 18 elementary schools. In 2012-2013, 23.1% of Cultural Arts Academy Charter School at Spring Creek's students demonstrated proficiency in NYS assessments in ELA. With this level of proficiency, Cultural Arts Academy Charter School at Spring Creek outperformed 55% of elementary schools citywide. Additionally, Cultural Arts Academy Charter School at Spring Creek outperformed 28% of its peer schools and 77% of CSD 18 elementary schools.

The following year, in 2013-2014, the percent of students at Cultural Arts Academy Charter School at Spring Creek who were proficient in math fell to 13.1%. For 2013-2014, Cultural Arts Academy Charter School at Spring Creek's math proficiency was higher than only 12% of elementary schools citywide. When compared to peer schools, Cultural Arts Academy Charter School at Spring Creek outperformed 0% of similar schools, and the school outperformed only 7% of CSD 18 elementary schools. In 2013-2014, the percent of students at Cultural Arts Academy Charter School at Spring Creek who demonstrated proficiency on NYS assessments in ELA increased to 29.8%. With this level of proficiency, Cultural Arts Academy Charter School at Spring Creek outperformed 60% of elementary schools citywide, 43% of its peer schools and 93% of elementary schools in CSD 18.

Over the four years that data is available for the retrospective charter term, Cultural Arts Academy Charter School at Spring Creek has met 50% of its applicable academic charter goals.^{1,2} Cultural Arts Academy Charter School at Spring Creek met three of seven applicable academic performance goals in its most recent year. Because of the move to CCLS in 2012-2013, the NYC DOE did not include goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for

¹ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year and beyond) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade 12 students).

² It should be noted that because of the move to Common Core standards in 2012-2013, the NYC DOE did not include 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 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not include 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.

students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated an inconsistent trend of achievement of its stated charter goals during the retrospective charter term, with a drop in its goals met rate between the 2011-2012 and 2012-2013 school years, and no significant change the following year.

In 2013-2014, Cultural Arts Academy Charter School at Spring Creek's ELA median adjusted growth percentile was 54.0% with a City Percent of Range of only 19.9%, placing the school in the 10th percentile of elementary schools citywide.³ Similarly, the school's peer and CSD percentiles were 13% and 7%, respectively. This means that nearly all other elementary schools in Cultural Arts Academy Charter School at Spring Creek's peer group and CSD had ELA median adjusted growth percentiles greater than Cultural Arts Academy Charter School at Spring Creek's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, Cultural Arts Academy Charter School at Spring Creek's math median adjusted growth percentile was 25.0% with a City Percent of Range of 0.0%, which placed it in the bottom percentile (0%) of elementary schools citywide.⁴ Similarly, the school's peer and CSD percentiles were both 0%, as well. This means that all other elementary schools in Cultural Arts Academy Charter School at Spring Creek's peer group and CSD had math median adjusted growth percentiles greater than Cultural Arts Academy Charter School at Spring Creek's math median adjusted growth percentile in 2013-2014.

The school has shown evidence of efforts to establish a strong focus on collecting and analyzing data, which, if implemented with fidelity, can positively impact academic rigor and the quality of instruction. Reports from past NYC DOE visits to the school indicate that the school is using a variety of assessments including Fountas and Pinnell and Scantron Achievement Series assessments, in addition to curriculum-based programs, to measure student performance; students have achievement goals and track their own progress. The lesson plans prepared by instructors include a reflection portion entitled, "Daily Qualitative Data" where instructors reflect on the percent of students who mastered the lesson's objective and present adjustments that might be necessary to ensure 90% mastery."⁵

On its 2012-2013 NYC DOE Progress Report, Cultural Arts Academy Charter School at Spring Creek received an Overall C grade, earning a B in School Environment and a C in both the Student Progress and Student Performance sections. The school's overall score of 28.8 points ranked the school 30th out of 37 early childhood schools citywide that received a Progress Report grade for 2012-2013. In 2012-2013, the school was classified by the NYC DOE as an Early Childhood school; Early Childhood schools do not receive a percentile rank, therefore no percentile rank was included in the Progress Report.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 30-40 schools with the most similar student population and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections. For schools designated as Early Childhood

³ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 19.9% indicates that the school's median adjusted growth percentile was more than one standard deviation below the average (that only 19.9% of the range around the average represented scores lower than that of Cultural Arts Academy Charter School at Spring Creek), while a Citywide percentile of 10% indicates that Cultural Arts Academy Charter School at Spring Creek's ELA median adjusted growth percentile was higher than only 10% of all elementary schools Citywide.

⁴ A comparison range consists of all possible results within two standard deviations of the average. A City Percent of Range of 0.0% indicates that the school's math median adjusted growth percentile was two standard deviations below the average. A Citywide percentile of 0% indicates that Cultural Arts Academy Charter School at Spring Creek's math median adjusted growth percentile was the lowest of all elementary schools citywide.

⁵ Cultural Arts Academy Charter School Annual Comprehensive Report April 2012

schools, the grade in this section was based on Early Grade Progress, which measured how individual students' proficiency on State ELA and math exams exceeded their expected proficiency in third grade based on the student's demographic characteristics. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on the school's ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 13.6% of Cultural Arts Academy Charter School at Spring Creek's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Cultural Arts Academy Charter School at Spring Creek in the bottom 2% of elementary schools citywide. In the same year, 44.4% of students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places Cultural Arts Academy Charter School at Spring Creek in the 26th percentile of all elementary schools citywide.

On the 2013-2014 NYS assessments, 33.3% of Cultural Arts Academy Charter School at Spring Creek's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places Cultural Arts Academy Charter School at Spring Creek in the 24th percentile of elementary schools citywide. Similarly, 33.3% Cultural Arts Academy Charter School at Spring Creek's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places Cultural Arts Academy Charter School at Spring Creek in the bottom 10% of all elementary schools citywide.

In 2013-2014, Cultural Arts Academy Charter School at Spring Creek did not serve the minimum number⁶ of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

B. Governance, Operations & Finances

Cultural Arts Academy Charter School at Spring Creek is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Cultural Arts Academy Charter School at Spring Creek's FY11, FY12, FY13, and FY14 independent financial audits;
- Cultural Arts Academy Charter School at Spring Creek's 2014-2015 staff handbook;

⁶ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

- Cultural Arts Academy Charter School at Spring Creek's 2014-2015 student/family handbook;
- On-site review of Cultural Arts Academy Charter School at Spring Creek's financial and operational records;
- Cultural Arts Academy Charter School at Spring Creek's FY15 budget and five-year projected budget;
- Cultural Arts Academy Charter School at Spring Creek's self-reported staffing data;
- Cultural Arts Academy Charter School at Spring Creek's Board of Trustees meeting minutes;
- Cultural Arts Academy Charter School at Spring Creek's Board of Trustees bylaws; and
- Cultural Arts Academy Charter School at Spring Creek's financial disclosure forms.

Over the course of the school's charter term, the Board of Trustees has maintained a partially developed governance structure and organizational design.

The Board currently has six members, which is consistent with the established bylaws, and all members have been part of the Board since the school's inception. The bylaws reference specific committees, though the Governance, Development, Academic, and Parental Engagement committees are not currently active per a review of Board minutes.

There are clear lines of accountability between the Board and school leadership as evidenced by the school's organization chart and school leadership's monthly updates on academic, financial, and operational performance to the Board, as recorded in Board meeting minutes.

Currently, the Board's bylaws require that the Board hold 12 meetings per year. The Board has not adhered to this in the two most recent years of the current charter term since the bylaws were amended to hold 12 meetings per year. Quorum was not achieved at all Board meetings over the course of the charter term. If quorum was not achieved, the Board did not vote, as recorded in meeting minutes.

Over the course of the school's charter term, the school has developed a stable school culture. School leadership, as defined by the school, has not experienced any turnover since the school's inception. The founding school leader, Dr. Laurie B. Midgette, and the founding Board Chair, Dr. A.R. Bernard, have been serving as Principal and Board Chair, respectively, since the school's inception.

For the most recent school year, staff turnover was 12%; three instructional staff members from the 2013-2014 school year did not return, either by choice or request, at the start of the 2014-2015 school year. This turnover rate was above the rates in previous years, 2011-2012 and 2012-2013, which saw turnover rates of 7% and 11%, respectively, but was below the 15% turnover rate for the 2010-2011 school year.

Overall, the school is in a weak position to meet near-term financial obligations. Cultural Arts Academy Charter School at Spring Creek's current ratio is 0.30, and the school only has \$299,121 unrestricted cash on hand to meet current liabilities totaling \$458,308. Cash on hand represents only eight days of operating expenses.

Overall, there are concerns about the financial sustainability of the school based on its current practices. Cultural Arts Academy Charter School at Spring Creek operated at a deficit in three of the past four years and has relied upon outside funding to supplement its revenue in order to meet operating expenses.

There was no material weakness noted in the four independent financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the retrospective charter term, Cultural Arts Academy Charter School at Spring Creek has been compliant with some applicable laws and regulations, but not others.

The Board has not consistently made all board minutes and agendas available upon request to the public prior to or at Board meetings by posting them on the school's website. Board meeting minutes and agendas are not available on the school's website for the first half of the 2013-2014 school year and the 2014-2015 school year.

The school's current bylaws (amended prior to the 2012-2013 school year) indicate that the Board is to hold 12 meetings per year. In the 2012-2013 and 2013-2014 school years, the Board held 11 meetings each year, but only nine and 10 meetings, respectively achieved quorum.

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 3, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be out of compliance with federal law regarding due process policies and disciplinary measures for students with disabilities.

The Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. The school has posted to its website its annual audit for each year of the charter term, as required in charter law; however, the FY13 audit and the FY14 audit posted to its website are missing pages 12-17 and 12-15, respectively. These pages contain the auditor's report and findings in each of the audits.

The board has consistently submitted board resignation notices or new board member credentials within the required five days of change to OSDCP for review and, if necessary, approval.

The school has submitted required documentation for teacher certification and is compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization.

The school has submitted appropriate insurance documents to the NYC DOE.

The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification.

At least one of the school leaders was trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

All staff members have appropriate fingerprint clearance.

D. Plans for Next Charter Term

Cultural Arts Academy Charter School at Spring Creek indicated in its renewal application that the school wishes to continue with its plans set forth in the original charter application to expand to serve grades kindergarten through 12. The school's plan would include a new enrollment plan, school calendar, daily schedule and instructional time compliance, curriculum framework for added grades, facility projections, and college and career readiness programming.

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Cultural Arts Academy Charter School at Spring Creek*				
	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	9	2	16	20
Percent of Students who Left the School ²	7.4%	1.2%	7.3%	8.5%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012. Students in terminal grades are not included.

Enrollment of Special Populations³

Special Population		2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL) ⁴	Cultural Arts Academy Charter School at Spring Creek	0.0%	26.6%	37.4%	58.8%	86.7%
	CSD 18	89.9%	88.9%	89.2%	90.3%	
	NYC	80.7%	83.3%	82.6%	82.4%	
Students with Disabilities (SWD)	Cultural Arts Academy Charter School at Spring Creek	12.4%	8.9%	9.5%	10.9%	10.7%
	CSD 18	10.5%	11.3%	13.1%	15.5%	
	NYC	14.5%	15.2%	16.7%	19.3%	
English Language Learners (ELL)	Cultural Arts Academy Charter School at Spring Creek	0.0%	0.0%	0.0%	0.0%	3.5%
	CSD 18	4.9%	4.9%	3.9%	3.8%	
	NYC	20.2%	18.8%	17.7%	16.6%	

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the State Education Department (SED). Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31st, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

⁴ The school used a private vendor for school lunch services for the entirety of the retrospective charter term. As a result, the percentage of students receiving Free or Reduced Price Lunch in each year was self-reported by the school as part of its Renewal Application dated December 2014. Please note that the NYC DOE's ATS records indicate that 29.8%, 36.1%, 54.5% and 44.4% of students at Cultural Arts Academy Charter School at Spring Creek were eligible for Free or Reduced Price Lunch based on HRA eligibility alone for school years 2010-2011, 2011-2012, 2012-2013 and 2013-2014, respectively.

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

New Heights Academy Charter School	
Board Chair(s)	Gail Grossmann
School Leader(s)	Christina Brown (Executive Director), Christopher Barfield (HS Director), Denise Linares (MS Director)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 6
Physical Address(es)	1818 Amsterdam Avenue, Manhattan
Facility Owner(s)	Private
School Opened For Instruction	2006-2007
Current Charter Term Expiration Date	4/14/2015
Current Authorized Grade Span	5-12
Current Authorized Enrollment	750

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	14	14	14	14	14	70
# Met	3	1	2	1	2	9
# Partially Met	0	1	2	1	0	4
# Not Met	7	9	7	9	8	40
# Not Applicable *	4	3	3	3	4	17
% Met	21%	7%	14%	7%	14%	13%
% Partially Met	0%	7%	14%	7%	0%	6%
% Not Met	50%	64%	50%	64%	57%	57%
% Not Applicable *	29%	21%	21%	21%	29%	24%
% Met of All Applicable Goals	30%	9%	18%	9%	20%	17%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	20.9%	20.8%	25.4%	10.2%	14.0%
CSD 6	27.7%	27.4%	31.1%	13.5%	15.6%
Difference from CSD 6 *	-6.8	-6.6	-5.7	-3.3	-1.6
NYC	40.5%	41.0%	45.0%	25.7%	27.4%
Difference from NYC *	-19.6	-20.2	-19.6	-15.5	-13.4
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-32.3	-32.0	-29.7	-20.9	-16.6

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	41.9%	62.0%	61.3%	18.1%	18.1%
CSD 6	43.1%	47.8%	50.6%	15.0%	20.4%
Difference from CSD 6 *	-1.2	14.2	10.7	3.1	-2.3
NYC	52.8%	56.7%	59.3%	27.3%	31.5%
Difference from NYC *	-10.9	5.3	2.0	-9.2	-13.4
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	-19.1	-1.3	-3.5	-13.0	-18.1

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School – All Students	56.0%	56.0%	55.0%	67.5%	58.0%
Peer Percent of Range - All Students	15.1%	7.4%	28.9%	71.6%	36.1%
City Percent of Range- All Students	8.1%	5.2%	27.1%	59.8%	30.7%
New Heights Academy Charter School – School's Lowest Third	63.0%	72.0%	64.5%	80.0%	70.0%
Peer Percent of Range - School's Lowest Third	8.9%	38.5%	26.5%	67.0%	31.7%
City Percent of Range - School's Lowest Third	0.0% ¹	29.3%	22.2%	51.5%	26.1%

¹ In the 2009-2010 NYC DOE Progress Report for New Heights Academy Charter School, the City Percent of Range for the school's ELA Median Adjusted Growth Percentile was reported as -1.5%. This figure has been changed to 0.0% in this table for consistency, because the percent of range methodology was changed in 2010-2011 so that the lowest possible percent of range for a school was 0.0%.

Median Adjusted Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School – All Students	57.0%	74.0%	64.0%	63.0%	53.0%
Peer Percent of Range - All Students	38.5%	74.9%	59.7%	48.7%	25.4%
City Percent of Range- All Students	36.9%	71.9%	62.6%	52.8%	28.8%
New Heights Academy Charter School – School's Lowest Third	65.0%	80.0%	70.0%	72.5%	54.5%
Peer Percent of Range - School's Lowest Third	49.3%	83.3%	61.6%	47.2%	0.0%
City Percent of Range - School's Lowest Third	42.6%	78.6%	60.9%	43.5%	0.0%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	35.7%	42.9%	42.9%	69.4%	61.0%
English Language Learner Students	17.2%	34.3%	23.1%	48.6%	29.2%
Students in the Lowest Third Citywide	32.5%	42.0%	37.0%	51.5%	38.8%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	42.9%	58.5%	36.1%	47.2%	43.9%
English Language Learner Students	26.3%	49.4%	31.4%	31.4%	29.0%
Students in the Lowest Third Citywide	42.4%	56.4%	41.4%	41.5%	31.7%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	77.4%	80.5%	70.7%	78.7%	91.6%
NYC *	66.7%	65.7%	64.7%	66.0%	68.4%
Difference from NYC	10.7	14.8	6.0	12.7	23.2
6-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	-	-	87.1%	87.4%	85.9%
NYC *	-	-	73.2%	73.0%	72.7%
Difference from NYC	-	-	13.9	14.4	13.2
College and Career Preparatory Course Index **					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	-	6.9%	10.1%	21.3%	53.0%
Peer Percent of Range	-	-	9.2%	30.5%	65.6%
City Percent of Range	-	-	13.4%	27.8%	70.5%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** The College and Career Preparatory Course Index score was not introduced until the 2010-2011 school year and peer and city percent of range scores were not available until the 2011-2012 school year. A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
New Heights Academy Charter School	1.05	1.60	1.44	1.29	1.17
Peer Percent of Range	57.6%	100.0%	79.2%	95.0%	70.9%
City Percent of Range	65.2%	97.6%	67.4%	98.0%	76.0%
2013					
	English	Math	Science	Global History	U.S History
New Heights Academy Charter School	0.74	1.85	1.37	1.03	1.16
Peer Percent of Range	13.3%	100.0%	69.8%	69.6%	74.4%
City Percent of Range	25.0%	100.0%	62.2%	71.0%	74.0%

2012					
	English	Math	Science	Global History	U.S History
New Heights Academy Charter School	1.28	2.36	1.45	1.43	1.63
Peer Percent of Range	48.4%	100.0%	49.3%	56.0%	85.5%
City Percent of Range	53.6%	100.0%	53.5%	55.2%	82.6%
2011					
	English	Math	Science	Global History	U.S History
New Heights Academy Charter School	1.15	2.29	1.09	1.91	1.19
Peer Percent of Range	46.9%	100.0%	38.0%	91.6%	53.4%
City Percent of Range	50.0%	100.0%	36.9%	84.7%	53.9%
2010					
	English	Math	Science	Global History	U.S History
New Heights Academy Charter School	1.3	1.96	0.76	0.76	0.95
Peer Percent of Range	94.7%	100.0% ²	21.0%	34.6%	47.9%
City Percent of Range	90.9%	100.0%	24.8%	41.3%	52.4%

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eighth grade test results.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Credit Accumulation³

% 1st-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	94.2%	90.7%	70.7%	88.8%	-
Peer Percent of Range	87.6%	84.7%	35.3%	71.9%	-
City Percent of Range	89.8%	82.9%	41.3%	75.3%	-

² In the 2009-2010 NYC DOE Progress Report for New Heights Academy Charter School, the Peer Percent of Range for the school's Weighted Regents Pass Rate in math was reported as 108.5%. This figure has been changed to 100.0% in this table for consistency, because the percent of range methodology was changed in 2010-2011 so that the highest possible percent of range for a school was 100.0%.

³ Credit accumulation is self-reported by charter schools to the NYC DOE. New Heights Academy Charter School did not provide credit accumulation data to the NYC DOE for the 2013-2014 school year.

% 2nd-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	87.6%	87.2%	92.8%	81.4%	-
Peer Percent of Range	81.6%	84.4%	88.9%	63.2%	-
City Percent of Range	79.1%	78.2%	86.7%	64.2%	-
% 3rd-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
New Heights Academy Charter School	46.7%	83.3%	92.9%	81.5%	-
Peer Percent of Range	0.0% ⁴	83.2%	100.0%	67.8%	-
City Percent of Range	8.9%	73.4%	88.2%	66.3%	-

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

4-year Weighted Diploma Rate*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities **	-	-	225.0%	334.2%	336.4%
English Language Learner Students	-	180.0%	181.8%	263.9%	283.3%
Students in the Lowest Third Citywide	158.9%	88.9%	166.7%	236.8%	223.8%
College and Career Preparatory Course Index ***					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students in the Lowest Third Citywide	-	-	0.0%	8.8%	23.8%

* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

** Defined as students with a placement in Self-Contained, ICT, or SETSS.

*** The College and Career Preparatory Course Index score for Students in the Lowest Third Citywide was not introduced until the 2011-2012 school year.

⁴ In the 2009-2010 NYC DOE Progress Report for New Heights Academy Charter School, the Peer Percent of Range for Percent of Third-Year Students Earning 10+ Credits was reported as -14.6%. This figure has been changed to 0.0% in this table for consistency, because the percent of range methodology was changed in 2010-2011 so that the lowest possible percent of range for a school was 0.0%.

II. Renewal Recommendation and Rationale

A. Academic Performance

At the time of this school's renewal, New Heights Academy Charter School has partially demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

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

Data available for New Heights Academy Charter School indicates that the school has made progress towards meeting some of these objectives.

Mission and Vision

New Heights Academy Charter School's mission is to graduate students who are prepared to succeed in college and life.

School Specific Academic Performance

The school entered its ninth year of operation with the 2014-2015 academic year. The New York City Department of Education (NYC DOE) has five years of New York State (NYS) assessment data and five years of other academic indicator(s) to evaluate the academic achievement and progress of the students at New Heights Academy Charter School (New Heights) over the course of the retrospective charter term.

New Heights Academy Charter School has struggled with inconsistent performance relative to that of Community School District (CSD) 6 and its peer group during the current charter term. Whereas the school's performance relative to CSD 6 and its peer group increased during the charter term in English Language Arts (ELA) in grades five through eight, performance relative to both the CSD and its peer group fell during the charter term for math in grades five through eight.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable.

In 2012-2013, only 18.1% of New Heights Academy Charter School's students were proficient in math on the NYS assessments. New Heights Academy Charter School's math proficiency was greater than that of 59% of middle schools citywide and 65% of middle schools in CSD 6. However, when compared to middle schools with student populations most like its own (i.e. peer schools) New Heights Academy Charter School outperformed only 47% of similar schools. In 2012-2013, only 10.2% of New Heights Academy Charter School's students demonstrated proficiency in state assessments in ELA. With this level of proficiency, New Heights Academy Charter School outperformed just 40% of middle schools citywide but 59% of middle schools in

CSD 6. However, New Heights Academy Charter School outperformed only 18% of its peer schools.

The following year, in 2013-2014, the percent of students at New Heights Academy Charter School who were proficient in math on the NYS assessments remained at 18.1%. New Heights Academy Charter School's math proficiency was higher than only 50% of middle schools citywide, and higher than only 33% of its peer schools. However, the school outperformed 59% of CSD 6 middle schools. In 2013-2014, the percent of students at New Heights Academy Charter School who demonstrated proficiency in ELA on the NYS assessments rose, to 14.0%. With this level of proficiency, New Heights Academy Charter School outperformed only 48% of middle schools citywide and 28% of middle schools in its peer group; however, New Heights Academy Charter School outperformed 76% of middle schools in CSD 6.

In 2013-2014, New Heights Academy Charter School's ELA median adjusted growth percentile was 58.0% with a City Percent of Range of 30.7%, placing the school in the 17th percentile of middle schools citywide.⁵ Similarly, the school's peer and CSD percentiles were 28% and 0%, respectively. This means that 72% of all other middle schools in New Heights Academy Charter School's peer group and all middle schools in CSD 6 had an ELA median adjusted growth percentile greater than New Heights Academy Charter School's ELA median adjusted growth percentile in 2013-2014.

In 2013-2014, New Heights Academy Charter School's math median adjusted growth percentile was 53.0% with a City Percent of Range of 28.8%, placing it in the 19th percentile of middle schools citywide. The school's peer group and CSD percentiles were 15% and 0%, respectively. This means that 85% of all other middle schools in New Heights Academy Charter School's peer group and all middle schools in CSD 6 had math median adjusted growth percentiles greater than New Heights Academy Charter School's math median adjusted growth percentile in 2013-2014.

For the 2013-2014 school year, New Heights Academy Charter School's four-year graduation rate was 91.6%. This rate was higher than the citywide average by 23.2 percentage points. New Heights Academy Charter School's four-year graduation rate was in the 83rd percentile of high schools citywide. When compared to high schools with student populations most like its own (i.e. peer schools) New Heights Academy Charter School outperformed 74% of similar schools. In the same year, 2013-2014, New Heights Academy Charter School's six-year graduation rate was 85.9%. This rate was higher than the citywide average by 13.2 percentage points. The school's six-year graduation rate was in the 68th percentile of high schools citywide, though when compared to peer schools, the school outperformed only 19% of similar schools.

Credit accumulation is self-reported by charter schools to the NYC DOE. New Heights Academy Charter School did not provide credit accumulation data to the NYC DOE for the 2013-2014 school year.

In prior years, however, New Heights Academy Charter School generally outperformed its peer group and citywide averages in grade-level credit accumulation. The school's Peer Percent of Range for first-, second-, and third-year students was above 50.0% in nearly all prior years (with the exception of first-year credit accumulation in 2011-2012 and third-year credit accumulation in 2009-2010), meaning that the school generally outperformed its peer group average along each metric. Similarly, the City Percent of Range for first-, second-, and third-year students was above

⁵ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 30.7% indicates that the school's ELA median adjusted growth percentile was below the average but less than one standard deviation below the average (that only 30.7% of the range around the average represented scores lower than that of New Heights Academy Charter School), while a citywide percentile of 17% indicates that New Heights Academy Charter School's ELA median adjusted growth percentile was higher than only 17% of all middle schools citywide.

50.0% in almost all prior years (with the exception of first-year credit accumulation in 2011-2012 and third-year credit accumulation in 2009-2010.)⁶

Weighted Regents pass rates in English, Math, Science, Global History, and U.S. History were above both the citywide averages and the averages for the school's peer group in the most recent school year, 2013-2014. In addition, in Math, the school achieved peer and city percent of range scores at or near 100.0% in all years. In general, the school compares favorably against its peer group schools and all high schools citywide when analyzing weighted Regents pass rates over the course of the current charter term, though peer and citywide comparisons show that the school has historically performed less favorably in English and Science.⁷

Over the five years that data is available for the retrospective charter term, New Heights Academy Charter School has met only 17% of its applicable academic charter goals.^{8,9} New Heights Academy Charter School met two of 10 applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a relatively stagnant trend of depressed achievement of its stated charter goals over the five years of the charter term under review.

The school has shown only mixed evidence of a developed responsive education program and supportive learning environment. Prior visit reports by the NYC DOE pointed to the school's safe classrooms, focus on improved consistency in instructional quality and classroom routines, and willingness to make structural changes to improve student outcomes as areas of strength.¹⁰ However, these reports also noted the need for increased instructional rigor, more stability among high-quality staff members, and a shift to more student ownership of learning as areas of growth.¹¹ The school also reported a high incidence of disciplinary infractions during the first half of its charter term, particularly in 2010-2011, when 27% of its student body received an out-of-school suspension.¹² The school has since changed its disciplinary approach and its incidence of out-of-school suspensions appears to be stabilizing.¹³

⁶ A comparison range consists of all possible results within two standard deviations of the average. A City Percent of Range of 50.0% represents the average and indicates that the school's credit accumulation rate was equal to the average score for all high schools citywide.

⁷ In three of the five years under review, the school's weighted Regents pass rate in English was less than the average for its peer group; in one of the five years under review, the school's weighted Regents pass rate in English was less than the citywide average. Similarly, in three of the five years under review, the school's weighted Regents pass rate in Science was less than the average for its peer group; in two of the five years under review, the school's weighted Regents pass rate in Science was less than the citywide average.

⁸ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁹ It should be noted that because of the move to Common Core standards in 2012-2013, 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 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades in its analysis of progress towards goals.

¹⁰ New Heights Academy Charter School Annual Site Visit Report 2010-2011 and New Heights Academy Charter School Annual Site Visit Report 2011-2012

¹¹ New Heights Academy Charter School Annual Site Visit Report 2010-2011 and New Heights Academy Charter School Annual Site Visit Report 2011-2012

¹² Self-reported information from the School's Renewal Data Collection Form, submitted November 2014

¹³ Self-reported information from the School's Renewal Data Collection Form, submitted November 2014

On its 2012-2013 NYC DOE Middle School Progress Report, New Heights Academy Charter School received a B grade in all sections except Student Performance, for which the school received a C grade. This ranked New Heights Academy Charter School in the 52nd percentile of all middle schools citywide and represented an improvement over the prior year. On its 2011-2012 NYC DOE Middle School Progress Report, New Heights Academy Charter School received a B grade in all sections except Student Progress, for which the school received a C grade. This ranked New Heights Academy Charter School in the 41st percentile of all middle schools citywide. As its Overall Grade, the school earned a C and B in 2009-2010 and 2010-2011, respectively.

On its 2012-2013 NYC DOE High School Progress Report, New Heights Academy Charter School received an Overall grade of A, as well as an A grade for Student Progress, B grades for Student Performance and School Environment, and a C grade for College and Career Readiness. This ranked New Heights Academy Charter School in the 75th percentile of all high schools citywide. Similarly, on its 2011-2012 NYC DOE High School Progress Report, New Heights Academy Charter School received an A grade in all sections except for School Environment and College and Career Readiness, for which the school received grades of B and D, respectively. This ranked New Heights Academy Charter School in the 69th percentile of all high schools citywide. The school earned Overall grades of A in both 2009-2010 and 2010-2011.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,¹⁴ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 31.7% of New Heights Academy Charter School's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places New Heights Academy Charter School in only the 7th percentile of middle schools citywide. In the same year, only 38.8% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level places New Heights Academy Charter School in the 12th percentile of all middle schools citywide.

¹⁴ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

On the 2013-2014 NYS assessments, 43.9% of New Heights Academy Charter School's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places New Heights Academy Charter School in the 35th percentile of middle schools citywide. In the same year, 61.0% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level places New Heights Academy Charter School in the 78th percentile of all middle schools citywide.

On the 2013-2014 NYS assessments, 29.0% of New Heights Academy Charter School's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level places New Heights Academy Charter School in 22nd percentile of middle schools citywide. Similarly, only 29.2% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting ELA scores; this level places New Heights Academy Charter School in only the 15th percentile of all middle schools citywide.

Students in the lowest third citywide at New Heights Academy Charter School had a four-year weighted diploma rate of 223.8% in 2013-2014. This rate was associated with a City Percent of Range of 82.3%, i.e. above the citywide average. However, only 23.8% of this same group of students met the requirements for the College and Career Preparatory Course Index (CCPCI). Yet this rate was associated with a City Percent of Range of 85.6%, i.e. above the citywide average.

In 2013-2014, New Heights Academy Charter School's students with disabilities had a four-year weighted diploma rate of 336.4%. This rate was associated with a City Percent of Range of 80.1%, i.e. above the citywide average.

In 2013-2014, New Heights Academy Charter School's English Language Learner students had a four-year weighted diploma rate of 283.3%. This rate was associated with a City Percent of Range of 87.5%, i.e. above the citywide average.

In 2013-2014, New Heights Academy Charter School's students in the Lowest Third Citywide had a four-year weighted diploma rate of 223.8%. This rate was associated with a City Percent of Range of 82.3%, i.e. above the citywide average.

B. Governance, Operations & Finances

New Heights Academy Charter School is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- New Heights Academy Charter School's FY11 mid-year, FY12, FY13, and FY14 independent financial audits;
- New Heights Academy Charter School's 2014-2015 staff handbook;
- New Heights Academy Charter School's 2014-2015 student/family handbook;
- On-site review of New Heights Academy Charter School's financial and operational records;
- New Heights Academy Charter School's FY15 budget and five-year projected budget;
- New Heights Academy Charter School's Board of Trustees financial disclosure forms;
- New Heights Academy Charter School's Board of Trustees minutes;
- New Heights Academy Charter School's Board of Trustees by-laws; and
- New Heights Academy Charter School's self-reported staffing data.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. Board Chair Gail Grossmann has been on the Board since May 2008, prior to the start of the current charter term, and has been the Board Chair since August 2011. The Board has consistently achieved quorum for the required number of meetings outlined in its bylaws - one annual meeting and six regular Board meetings. It has maintained a steady membership of between five and 15 members, although 72% of its current membership (eight of 11 members) joined the Board in 2013 or after.¹⁵ Additionally, Board officer positions have been consistently filled, and its required Executive, Finance, and Education/Accountability committees have been consistently active. The Board makes its meeting minutes and agendas publicly available via dissemination at Board meetings and receives standing academic and operational reports from the school's leadership team during these meetings.

Over the course of the school's charter term, the school has partially developed a stable school culture. The school experienced significant turnover in its leadership staff during the last two years of the charter term, with its Middle School Director, High School Director, and Executive Director assuming their roles in 2014, 2013, and 2013, respectively. Additionally, primary instructional staff turnover has been consistently high over the charter term. In 2010-2011, 2011-2012, 2012-2013, and 2013-2014, the percentage of primary instructional staff who did not return, either by choice or request, at the start of the following school year was 38%, 33%, 35% and 51%, respectively.¹⁶ The school has also reported mixed parent participation in parent conferences and other school activities over the course of the charter term, and its Parent Teacher Association has not been functional since 2012-2013. Lastly, the school's satisfaction scores on the NYC DOE School Survey from 2011-2012 through 2013-2014 have been consistently average or below average across all categories when compared to schools citywide.

Overall, the school is in a strong position to meet near-term financial obligations. The school has approximately 80 days unrestricted cash on hand totaling \$2,587,352 to meet near-term obligations. These funds do not include an SEI Investment account totaling \$1.5 million, which contributes to the overall strength of the school's cash position.

Overall, the school is financially sustainable based on its current practices.

There was no material weakness noted in the five independent financial audits from FY10 through FY14.

C. Compliance with Charter, Applicable Law and Regulations

Over the current charter term, New Heights Academy Charter School has been compliant with most applicable laws and regulations.

The Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members.

The school's bylaws indicate that the Board is to hold six meetings a year in addition to an Annual Meeting in June, for a total of seven meetings per calendar year. In years 2010-2011 through 2013-2014 of the charter term, the Board held the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted meeting minutes. Required meetings are those which met quorum. The current Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months, per year. The Board has not updated its bylaws to comply with this law.

All current Board members have submitted conflict of interest and financial disclosure forms. The documents submitted do not demonstrate conflicts of interest.

¹⁵ Self-reported information from the school's Board Roster, submitted November 19, 2014

¹⁶ Self-reported information from the school's Renewal Data Collection Form, submitted in November 2014

The Board has not consistently made all board minutes and agendas available upon request to the public prior to or at Board meetings via its website. However, hard copies of Board minutes and an agenda were available to the public during the meeting attended by a NYC DOE representative on November 20, 2014.

The board has consistently submitted board resignation notices and new board member credentials within the required five days of change to OSDCP for review and, if necessary, approval during the current charter term.

All staff members have appropriate fingerprint clearance. The school has submitted the required safety plan. The school has the required number of staff with AED/CPR certification. The school has submitted its required immunization documentation and is in compliance with Department of Health standards of 99% for immunization. The school has submitted appropriate insurance documents to the NYC DOE.

For the 2014-2015 school year, the school had an application deadline of April 1, 2014 and lottery date of April 10, 2014, adhering to charter law's requirement of accepting applications up to at least April 1. Over the course of the charter term, the school did consistently adhere to this requirement.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year, which was determined to be compliant with federal law.

Over the course of the charter term, the school did consistently submit complete invoicing and reconciliation documents by the associated deadlines.

The Board did consistently submit the Annual Report to the New York State Education Department by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term. However, state charter law requires a school to post to its website the annual audit for each year of the charter term, and the school has only posted its annual audits for fiscal years 2012 and 2013.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. The school had eight uncertified staff members at the time of review, with three of the eight pending certification approval from the state and/or approval of reciprocity.

Due to changes in operational leadership, three school leaders were recently trained in General Response Protocols/Fire Emergency Drill Conductor for NYC, as mandated by the NYC Fire Department.

D. Plans for Next Charter Term

The school has not submitted any requests for material revisions to its charter as part of its next charter term.

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of New Heights Academy Charter School*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	53	59	67	50	64
Percent of Students who Left the School ²	7.9%	8.8%	10.0%	7.5%	10.4%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Enrollment of Special Populations³

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL)	New Heights Academy Charter School	93.4%	94.8%	90.9%	95.8%	95.3%	94.3%
	CSD 6	92.6%	89.9%	91.3%	91.0%	90.2%	
	NYC	79.5%	76.2%	79.0%	79.3%	79.0%	
Students with Disabilities (SWD)	New Heights Academy Charter School	13.1%	14.6%	13.9%	12.5%	11.1%	12.6%
	CSD 6	14.7%	14.4%	15.0%	15.9%	17.3%	
	NYC	17.2%	17.5%	17.7%	18.4%	19.1%	
English Language Learners (ELL)	New Heights Academy Charter School	20.4%	20.8%	20.5%	20.3%	17.9%	41.4%
	CSD 6	32.2%	33.1%	33.1%	31.3%	30.9%	
	NYC	12.7%	13.1%	12.8%	12.6%	12.2%	

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the NYSED. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Achievement First Crown Heights Charter School	
Board Chair(s)	Gabe Schwartz
School Leader(s)	Camilla Lopez (ES), Kevin Anderle (MS), Paul Adler (HS)
Charter Management Organization (if applicable)	Achievement First, Inc.
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 17
Physical Address(es)	790 East New York Avenue, Brooklyn (K-8)
	1485 Pacific Street, Brooklyn (9-12)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	3/14/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	966

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	12	12	12	12	12	60
# Met	5	7	6	5	5	28
# Partially Met	0	2	2	1	0	5
# Not Met	5	1	2	0	4	12
# Not Applicable *	2	2	2	6	3	15
% Met	42%	58%	50%	42%	42%	47%
% Partially Met	0%	17%	17%	8%	0%	8%
% Not Met	42%	8%	17%	0%	33%	20%
% Not Applicable *	17%	17%	17%	50%	25%	25%
% Met of All Applicable Goals	50%	70%	60%	83%	56%	62%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Crown Heights Charter School	41.9%	53.5%	60.0%	29.3%	24.9%
CSD 17	33.7%	37.0%	38.7%	17.1%	19.8%
Difference from CSD 17 *	8.2	16.5	21.3	12.2	5.1
NYC	42.4%	43.9%	46.9%	26.4%	28.4%
Difference from NYC *	-0.5	9.6	13.1	2.9	-3.5
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-11.3	0.7	4.9	-1.8	-5.7

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Crown Heights Charter School	70.4%	83.1%	89.0%	42.2%	44.4%
CSD 17	42.7%	47.1%	50.5%	17.5%	20.9%
Difference from CSD 17 *	27.7	36.0	38.5	24.7	23.5
NYC	54.0%	57.3%	60.0%	29.6%	34.2%
Difference from NYC *	16.4	25.8	29.0	12.6	10.2
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	9.4	19.8	24.2	11.1	8.2

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Crown Heights Charter School - All Students	63.0%	69.5%	58.0%	57.0%	55.0%
Peer Percent of Range - All Students	41.4%	60.4%	49.0%	47.8%	38.3%
City Percent of Range- All Students	29.9%	51.0%	34.4%	25.3%	18.4%
Achievement First Crown Heights Charter School - School's Lowest Third	66.0%	73.5%	65.5%	61.5%	68.0%
Peer Percent of Range - School's Lowest Third	31.2%	50.9%	50.3%	24.0%	49.3%
City Percent of Range - School's Lowest Third	16.7%	41.2%	34.4%	1.6%	26.2%

Median Adjusted Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Crown Heights Charter School - All Students	53.0%	78.0%	75.0%	61.0%	56.0%
Peer Percent of Range - All Students	28.3%	81.4%	100.0%	52.7%	41.7%
City Percent of Range- All Students	19.4%	79.3%	86.2%	41.8%	30.8%
Achievement First Crown Heights Charter School - School's Lowest Third	57.0%	73.5%	86.0%	62.0%	67.0%
Peer Percent of Range - School's Lowest Third	28.5%	67.1%	100.0%	26.0%	46.3%
City Percent of Range - School's Lowest Third	17.3%	62.6%	100.0%	5.8%	31.8%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	45.5%	40.0%	29.3%	63.6%	40.0%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	45.1%	51.7%	42.1%	45.5%	52.7%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	17.4%	44.0%	57.5%	45.5%	42.9%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	38.6%	48.5%	72.5%	52.2%	61.4%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Achievement First Crown Heights Charter School is one of four charter schools run by the Achievement First, Inc. (Achievement First) Charter Management Organization (CMO) that share high school space at 1485 Pacific Street in Brooklyn. Of these four schools, the Achievement First network has formed two separate high school programs. One of these high school programs is Achievement First Brooklyn High School, which consists of the high school grades of two schools: Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School, which are both authorized by the New York City Department of Education (NYC DOE) Chancellor and currently serve high school grades nine through twelve. Achievement First Brooklyn High School is a high school program created by the Achievement First CMO to allow the high school grades of two schools to share staff and resources.¹ Achievement First Brooklyn High School is not a legal entity or charter school, but rather the collection of the high school grades of two unique charter schools, Achievement First Crown Heights Charter School

¹ The other Achievement First CMO high school program that shares space at 1485 Pacific Street is Achievement First University Prep, which consists of high school students enrolled in Achievement First East New York Charter School and Achievement First Bushwick Charter School.

and Achievement First Endeavor Charter School. Beginning in the 2010-2011 school year, the NYC DOE began grouping the high school grades of these two Achievement First CMO schools together for accountability purposes, including the NYC School Survey, NYC DOE Progress Reports, and the 2013-2014 NYC School Quality Reports.

The high school graduation rates presented below reflect high school students from Achievement First Crown Heights Charter School only.

For high school performance data reflecting all students at Achievement First Brooklyn High School (i.e. high school students enrolled in Achievement First Crown Heights Charter School and high school students enrolled in Achievement First Endeavor Charter School), including data on weighted Regents pass rates, credit accumulation, and closing the achievement gap metrics, please see Appendix B.

HS Performance Compared to NYC Averages

4-year Graduation Rate					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First Crown Heights Charter School	-	-	-	81.6%	90.5%
NYC *	-	-	-	66.0%	68.4%
Difference from NYC	-	-	-	15.6	22.1

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

II. Renewal Recommendation and Rationale

A. Academic Performance

At the time of this school's renewal, Achievement First Crown Heights Charter School (AF – Crown Heights) has partially demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

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

Data available for AF – Crown Heights indicates that the school has made progress towards meeting some of these objectives.

Mission and Vision

As part of the Achievement First network, the mission of Achievement First Crown Heights Charter School is to “deliver on the promise of equal educational opportunity for all of America’s children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.” Achievement First Crown Heights Charter School executes its mission by ensuring that it develops its teachers to deliver high quality instruction, according to the Achievement First Essentials of Instruction rubric.

School Specific Academic Performance

The school entered its tenth year of operation with the 2014-2015 academic year. The NYC DOE has five years of New York State (NYS) assessment data and five years of other academic indicator(s) to evaluate the academic achievement and progress of the students at AF - Crown Heights over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates for AF - Crown Heights have generally exceeded those of Community School District (CSD) 17 and New York City during the current charter term.²

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 are not directly comparable.

In 2012-2013, 42.2% of AF - Crown Heights’ students were proficient in math. AF - Crown Heights’ math proficiency on NYS assessments was greater than that of 72% of elementary/middle schools citywide and 83% of elementary/middle schools in CSD 17. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools) AF - Crown Heights outperformed 67% of similar schools. In 2012-2013, 29.3% of AF - Crown Heights’ students demonstrated proficiency in ELA on NYS assessments. With this level of proficiency, AF - Crown Heights outperformed 67% of elementary/middle schools citywide, 100% of elementary/middle schools in CSD 17, and 63% of its peer schools.

The following year, in 2013-2014, the percent of students at AF - Crown Heights who were proficient in math rose to 44.4%. AF - Crown Heights’ math proficiency on NYS assessments was higher than 65% of elementary/middle schools citywide. When compared to peer schools, AF - Crown Heights outperformed only 53% of similar schools but outperformed 83% of CSD 17 elementary/middle schools. In 2013-2014, the percent of students at AF - Crown Heights who demonstrated proficiency in ELA on NYS assessments fell to 24.9%. With this level of proficiency, AF - Crown Heights outperformed only 51% of elementary/middle schools citywide and only 40% of elementary/middle schools in its peer group; however, the school outperformed 83% of elementary/middle schools in CSD 17.

In 2013-2014, AF - Crown Heights’ ELA median adjusted growth percentile was 55.0% with a City Percent of Range of only 18.4%, placing the school in the bottom 7% of elementary/middle schools citywide.³ Similarly, the school’s peer and CSD percentiles were 17% and 0%, respectively. This means that all other elementary/middle schools in CSD 17 and most other

² The only exceptions are for ELA proficiency in 2009-2010 and 2013-2014, when AF – Crown Heights’ aggregate ELA proficiency was below the overall NYC proficiency for the comparable grade span, although above that for CSD 17.

³ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 18.4% indicates that the school’s ELA median adjusted growth percentile was below the average and more than one standard deviation below the average (that only 18.4% of the range around the average represented scores lower than that of AF – Crown Heights), while a citywide percentile of 7% indicates that AF – Crown Heights’ ELA median adjusted growth percentile was higher than only 7% of all elementary/middle schools citywide.

elementary/middle schools in AF - Crown Heights' peer group had an ELA median adjusted growth percentile greater than AF - Crown Heights' median adjusted growth percentile.

In 2013-2014, AF - Crown Heights' math median adjusted growth Percentile was 56.0% with a City Percent of Range of only 30.8%, placing it in only the 21st percentile of elementary/middle schools citywide. The school's peer group and CSD percentiles were 30% and 50%, respectively. This means that more than half of other elementary/middle schools in AF - Crown Heights' peer group and half of other elementary/middle schools in CSD 17 had math median adjusted growth percentiles greater than AF - Crown Heights' median adjusted growth percentile.

As noted above, AF - Crown Heights is one of two Achievement First CMO charter schools that share high school resources and staff. The high school grades of these schools are collectively known as Achievement First Brooklyn High School. For more information on the academic performance of Achievement First Brooklyn High School in the aggregate, please see Appendix B. The high school graduation rate information presented below only reflects high school students registered to Achievement First Crown Heights Charter School.

For the 2013-2014 school year, AF - Crown Heights' four-year graduation rate was 90.5%. This rate was higher than the citywide average by 22.1 percentage points.

Over the five years that data is available for the retrospective charter term, AF - Crown Heights has met 62% of its applicable academic charter goals.^{4,5} AF - Crown Heights met five of nine applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not include goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, due to a change in state regulation the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has generally demonstrated a stable trend of above-average achievement of its stated charter goals over the five years of the charter term under review, though the school's success rate did fall in the most recent 2013-2014 school year.

The school has shown only mixed evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that while the school had a strong instructional program, students were not always engaged in critical thinking activities. According to reviewers in the May 2012 report, observed students "were not consistently engaged in quality, rigorous work and, although they were often on-task, there was little evidence of student engagement."⁶ Early in the school's current charter term, reviewers in a June 2011 report noted that the school provided a range of supports to meet the needs of at-risk students, including a Response to Intervention (RtI) model, the use of leveled classes and small group interventions.⁷ However, the school experienced challenges in building a positive learning culture in the classrooms, as noted in the May 2012 site visit report. The school also experienced

⁴ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁵ It should be noted that because of the move to Common Core Learning Standards in 2012-2013, 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 2012-2013 school year. In addition, beginning with the 2013-2014 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.

⁶ Achievement First Crown Heights Charter School Annual Site Visit Report 2011-2012

⁷ Achievement First Crown Heights Charter School Annual Site Visit Report 2010-2011

some instability after the 2012-2013 school year with multiple school leaders leaving, including the middle school principal. During the same period, the school had a 40% instructional staff turnover rate.⁸

On its 2012-2013 NYC DOE Elementary/Middle School Progress Report, AF - Crown Heights received an Overall Grade of C, as well as a C grade in the Student Progress and School Environment categories and a B grade for Student Performance. This ranked AF - Crown Heights in the 21st percentile of all elementary/middle schools citywide and represented deterioration in overall performance from the prior year. On its 2011-2012 NYC DOE Elementary/Middle School Progress Report, AF - Crown Heights received an A grade in all sections, including as its Overall Grade. This ranked AF - Crown Heights in the 93rd percentile of all elementary/middle schools citywide. As its Overall Grade, the school earned a C and an A in school years 2009-2010 and 2010-2011, respectively.

As previously noted, AF - Crown Heights is one of two Achievement First CMO charter schools that feed into Achievement First Brooklyn High School. AF - Crown Heights did not receive a high school Progress Report for the 2012-2013 school year that reflected performance, progress and environment for the high school students specifically registered to AF – Crown Heights. However, a Progress Report was produced for Achievement First Brooklyn High School based on the high school performance data of students enrolled at both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School. For more information on the Progress Report for Achievement First Brooklyn High School, please see Appendix B.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁹ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 61.4% of AF - Crown Heights' students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places AF - Crown Heights in the 88th percentile of elementary/middle schools citywide. In the same year, 52.7% of the school's students in the lowest third citywide experienced growth in ELA that, with

⁸ Achievement First Crown Heights Charter School Annual Comprehensive Review Report 2013-2014

⁹ A student's growth percentile compares his or her growth to the growth of all students in the city who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this places AF - Crown Heights in only the 51st percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 42.9% of AF - Crown Heights' students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places AF - Crown Heights in only the 37th percentile of elementary/middle schools citywide. In the same year, 40.0% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this places AF - Crown Heights in only the 9th percentile of all elementary/middle schools citywide.

In 2013-2014, AF - Crown Heights did not serve the minimum number¹⁰ of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

Please see Appendix B for high school closing the achievement gap data, which reflects high school students from both Achievement First CMO schools that collectively make up Achievement First Brooklyn High School.

B. Governance, Operations & Finances

Achievement First Crown Heights Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Achievement First Crown Heights Charter School's Board of Trustee bylaws;
- Achievement First Crown Heights Charter School's Board of Trustee meeting minutes;
- Achievement First Crown Heights Charter School's self-reported staffing data;
- Achievement First Crown Heights Charter School's financial disclosure forms;
- Achievement First Crown Heights Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Achievement First Crown Heights Charter School's 2014-2015 staff handbook;
- Achievement First Crown Heights Charter School's 2014-2015 student and family handbook; and
- Achievement First Crown Heights Charter School's FY15 budget.

Over the course of the school's charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The level of membership is consistent with the minimum of five and the maximum of 15 members established in the Board's bylaws. There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes. The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. The 2014-2015 Board roster and the school's website reference these committees; however, Board rosters from other years of the charter do not reference any committees. Quorum was achieved at all Board meetings over the course of the current charter term.

Over the course of the school's current charter term, the school has partially developed a stable school culture. Achievement First Crown Heights Charter School is led by three different principals, one at each school level: Camilla Lopez serves as the principal of the elementary school and has been in that role for seven years. Kevin Anderle, the middle school principal,

¹⁰ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

began at the start of the 2013-2014 school year. Finally, Paul Adler serves as the principal of the high school and has been at the school since it began serving high school grades in 2009-2010. The school has experienced inconsistent instructional turnover during the course of the charter term. In the 2011-2012 school year, the turnover rate for instructional staff was at its highest at 46%. The average instructional turnover rate across all years was 20%.¹¹

Average daily attendance for students during the charter term (2009-2010 through 2013-2014) was 97.3% for elementary/middle school grades and 97.7% for high school grades;¹² the school met its attendance goal of 95% in all five years of the retrospective charter term. Across the current charter term, the school has had mixed results on the NYC School Survey.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least \$65,105 of unrestricted cash on hand to meet current liabilities totaling \$721,293. Cash on hand represents only two days of operating expenses. Overall, there are concerns about the financial sustainability of the school based on its current practices.

There was no material weakness noted in the four independent financial audits from FY11 to FY14.

C. Compliance with Charter, Applicable Law and Regulations

Over the current charter term, Achievement First Crown Heights Charter School has been compliant with some applicable laws and regulations but not others.

Over the current charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members. Only two of the current Board members have submitted conflict of interest and financial disclosure forms, however. The documents that have been submitted do not demonstrate conflicts of interest.¹³ The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

The Board has not consistently submitted new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and, if necessary, approval. During the charter term, documents were not submitted per the required timeframe for 13 board members.

All staff members do not have appropriate fingerprint clearance. Five staff members are missing the appropriate clearance.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The school is currently employing 23 uncertified teachers.

Charter law requires the school to post annual audits to its website. Currently, there are financial audits available on the school's website for FY12 and FY13 but not for any other years of the current charter term.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be in compliance with federal law.

¹¹ Self-reported information from school-submitted data collection form in November 2014

¹² Beginning in 2010-2011, the high school attendance data presented in this report reflects all students at Achievement First Brooklyn High School, which began serving students from both Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School in 2010-2011.

¹³ Source: New York State Education Department Annual Report

D. Plans for Next Charter Term

Achievement First Crown Heights Charter School does not plan to expand grade levels, but the school has submitted a request to make the following material revision to its charter as part of its next charter term: increase maximum authorized enrollment from 966 to 1,064 students.

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Achievement First Crown Heights Charter School*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	151	142	89	90	91
Percent of Students who Left the School ²	18.3%	18.2%	11.1%	10.3%	10.5%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Enrollment of Special Populations³

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL)	Achievement First Crown Heights Charter School	73.5%	74.4%	78.0%	76.9%	78.3%	91.8%
	CSD 17	93.9%	91.8%	90.2%	90.2%	89.5%	
	NYC	85.3%	79.9%	81.7%	80.7%	80.4%	
Students with Disabilities (SWD)	Achievement First Crown Heights Charter School	12.2%	11.1%	10.8%	10.2%	11.8%	12.9%
	CSD 17	15.2%	14.9%	14.4%	14.5%	16.1%	
	NYC	18.2%	17.8%	17.5%	18.0%	19.2%	
English Language Learners (ELL)	Achievement First Crown Heights Charter School	0.0%	0.0%	0.1%	0.1%	0.1%	10.0%
	CSD 17	10.0%	10.5%	10.2%	10.4%	10.5%	
	NYC	15.8%	15.7%	14.9%	14.4%	14.0%	

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the NYSED. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Achievement First East New York Charter School	
Board Chair(s)	Jon Atkeson
School Leader(s)	Injy Carpenter (ES), Fatimah Barker (MS), Claire Shin (HS)
Charter Management Organization (if applicable)	Achievement First, Inc.
Other Partner(s)	N/A
District(s) of Location	NYC Community School Districts 19 (Grades K-8) and 17 (Grades 9-10)
Physical Address(es)	557 Pennsylvania Avenue, Brooklyn (Grades K-4)
	158 Richmond Street, Brooklyn (Grades 5-8)
	1485 Pacific Street, Brooklyn (Grades 9-10)
Facility Owner(s)	DOE (the high school site is a Charter Partnership building)
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	3/14/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	851

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	12	12	12	12	12	60
# Met	3	6	4	4	5	22
# Partially Met	0	0	1	0	1	2
# Not Met	5	2	3	0	3	13
# Not Applicable *	4	4	4	8	3	23
% Met	25%	50%	33%	33%	42%	37%
% Partially Met	0%	0%	8%	0%	8%	3%
% Not Met	42%	17%	25%	0%	25%	22%
% Not Applicable *	33%	33%	33%	67%	25%	38%
% Met of All Applicable Goals	38%	75%	50%	100%	56%	59%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School	46.0%	54.4%	56.2%	27.8%	33.7%
CSD 19	35.1%	36.4%	34.8%	14.0%	15.2%
Difference from CSD 19 *	10.9	18.0	21.4	13.8	18.5
NYC	46.1%	48.0%	48.4%	26.4%	28.4%
Difference from NYC *	-0.1	6.4	7.8	1.4	5.3
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	-7.2	1.6	1.1	-3.3	3.1

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School	74.2%	80.3%	81.6%	47.9%	57.2%
CSD 19	45.6%	45.4%	45.5%	15.8%	17.5%
Difference from CSD 19 *	28.6	34.9	36.1	32.1	39.7
NYC	57.4%	59.0%	60.9%	29.6%	34.2%
Difference from NYC *	16.8	21.3	20.7	18.3	23.0
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	13.2	17.0	16.8	16.8	21.0

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School - All Students	53.0%	67.0%	59.0%	63.0%	69.0%
Peer Percent of Range - All Students	12.3%	51.2%	54.7%	70.1%	87.1%
City Percent of Range- All Students	2.8%	44.8%	37.7%	46.2%	69.9%
Achievement First East New York Charter School - School's Lowest Third	57.5%	75.5%	60.5%	68.0%	79.0%
Peer Percent of Range - School's Lowest Third	8.8%	58.9%	37.9%	48.4%	87.4%
City Percent of Range - School's Lowest Third	4.3%	54.6%	18.8%	22.7%	63.6%

Median Adjusted Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Achievement First East New York Charter School - All Students	58.0%	71.0%	52.0%	68.0%	62.0%
Peer Percent of Range - All Students	32.2%	60.3%	35.7%	72.5%	56.9%
City Percent of Range- All Students	30.2%	58.4%	30.3%	64.8%	49.1%
Achievement First East New York Charter School - School's Lowest Third	51.0%	65.0%	52.0%	67.0%	75.0%
Peer Percent of Range - School's Lowest Third	7.6%	41.8%	21.5%	41.8%	69.9%
City Percent of Range - School's Lowest Third	8.3%	41.0%	12.2%	23.9%	59.2%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range

of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	28.6%	38.1%	78.9%	52.0%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	23.5%	49.4%	34.9%	44.3%	58.8%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	28.6%	23.8%	63.2%	44.0%
English Language Learner Students	-	-	-	-	-
Students in the Lowest Third Citywide	30.8%	48.8%	50.0%	51.2%	55.6%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Achievement First East New York Charter School enrolled its first class of ninth grade students beginning in the 2013-2014 school year. As a result, data on high school graduation rates is not available.

Achievement First East New York Charter School is one of four charter schools run by the Achievement First, Inc. (Achievement First) Charter Management Organization (CMO) that share high school space at 1485 Pacific Street in Brooklyn. Of these four schools, the Achievement First network has formed two separate high school programs. One of these high school programs is Achievement First University Prep, which consists of the high school grades of two schools: Achievement First East New York Charter School, which is authorized by the New York City Department of Education (NYC DOE) Chancellor and currently serves high school grades nine and ten, and Achievement First Bushwick Charter School, which is authorized by the State University of New York and currently serves high school grades nine through twelve. Achievement First University Prep is a high school program created by the Achievement First CMO to allow the high school grades of two schools to share staff and resources.¹ Achievement First University Prep is not a legal entity or charter school, but rather the collection of the high school grades of two unique charter schools, Achievement First East New York Charter School and Achievement First Bushwick Charter School. For the 2013-2014 school year, when Achievement First East New York Charter School began serving students in ninth grade, the NYC DOE grouped the high school grades of the two Achievement First CMO schools together for accountability purposes, including the NYC School Survey and NYC DOE School Quality Reports.

For high school performance data reflecting all students at Achievement First University Prep (i.e. ninth grade students enrolled in Achievement First East New York Charter School and ninth grade students enrolled in Achievement First Bushwick Charter School), please see Appendix B.

¹ The other Achievement First CMO high school program that shares space at 1485 Pacific Street is Achievement First Brooklyn High School, which consists of high school students enrolled in Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School.

Renewal Recommendation and Rationale

A. Academic Performance

At the time of this school's renewal, Achievement First East New York Charter School (AF – East New York) has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

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

Data available for AF – East New York indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

As part of the Achievement First network, the mission of Achievement First East New York Charter School is to “deliver on the promise of equal educational opportunity for all of America’s children. [They] believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools provide all of [their] students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.” Achievement First East New York Charter School executes its mission by ensuring that it is developing its teachers to deliver high quality instruction, according to the Achievement First Essentials of Instruction rubric.

School Specific Academic Performance

The school entered its tenth year of operation with the 2014-2015 academic year. The New York City Department of Education has five years of New York State (NYS) assessment data and five years of other academic indicator(s) to evaluate the academic achievement and progress of the students at AF - East New York over the course of the retrospective charter term.

Annual aggregate English Language Arts (ELA) and math proficiency rates for AF - East New York have generally exceeded those of Community School District (CSD) 19 and New York City during all five years of the current charter term.²

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to the 2012-2013 school year are not directly comparable.

² The only exception is for ELA proficiency in 2009-2010, when AF – East New York’s aggregate ELA proficiency was 0.1 percentage points below the overall NYC proficiency for the comparable grade span.

In 2012-2013, 47.9% of AF - East New York's students were proficient in math on the NYS assessments. AF - East New York's math proficiency was greater than or equal to that of 83% of elementary/middle schools citywide and 100% of elementary/middle schools in CSD 19. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), AF - East New York outperformed 77% of similar schools. In 2012-2013, 27.8% of AF - East New York's students demonstrated proficiency on state assessments in ELA. With this level of proficiency, AF - East New York outperformed 63% of elementary/middle schools citywide, 100% of elementary/middle schools in CSD 19, and 60% of its peer schools.

The following year, in 2013-2014, the percent of students at AF - East New York who were proficient in math on the NYS assessments rose to 57.2%. AF - East New York's math proficiency was higher than 84% of elementary/middle schools citywide. When compared to peer schools, AF - East New York again outperformed 77% of similar schools and outperformed 100% of CSD 19 elementary/middle schools. In 2013-2014, the percent of students at AF - East New York who demonstrated proficiency on NYS assessments in ELA also rose, to 33.7%. With this level of proficiency, AF - East New York outperformed 68% of elementary/middle schools citywide, 100% of elementary/middle schools in CSD 19, and 67% of its peer schools.

In 2013-2014, AF - East New York's ELA median adjusted growth percentile was 69.0% with a City Percent of Range of 69.9%, placing the school in the 75th percentile of elementary/middle schools citywide.³ Similarly, the school's peer and Community School District percentiles were 97% and 71%, respectively. This means that over two-thirds of other elementary/middle schools in CSD 19 and in AF - East New York's peer group had an ELA median adjusted growth percentile less than AF - East New York's median adjusted growth percentile.

In 2013-2014, AF - East New York's math median adjusted growth Percentile was 62.0% with a City Percent of Range of 49.1%, placing it at the 49th percentile of elementary/middle schools citywide. The school's peer group and CSD percentiles were 77% and 71%, respectively. This means that over two-thirds of other elementary/middle schools in CSD 19 and in AF - East New York's peer group had a math median adjusted growth percentile less than AF - East New York's median adjusted growth percentile.

As the school has only had one complete year serving high school students during the current charter term, the NYC DOE has minimal academic data associated with high school performance to evaluate.

As noted above, AF - East New York is one of two Achievement First CMO charter schools that share high school resources and staff. The high school grades of these schools are collectively known as Achievement First University Prep. Please see Appendix B for 2013-2014 credit accumulation and Regents pass rate data for Achievement First University Prep.

Over the five years that data is available for the retrospective charter term, AF - East New York has met 59% of its applicable academic charter goals.^{4,5} AF - East New York met five of nine

³ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score the same or lower than the school under consideration. A City Percent of Range of 69.9% indicates that the school's ELA median adjusted growth percentile was above the average but less than one standard deviation above the average (that 69.9% of the range around the average represented scores lower than that of AF - East New York), while a citywide percentile of 75% indicates that AF - East New York's ELA median adjusted growth percentile was higher than 75% of all elementary/middle schools citywide.

⁴ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁵ It should be noted that because of the move to Common Core standards in 2012-2013, 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 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 school year, the NYC DOE will not evaluate goals that are related to NYC

applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not evaluate goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school's goal achievement rate has varied from year to year, but the school has met at least half of its applicable goals in four of the five years of its current charter term. The school's success rate did fall, however, in the most recent year from 100% in 2012-2013 to 56% in 2013-2014.

The school has shown evidence of a developed responsive education program and supportive learning environment. Reports from past NYC DOE visits to the school indicate that in the first two years of the current charter term, the school had developed a data-driven approach to instruction, while also providing a supportive environment for the instructional staff. In a visit to the school in June 2011, reviewers noted that school leaders "analyze data trends, identifying weaknesses and use information to guide planning"⁶ and in May 2012, that "[t]here is a strong school culture focused on high expectations."⁷ The school continued to focus on data-driven instruction throughout this charter term. For example, as noted in the May 2013 site visit report, "[s]chool leadership and teachers report the use of Interim Assessments every six to eight weeks, with corresponding data days to follow. This data is used to identify small reading groups taught by intervention and grade-level teachers, as well as to identify students whom classroom teachers should pull for small groups as a second intervention."⁸

On its 2012-2013 NYC DOE Elementary/Middle School Progress Report, AF - East New York received an Overall Grade of B, as well as a B grade in the Student Progress and Student Performance categories and an A grade for School Environment. This ranked AF - East New York in the 66th percentile of all elementary/middle schools citywide and represented an improvement in overall performance from the prior year. On its 2011-2012 NYC DOE Elementary/Middle School Progress Report, AF - East New York received an Overall Grade of B; the school received A grades in the Student Performance and School Environment categories and a D grade for Student Progress. This ranked AF - East New York in the 43rd percentile of all elementary/middle schools citywide. As its Overall Grade, the school earned a C and A in school years 2009-2010 and 2010-2011, respectively.⁹

As previously noted, AF - East New York is one of two Achievement First CMO charter schools that feed into Achievement First University Prep, a combined high school program created by the Achievement First network to share high school resources and staff. AF - East New York did not receive a high school Progress Report for the 2012-2013 school year as it was not yet serving high school students, nor was a Progress Report produced for Achievement First University Prep.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this

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.

⁶ Achievement First East New York Charter School Annual Site Visit Report 2010-2011

⁷ Achievement First East New York Charter School Annual Site Visit Report 2011-2012

⁸ Achievement First East New York Charter School Annual Comprehensive Report 2012-2013

⁹ For purposes of the NYC DOE Progress Report, Achievement First East New York Charter School was classified as an elementary school for the 2009-2010 and 2010-2011 school years.

section was primarily based on median adjusted growth percentiles,¹⁰ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 55.6% of AF - East New York's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places AF - East New York in the 67th percentile of elementary/middle schools citywide. In the same year, 58.8% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level places AF - East New York in the 74th percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 44.0% of AF - East New York's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places AF - East New York in only the 46th percentile of elementary/middle schools citywide. In the same year, 52.0% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this places AF - East New York in the 49th percentile of all elementary/middle schools citywide.

In 2013-2014, AF - East New York did not serve the minimum number¹¹ of students designated as English Language Learners to receive data on the percent of English Language Learner students who experienced growth in math or ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting scores.

As the school did not have a high school graduating class in the retrospective charter term, closing the achievement gap data is not available for the school's high school grades. The NYC DOE does not have closing the achievement gap data associated with four-year weighted diploma rates or the College and Career Preparatory Course Index (CCPCI) to evaluate at the time of this charter renewal.

¹⁰ A student's growth percentile compares his or her growth to the growth of all students in the city who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

¹¹ The minimum number of students for each metric in the Closing the Achievement Gap section is five. Metrics are excluded for a school when student-sample-size criteria are not met because of confidentiality considerations and the unreliability of measurements based on small numbers.

B. Governance, Operations & Finances

Achievement First East New York Charter School is a partially operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- Achievement First East New York Charter School's Board of Trustee bylaws;
- Achievement First East New York Charter School's Board of Trustee meeting minutes;
- Achievement First East New York Charter School's self-reported staffing data;
- Achievement First East New York Charter School's financial disclosure forms;
- Achievement First East New York Charter School's FY11, FY12, FY13, and FY14 independent financial audits;
- Achievement First East New York Charter School's 2014-2015 staff handbook;
- Achievement First East New York Charter School's 2014-2015 student and family handbook; and
- Achievement First East New York Charter School's FY15 budget.

Over the course of the school's current charter term, the Board of Trustees has maintained a developed governance structure and organizational design. The level of membership is consistent with the minimum of five and the maximum of 15 members established in the Board's bylaws. There are clear lines of accountability between the Board and school leadership as evidenced by the school's organizational chart and by regular updates at the Board meetings, as recorded in Board meeting minutes. The Board's bylaws require an Executive Committee, a Finance Committee and an Education/Accountability Committee. The 2014-2015 Board roster and the school's website reference these committees; however, Board rosters from other years of the charter do not reference any committees. Quorum was achieved at all Board meetings over the course of the current charter term.

Over the course of the school's current charter term, the school has partially developed a stable school culture. The school is currently led by three different principals, one at each school level: Injy Carpenter at the elementary school, Fatimah Barker at the middle school, and Claire Shin at the high school. Over the course of the current charter term, the school has gone through two principal transitions. Injy Carpenter succeeded Hilary Cymrot mid-school year in 2012-2013. Before becoming principal, Ms. Carpenter served as a Dean at the elementary school and a classroom teacher prior to that. At the middle school, principal leadership changed from David Hardy to Fatimah Barker in 2012-2013. There have not been any transitions at the high school level; Claire Shin has been the principal of the high school since it began serving ninth grade students in the 2013-2014 school year. In the 2010-2011 school year, the turnover rate for instructional staff was at its highest during the current charter term at 44%. The average instructional turnover rate across all years of the current charter term was 22%.¹² Instructional staff turnover for the most recent year prior to the start of the 2014-2015 school year was 24%.

Average daily attendance for students during the retrospective charter term (2009-2010 through 2013-2014) was 97.1% for elementary/middle school grades and 98.4% for high school grades in 2013-2014;¹³ the school met its attendance goal of 95% in all five years of the retrospective charter term. Across this charter term, the school has had generally positive results on the NYC School Survey.

Overall, the school is in a strong position to meet near-term financial obligations. The school has at least \$1,486,433 of unrestricted cash on hand to meet current liabilities totaling \$696,192. Cash on hand represents 44 days of operating expenses. Overall, however, there are concerns about the financial sustainability of the school based on its current practices.

¹² Self-reported information from school-submitted data collection form in November 2014

¹³ Reflects attendance data taken from the NYC DOE's Automate the Schools (ATS) system. The attendance rate for high school grades is the attendance rate for all students at Achievement First University Prep, not simply those enrolled at AF – East New York.

There was no material weakness noted in the four independent financial audits from FY11 to FY14.

C. Compliance with Charter, Applicable Law and Regulations

Over the retrospective charter term, Achievement First East New York Charter School has been compliant with some applicable laws and regulations but not others.

Over the current charter term, the Board has consistently had a membership size that falls within the range outlined in the school's charter and in the Board's bylaws, a minimum of five and maximum of 15 members. However, only two of the 15 current Board members have submitted conflict of interest and financial disclosure forms. The documents that have been submitted do not demonstrate conflicts of interest.¹⁴ The Board consistently submitted the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term.

The Board has not consistently submitted new board member credentials within the required five days of change to the Office of School Design and Charter Partnerships (OSDCP) for review and, if necessary, approval. During the charter term, documents were not submitted per the required timeframe for thirteen board members.

NYS Charter law requires the school to post annual audits to its website. Currently, there are financial audits available on the school's website for FY12 and FY13 but not for any other years of the charter term.

All staff members do not have appropriate fingerprint clearance. Four staff members are missing the appropriate clearance.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The school is currently employing 17 uncertified teachers.

The school has provided the NYC DOE with a current and complete copy of its Student Discipline Policy for the 2014-2015 academic year. This policy was determined to be in compliance with federal law.

D. Plans for Next Charter Term

Achievement First East New York Charter School plans to continue to phase-in to its full grade span at scale, growing to serve grades kindergarten through twelve during its next charter term. The school's projected full grade span upon renewal and approval is grades kindergarten through twelve, which it is expected to reach in 2016-2017.

In addition, the school has submitted a request to make the following material revision to its charter as part of its next charter term: increase maximum authorized enrollment from 851 to 1,064 students.

¹⁴ Source: New York State Education Department Annual Report

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Achievement First East New York Charter School*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	31	55	80	102	91
Percent of Students who Left the School ²	6.1%	9.2%	12.2%	14.1%	12.0%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Enrollment of Special Populations³

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL)	Achievement First East New York Charter School	78.0%	80.3%	80.9%	84.3%	85.5%	91.6%
	CSD 19	96.3%	95.8%	95.9%	95.0%	94.9%	
	CSD 17	-	-	-	-	84.7%	
	NYC	86.7%	81.7%	84.0%	82.9%	82.0%	
Students with Disabilities (SWD)	Achievement First East New York Charter School	10.4%	10.9%	9.0%	7.5%	11.2%	13.6%
	CSD 19	13.2%	14.0%	14.6%	16.4%	19.4%	
	CSD 17	-	-	-	-	16.3%	
	NYC	17.7%	17.8%	17.9%	18.5%	20.1%	
English Language Learners (ELL)	Achievement First East New York Charter School	0.4%	1.2%	1.2%	1.0%	0.8%	12.4%
	CSD 19	13.2%	12.8%	12.3%	11.9%	11.8%	
	CSD 17	-	-	-	-	11.1%	
	NYC	18.1%	17.0%	15.9%	15.1%	14.5%	

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the NYSED. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

Part 1: Summary of Renewal Recommendation

I. Charter School Overview:

Background Information

Harlem Children's Zone Promise Academy II Charter School	
Board Chair(s)	Geoffrey Canada
School Leader(s)	Sheryl Ragland (Lower ES), Debra Sostre (Upper ES), Kevin Dougherty (MS), Asif Padela (HS)
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Community Based Organization: Harlem Children's Zone
District(s) of Location	NYC Community School District 5
Physical Address(es)	2005 Madison Avenue, Manhattan (Grades K-5)
	35 East 125th Street, Manhattan (Grades 6-10)
Facility Owner(s)	DOE and Private
School Opened For Instruction	2005-2006
Current Charter Term Expiration Date	4/14/2015
Current Authorized Grade Span	K-12
Current Authorized Enrollment	1,040

Overview of School-Specific Data

School Evaluation of Academic Goals as stated in Annual Report to NYSED and Renewal Application to NYC DOE

Academic Goal Analysis						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Cumulative Charter Term Total
Total Achievable Goals	18	18	18	18	18	90
# Met	5	4	4	2	3	18
# Partially Met	0	1	1	0	1	3
# Not Met	6	5	5	4	4	24
# Not Applicable *	7	8	8	12	10	45
% Met	28%	22%	22%	11%	17%	20%
% Partially Met	0%	6%	6%	0%	6%	3%
% Not Met	33%	28%	28%	22%	22%	27%
% Not Applicable *	39%	44%	44%	67%	56%	50%
% Met of All Applicable Goals	45%	40%	40%	33%	38%	40%

* Some goals may not be applicable in all years. For example, goals related to the NYC Progress Report are not applicable for the 2013-2014 school year as Progress Reports were not issued that year.

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Harlem Children's Zone Promise Academy II Charter School	62.1%	60.0%	56.1%	25.2%	26.4%
CSD 5	29.3%	31.1%	29.6%	13.4%	15.4%
Difference from CSD 5 *	32.8	28.9	26.5	11.8	11.0
NYC	46.1%	48.0%	48.4%	26.4%	28.4%
Difference from NYC *	16.0	12.0	7.7	-1.2	-2.0
New York State **	53.2%	52.8%	55.1%	31.1%	30.6%
Difference from New York State	8.9	7.2	1.0	-5.9	-4.2

% Proficient in Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Harlem Children's Zone Promise Academy II Charter School	81.4%	81.1%	76.4%	34.8%	45.3%
CSD 5	38.4%	40.0%	39.0%	13.1%	14.8%
Difference from CSD 5 *	43.0	41.1	37.4	21.7	30.5
NYC	57.4%	59.0%	60.9%	29.6%	34.2%
Difference from NYC *	24.0	22.1	15.5	5.2	11.1
New York State **	61.0%	63.3%	64.8%	31.1%	36.2%
Difference from New York State	20.4	17.8	11.6	3.7	9.1

* All comparisons to either the CSD or NYC take into account only grades the school itself served. CSD comparisons are particular to the CSD in which the school was sited each year.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Harlem Children's Zone Promise Academy II Charter School - All Students	46.5%	61.0%	60.0%	55.0%	71.0%
Peer Percent of Range - All Students	0.0% ¹	37.1%	59.4%	24.5%	88.7%
City Percent of Range- All Students	0.0% ²	26.2%	40.9%	18.4%	77.2%
Harlem Children's Zone Promise Academy II Charter School - School's Lowest Third	57.0%	60.5%	59.0%	67.0%	79.0%
Peer Percent of Range - School's Lowest Third	8.0%	19.3%	33.4%	26.8%	73.4%
City Percent of Range - School's Lowest Third	2.8%	11.5%	14.1%	19.5%	63.6%

¹ In the 2009-2010 NYC DOE Progress Report for Harlem Children's Zone Promise Academy II Charter School, the Peer Percent of Range for ELA median adjusted growth percentile was reported as -5.7%. This figure has been changed to 0.0% in this table for consistency, because the percent of range methodology was changed in 2010-2011 so that the lowest possible percent of range for a school was 0.0%.

² In the 2009-2010 NYC DOE Progress Report for Harlem Children's Zone Promise Academy II Charter School, the City Percent of Range for ELA median adjusted growth percentile was reported as -17.1%. This figure has been changed to 0.0% in this table for consistency, because the percent of range methodology was changed in 2010-2011 so that the lowest possible percent of range for a school was 0.0%.

Median Adjusted Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Harlem Children's Zone Promise Academy II Charter School - All Students	57.5%	72.0%	45.0%	53.0%	72.0%
Peer Percent of Range - All Students	33.9%	65.4%	14.9%	25.1%	77.9%
City Percent of Range- All Students	29.1%	60.6%	13.3%	15.5%	79.6%
Harlem Children's Zone Promise Academy II Charter School - School's Lowest Third	63.5%	68.0%	56.0%	65.0%	79.0%
Peer Percent of Range - School's Lowest Third	40.1%	52.8%	31.7%	27.8%	71.4%
City Percent of Range - School's Lowest Third	37.9%	48.1%	23.0%	16.7%	72.9%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	10.0%	52.8%	57.4%
English Language Learner Students	-	-	17.6%	13.6%	45.5%
Students in the Lowest Third Citywide	-	38.9%	23.8%	38.0%	58.7%
Percent in the 75th Growth Percentile - Mathematics					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Students with Disabilities *	-	-	19.0%	33.3%	57.4%
English Language Learner Students	-	-	17.6%	31.8%	45.5%
Students in the Lowest Third Citywide	-	35.3%	20.8%	46.7%	55.9%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

Harlem Children's Zone Promise Academy II Charter School enrolled its first class of ninth grade students beginning in the 2013-2014 school year. As a result, data on high school graduation rates is not available for the current charter term. In addition, Regents Pass Rates and Credit Accumulation data are available for only the 2013-2014 school year.

Weighted Regents Pass Rates

2014					
	English	Math	Science	Global History	U.S History
Harlem Children's Zone Promise Academy II Charter School	-	1.23	1.29	-	-
Peer Percent of Range	-	67.3%	70.6%	-	-
City Percent of Range	-	67.7%	59.5%	-	-

The Weighted Regents Pass Rate measures students' progress since the corresponding eighth grade test, with more weight given to students with lower proficiency based on eight grade test results.

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Harlem Children's Zone Promise Academy II Charter School	-	-	-	-	76.5%
Peer Percent of Range	-	-	-	-	27.9%
City Percent of Range	-	-	-	-	47.3%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

II. Renewal Recommendation and Rationale

A. Academic Performance

At the time of this school's renewal, Harlem Children's Zone Promise Academy II Charter School (HCZ Promise Academy II) has demonstrated academic success.

New York Charter Schools Act

The New York Charter Schools Act of 1998 establishes a system of charter schools throughout New York State, with objectives that include:

§ 2850 (2)

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

Data available for HCZ Promise Academy II indicates that the school has made progress towards meeting most of these objectives.

Mission and Vision

The mission of the Harlem Children's Zone Promise Academy II Charter School II (HCZ Promise Academy II) is to provide high quality, standards-based academic programs for students, grades K-12, from underserved communities and underperforming school districts, and to provide students with the skills they need to be accepted by and succeed in college. HCZ Promise Academy II promotes high achievement in all subjects through a demanding curriculum, extensive supportive services and the use of data-driven teaching methods. HCZ Promise Academy II is committed to promoting academic accomplishment, positive character development, healthy lifestyles and leadership skills. In partnership with the Harlem Children's Zone, HCZ Promise Academy II addresses the educational and developmental needs of each student.

School Specific Academic Performance

The school entered its tenth year of operation with the 2014-2015 academic year. The New York City Department of Education (NYC DOE) has five years of New York State (NYS) assessment data and five years of other academic indicator(s) to evaluate the academic achievement and progress of the students at HCZ Promise Academy II. As the school has not yet had a graduating cohort, however, the NYC DOE does not have four- or six-year graduation rates to evaluate for the current charter term.

Aggregate English Language Arts (ELA) and math proficiency rates on the NYS assessments for HCZ Promise Academy II have consistently exceeded those of Community School District (CSD) 5 and New York City during the current charter term, with the exception of the last two years of ELA proficiency rates, which exceeded CSD 5 rates but not the aggregate rates for New York City.

Beginning with the 2012-2013 school year, NYS assessments were aligned to the Common Core Learning Standards (CCLS). As such, proficiency rates for school years prior to 2012-2013 are not directly comparable.

In 2012-2013, 34.8% of HCZ Promise Academy II's students were proficient in math on the NYS assessments. HCZ Promise Academy II's math proficiency was higher than 64% of elementary/middle schools citywide. When compared to elementary/middle schools with student populations most like its own (i.e. peer schools), HCZ Promise Academy II outperformed 77% of similar schools. In addition, the school outperformed 83% of CSD 5 elementary/middle schools. In 2012-2013, 25.2% of HCZ Promise Academy II's students demonstrated proficiency on NYS assessments in ELA. With this level of proficiency, HCZ Promise Academy II outperformed 60% of elementary/middle schools citywide, 73% of its peer schools, and 100% of CSD 5 elementary/middle schools.

The following year, in 2013-2014, the percent of students at HCZ Promise Academy II who were proficient in math on the NYS assessments rose to 45.3%. For 2013-2014, HCZ Promise Academy II's math proficiency was higher than 67% of elementary/middle schools citywide. When compared to peer schools, HCZ Promise Academy II outperformed 80% of similar schools; additionally, the school outperformed 83% of CSD 5 elementary/middle schools. In 2013-2014, the percent of students at HCZ Promise Academy II who demonstrated proficiency on NYS assessments in ELA also rose, to 26.4%. With this level of proficiency, HCZ Promise Academy II outperformed 54% of elementary/middle schools citywide, 77% of its peer schools, and 83% of elementary/middle schools in CSD 5.

In 2013-2014, HCZ Promise Academy II's ELA median adjusted growth percentile was 71.0% with a City Percent of Range of 77.2%, placing the school in the 86th percentile of

elementary/middle schools citywide.³ The school's peer and Community School District percentiles were 90% and 83%, respectively. This means that only 10% of other elementary/middle schools in HCZ Promise Academy II's peer group and only 17% of other elementary/middle schools in CSD 5 had an ELA median adjusted growth percentile greater than HCZ Promise Academy II's median ELA adjusted growth percentile in 2013-2014.

In 2013-2014, HCZ Promise Academy II's math median adjusted growth percentile was 72.0% with a City Percent of Range of 79.6%, placing it in the 89th percentile of elementary/middle schools citywide. Similarly, the school's peer group and CSD percentiles were both 83%. This means that only 17% of other elementary/middle schools in HCZ Promise Academy II's peer group and in CSD 5 had a math median adjusted growth percentile greater than HCZ Promise Academy II's math median adjusted growth percentile in 2013-2014.

As the school has only had one complete year serving high school students in the current charter term, the NYC DOE has minimal academic data associated with high school performance to evaluate. The following represents one year of credit accumulation and weighted regents pass rate results for HCZ Promise Academy II. In the most recent school year, 2013-2014, as self-reported by the school, 76.5% of first year students at HCZ Promise Academy II earned 10 or more credits, placing the school in the bottom 11% of its peer group schools and in the 31st percentile of all high schools citywide.

Weighted Regents pass rates are available for only one year in math and science; therefore, a performance trend cannot be identified. In 2013-2014, the school generally compared favorably against its peer group schools and all high schools citywide when analyzing weighted Regents pass rates: the school's peer group percentiles were 78% and 76% for the math and science weighted Regents pass rates, respectively. The school earned citywide percentile ranks of 69% and 74% for its weighted Regents pass rates in math and science, respectively. In addition, the school's weighted Regents pass rates were above the citywide average in both math and science.⁴ For HCZ Promise Academy II students who took Regents exams in 2013-2014, the school had a Regents pass rate of 100% on both the Integrated Algebra and Living Environment exams in 2013-2014.

Over the five years that data is available for the retrospective charter term, HCZ Promise Academy II has met 40% of its applicable academic charter goals.^{5,6} HCZ Promise Academy II met three of eight applicable academic performance goals in its most recent year. Because of the move to Common Core Learning Standards in 2012-2013, the NYC DOE did not include goals that measure a school's academic performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams for the 2012-2013 school year. In addition, beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals

³ A comparison range consists of all possible results within two standard deviations of the average. A percentile rank provides the percentage of schools that score lower than the school under consideration. A City Percent of Range of 77.2% indicates that the school's ELA median adjusted growth percentile was above the citywide average and more than one standard deviation above the average (that 77.2% of the range around the average represented scores lower than that of HCZ Promise Academy II), while a citywide percentile of 86% indicates that HCZ Promise Academy II's ELA median adjusted growth percentile was higher than 86% of all elementary/middle schools citywide.

⁴ The school's City Percent of Range scores were above 50.0% for both its Math Weighted Regents Pass Rate and its Science Weighted Regents Pass Rate, indicating that the school's pass rates were above the citywide average.

⁵ This calculation does not include goals which have not been evaluated (not applicable) either as a result of the goal no longer being measurable (e.g. NYC DOE Progress Report grades for 2013-2014 school year forward) or the goal not yet measurable for the school at the time of the annual reporting (e.g. high school graduation rate for an academic year in which the school was not serving grade twelve students).

⁶ It should be noted that because of the move to Common Core standards in 2012-2013, 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 2012-2013 school year. Goals that compared the school to the Community School District performance were included in the analysis. In addition, beginning with the 2013-2014 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.

that are related to standardized assessments for students in grades kindergarten through two; further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year. The school has demonstrated a trend of relatively stagnant achievement of its stated academic charter goals over the five years of the charter term under review.

On its 2012-2013 NYC DOE Elementary/Middle School Progress Report, HCZ Promise Academy II received an Overall grade of C, as well as a C grade in all sections, with the exception of Student Performance, for which it received a B grade. This ranked HCZ Promise Academy II in the 13th percentile of all elementary/middle schools citywide and marked a deterioration in its citywide ranking from the prior year. On its 2011-2012 NYC DOE Elementary/Middle School Progress Report, the school earned an overall grade of C, with a D grade in Student Progress, an A grade in Student Performance and a C grade for School Environment, placing it in the 30th percentile compared with all elementary/middle schools citywide. As its Overall Grade, the school earned a C and B in 2009-2010 and 2010-2011, respectively. As the school did not serve high school grades until 2013-2014 and the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, HCZ Promise Academy II did not receive a NYC DOE High School Progress Report during the current charter term.

NYC DOE Progress Reports graded each school with an A, B, C, D, or F and were based on student progress, student performance, and school environment. Scores were based on comparing results from one school to a peer group of 40 schools with similar student populations and to all schools citywide. The Student Progress section of the NYC DOE Progress Report was the most heavily weighted of all sections; it constituted 60% of a school's grade. The grade in this section was primarily based on median adjusted growth percentiles,⁷ which measure students' growth on state tests relative to other students with the same prior-year score. Although the NYC DOE Progress Report was discontinued beginning with the 2013-2014 school year, individual academic performance metrics from the former NYC DOE Progress Report are included in this renewal report for all years for which data was available in the current charter term.

Closing the Achievement Gap

NYC DOE-authorized charter schools are also assessed based on their ability to close the achievement gap for specific student populations. In school years prior to the 2013-2014 school year, schools received additional credit on the NYC DOE Progress Report for progress and performance of students with disabilities, English Language Learners (ELLs), and students who start in the lowest third of proficiency citywide. Beginning with the 2013-2014 school year, charter schools will be assessed on the actual performance as well as the academic growth of students in these populations compared with public school students in the CSD and throughout New York City.

On the 2013-2014 NYS assessments, 55.9% of HCZ Promise Academy II's students in the lowest third citywide experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting math scores. This level places HCZ Promise Academy II in the 69th percentile of elementary/middle schools citywide. In the same year, 58.7% of the school's students in the lowest third citywide experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students citywide with the same starting ELA scores; this level places HCZ Promise Academy II in the 74th percentile of all elementary/middle schools citywide.

⁷ A student's growth percentile compares his or her growth to the growth of all students in the City who started at the same level of proficiency the year before. To evaluate a school on its students' growth percentile, the NYC DOE uses an adjusted growth percentile. Growth percentile adjustments are based on students' demographic characteristics and reflect average differences in growth compared to students with the same starting proficiency level. The NYC DOE evaluates a school based on its median adjusted growth percentile, the adjusted growth percentile of the middle student when all students adjusted growth percentiles are listed from lowest to highest.

On the 2013-2014 NYS assessments, 57.4% of HCZ Promise Academy II's students with disabilities experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting math scores. This level places HCZ Promise Academy II in the 89th percentile of elementary/middle schools citywide. Similarly, 57.4% of the school's students with disabilities experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other students with disabilities citywide with the same starting ELA scores; this level places HCZ Promise Academy II in the 68th percentile of all elementary/middle schools citywide.

On the 2013-2014 NYS assessments, 45.5% of HCZ Promise Academy II's English Language Learner students experienced growth in math that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting math scores. This level places HCZ Promise Academy II in the 69th percentile of elementary/middle schools citywide. Similarly, 45.5% of the school's English Language Learner students experienced growth in ELA that, with adjustments, matched or exceeded the growth of 75% or more of other English Language Learner students citywide with the same starting ELA scores; this places HCZ Promise Academy II in the 70th percentile of all elementary/middle schools citywide.

As the school did not have a high school graduating class in the retrospective charter term, closing the achievement gap data is not available for the high school grades. The NYC DOE does not have closing the achievement gap data associated with four-year weighted diploma rates or the College and Career Preparatory Course Index (CCPCI) to evaluate at the time of this charter renewal.

B. Governance, Operations & Finances

HCZ Promise Academy II is an operationally sound and fiscally viable organization. This assessment was made based on a review of the following indicators of operational and fiscal viability:

- HCZ Promise Academy II Charter School's FY10 and FY11 (FY10/FY11) combined independent financial audit;
- HCZ Promise Academy II Charter School's FY12, FY13, and FY14 independent financial audits;
- HCZ Promise Academy II Charter School's 2014-2015 staff handbook;
- HCZ Promise Academy II Charter School's 2014-2015 student/family handbook;
- On-site review of HCZ Promise Academy II Charter School's financial and operational records;
- HCZ Promise Academy II Charter School's FY15 budget and five-year projected budget;
- HCZ Promise Academy II Charter School's Board of Trustees financial disclosure forms;
- HCZ Promise Academy II Charter School's Board of Trustees minutes;
- HCZ Promise Academy II Charter School's Board of Trustees by-laws; and
- HCZ Promise Academy II Charter School's self-reported staffing data.

Over the course of the school's current charter term, the Board of Trustees has maintained a developed governance structure and organizational design. Board Chair Geoffrey Canada and Chair Emeritus Kenneth Langone have been on the Board since the school's founding. The Board's level of membership has stayed consistently within the minimum of seven members and maximum of 17 members established in the Board's bylaws. The school leaders provide standing updates to the Board on the academic progress at the school, as recorded in meeting minutes. Operational and financial updates are provided by the school's operations and finance staff, as well as by the school's CEO. Finally, the Board has consistently achieved quorum, as recorded in the meeting minutes that were reviewed for Board meetings held for school years 2011-2012 through the current school year, 2014-2015 (27 meetings in total through December 2014). However, according to the school's renewal application, in school years 2010-2011, 2011-2012,

2012-2013, and 2013-2014 the Board did not hold the required number of monthly meetings as specified in its bylaws.

Over the course of the school's charter term, the HCZ Promise Academy II has developed a stable school culture. The school's leadership turnover has been relatively low; its current principals were all part of the Harlem Children's Zone organization (either at the central support level or the school's sister school, Harlem Children's Zone Promise Academy I Charter School) prior to taking on principal roles at HCZ Promise Academy II. However, the school's primary instructional staff attrition has fluctuated between 17% and 45% throughout the charter term, with the year of highest turnover (2011-2012) coinciding with a decrease in the school's ELA and math proficiency levels on state assessments.

Though its student satisfaction results have been mixed based on the NYC DOE School Survey, the school's parent satisfaction results on the NYC DOE School Survey have been consistently high and its teacher satisfaction results have significantly improved over the past three years of the charter term. Additionally, the school has an active parent association and provides a range of supportive academic and social services for both students and families.

Overall, the school is in a strong position to meet near-term financial obligations. The school has approximately at least 152 days of unrestricted cash on hand totaling \$5,966,881 to meet near-term obligations.

Overall, the school is financially sustainable based on its current practices.

There was no material weakness noted in the most recent independent financial audit for fiscal year 2014 (FY14); however material weaknesses were noted for the combined FY10 and FY11 financial audit, as well as the FY12 and FY13 financial audits.

C. Compliance with Charter, Applicable Law and Regulations

Over the charter term, HCZ Promise Academy II has been compliant with some applicable laws and regulations but not others.

Although the Board did consistently submit the Annual Report to the New York State Education Department (NYSED) by the deadline of August 1 (or by the NYSED granted extension date) for each year of the current charter term, it did not consistently submit the independent financial audit portion of this report by the deadline of November 1 (or by the NYSED granted extension date) for fiscal years 2011, 2012, and 2013. However, the school has posted to its website its annual audit for each year of the charter term, as required in charter law.

The school's bylaws indicate that the Board is to hold 10 meetings a year, inclusive of its annual meeting. In school years 2010-2011, 2011-2012, and 2013-2014, the Board did not hold the required number of monthly meetings, as evidenced by the Board Yearly Meeting Schedule and the posted meeting minutes. Required meetings are those which met quorum. Further, the Charter Schools Act requires that the Board hold monthly meetings over a period of 12 calendar months per year.

All staff members do not have appropriate fingerprint clearance. The NYC DOE was able to confirm that the school does not have fingerprint clearances for four staff members and is unable to produce verification documentation for an additional 20 teachers due to known system difficulties.

The school has submitted required documentation for teacher certification and is not compliant with state requirements for teacher certification. The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools. The school is out of compliance with 11 uncertified teachers at the time of review.

The school has submitted its required immunization documentation and is not in compliance with Department of Health standards of 99% for immunization, with 98.8% of its students fully immunized.

D. Plans for Next Charter Term

As part of its next charter term the school plans to:

- Continue phase-in of high school with expansion of grades served from kindergarten through ten to kindergarten through twelve; and
- Continue phase-in of maximum authorized enrollment to 1,040 students.

Regents Addendum

This Regents Addendum has been prepared at the request of the Board of Regents. The information presented in this addendum regarding Mobility and Enrollment of Special Populations is not factored into the DOE's renewal recommendation. Complete data regarding Mobility and Enrollment of Special Populations is presented in Part 4 of the Renewal Recommendation Report which is available on the DOE website.

Mobility

Student Mobility out of Harlem Children's Zone Promise Academy II Charter School*					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Number of Students who Left the School ¹	29	37	54	44	48
Percent of Students who Left the School ²	7.1%	7.4%	9.7%	7.4%	7.9%

* Figures are based on student enrollment as of October 31 for each respective school year with the exception of the 2012-2013 school year, which is as of October 26, 2012.

Enrollment of Special Populations³

Special Population		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2013-2014 State Enrollment Target (Proposed)
Free and Reduced Price Lunch (FRPL)	Harlem Children's Zone Promise Academy II Charter School	77.5%	78.6%	77.5%	75.4%	78.8%	90.5%
	CSD 5	95.2%	93.4%	93.4%	90.4%	87.8%	
	NYC	86.7%	81.7%	84.0%	82.9%	82.0%	
Students with Disabilities (SWD)	Harlem Children's Zone Promise Academy II Charter School	12.7%	14.2%	15.1%	15.5%	18.2%	16.7%
	CSD 5	20.9%	21.1%	19.9%	21.1%	23.3%	
	NYC	17.7%	17.8%	17.9%	18.5%	20.1%	
English Language Learners (ELL)	Harlem Children's Zone Promise Academy II Charter School	2.2%	5.8%	4.7%	5.9%	4.4%	13.5%
	CSD 5	16.7%	16.9%	14.7%	13.8%	12.3%	
	NYC	18.1%	17.0%	15.9%	15.1%	14.5%	

¹ The Number of Students who Left the School for a given school year is the total number of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

² The Percent of Students who Left the School for a given school year is the percentage of students who were enrolled in the school on October 31 in the given school year that were not enrolled in the school on October 31 of the following school year. The percentage figure includes students who left the school for any reason (i.e. all discharge and transfer codes are included); the only exception made to this rule was for students in terminal, non-phase-in grades.

³ Comparisons of a charter school's special populations to the CSD and City are made relative only to the grades served by the school. For example, if a charter school serves grades kindergarten through five, comparisons of that school's special populations will only be made relative to grades kindergarten through five in the CSD and citywide. CSD comparisons are particular to the grades served in each CSD each year. Enrollment rates reflect demographic characteristics as of June 1 and enrollment as of October 31 for each given school year, with the exception of enrollment in the 2012-2013 school year, which is as of October 26, 2012.

State enrollment targets were generated by a calculator developed by the NYSED. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific enrollment target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 31, 2013. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.