



New York State Education Department

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

Updated June 18, 2012

The Regents of The University of the State of New York
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Acknowledgements

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

Charter School Office

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Table of Contents

School Information and Cover Page	1
Introduction and Overview.....	2
Report Submission Instructions.....	3
Checklist of Requirements.....	4
Report Content Requirements	5
Required Forms: Appendices.....	8
Appendix A: Progress Toward Charter Goals	8
Appendix B: Instructional Timetable	21
Appendix C: Total Expenditures and Administrative Expenditures per Child	22
Appendix D: Unaudited Financial Statements	22
Appendix E: FY 2013 Budget and Narrative	22
Appendix F: Disclosure of Financial Interest Form	23
Appendix G: Board of Trustees Membership Table	25

School Information and Cover Page

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

School Leader: Geoffrey Canada

Primary address: 2005 Madison Avenue, New York, NY 10037

School website: www.hczpromiseacademy.org

School email: smorris@hczpromise.org

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

BEDS # 310500860886

District/CSD of Location: CSD# 5

Charter authorizer: NYC Department of Education's Chancellor

Chair, Board of Trustees: Kenneth G. Langone

Date school first opened for instruction: September 2005

2011-2012 Enrollment: 547

2011-2012 Grades Served: K-7

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

Print Name, Head of Charter School

Signature and Date

Print Name, President, Board of Trustees

Signature and Date

Introduction and Overview

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

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

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

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

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

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

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

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

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

Report Submission Instructions

Annual Report

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

For charter schools authorized by:

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

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

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

Progress Toward Charter Goals

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

Independent Financial Audit

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

⁴ New York State Education Law 2857 (2)(c). Please refer to <http://www.p12.nysed.gov/psc/audits.html> for additional detail.

Checklist of Requirements

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

Report Content Requirements

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

I. School Information and Cover Page

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

II. Table of Contents and page numbers

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

III. New York State School Report Card

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

IV. Key Focus Area Requests

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

1. Progress Toward Goal Achievement

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

2. Instructional Time

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

⁵ SRC data is included in reporting requirements for New York charter schools in 8 NYCRR 119.3.

3. Financial Information

- Total expenditures and administrative expenditures per child

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

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

- Financial Statements

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

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

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

Board of Regents-authorized and NYCDoE-authorized schools

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

4. Charter Revisions

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

5. Board of Trustees

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

6. Enrollment and Retention Targets

The May 2010 amendments to the New York State Charter Schools Act included a requirement that the Board of Regents and the Board of Trustees of the State University of New York prescribe enrollment and retention targets for charter schools for students with

disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. The Regents and the Trustees are currently in the process of finalizing the methodology by which these targets will be set. Once the targets are set, and as they become applicable to individual charter schools, authorizers may request additional information from those schools regarding efforts made to meet these targets. However, for the purposes of the 2011-2012 annual report,

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

Required Forms: Appendices

Appendix A: Progress Toward Charter Goals

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

Academic Goals Table

2011-2012 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, the School will have an annual average student attendance rate of at least 95% as calculated by ATS.	Average daily attendance figures in ATS.	Promise Academy II had an annual average attendance rate of 94%	Promise Academy II has increased its efforts monitoring attendance. We now have two family workers who have the sole responsibility of contacting families, making home visits, and providing incentives to families for improving their child's attendance rates. We expect to be able to increase the level of growth beyond the 1% increase we obtained last year.
Each year, 95% of all students enrolled on the last day of the school year who do not move out of district will return the following September.	Student enrollment figures in ATS.	95% (508/533) of students enrolled on the last day of school and who did not move out of the district returned in September	
Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi-monthly.	Student enrollment figures in ATS.	Student enrollment was 99.8% of full enrollment (579/580 students enrolled)	
Each year, 75 percent of students in grades 3—8 who	New York State English Language Arts Exam	55.3% (161/291) of students enrolled for at least two consecutive	With the advent of the NYS Common Core Standards we have

<p>have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS ELA exams.</p>		<p>years performed at Level 3 or above on the NY State ELA exam.</p>	<p>adjusted our curriculum for reading, writing, listening and speaking. Students are assessed with pre and post tests in each ELA unit. We will also be conducting a 1-on-1 Individual Reading Assessments each month as well as computerized reading assessments three times a year. Teachers use the data from our multiple assessments to formulate instructional action plans and goals for individual, small group and whole class instruction in reading and writing.</p> <p>In addition, we are a member school of the Teachers College Reading and Writing Project which provides intensive on-site and on-campus professional development. They are helping us improve our reading and writing instruction with the goal of increasing our rigor and implementing the CCSS.</p>
<p>Each year, 75 percent of students in grades 3—8 who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Math exams.</p>	<p>New York State Mathematics Exam</p>	<p>75.4% (221/293) of students enrolled for at least two consecutive years performed at Level 3 or above on the NY State Math exam.</p>	
<p>Each year, 75 percent of students in grades 4 and 8 who have been</p>	<p>New York State Science Exam</p>	<p>90% (54/60) of Promise Academy II students in grade 4, who have been enrolled for two</p>	

<p>enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Science exams.</p>		<p>consecutive years, performed at a level 3 or above on the NY State Science Exam.</p> <p>Promise Academy II did not have an 8th grade in 2011-2012</p>	
<p>Each year, 75 percent of students in grades 5 and 8 who have been enrolled at the school on BEDS day for at least two consecutive years will perform at or above Level 3 on the NYS Social Studies exams.</p>	<p>New York State did not administer a Social Studies Exam during the 2011-2012 school year</p>		
<p>For each year of the charter, grade-level cohorts[1] of the same students (i.e. students who were continuously enrolled in the school at least two years on BEDS day) will reduce the gap between the percent at or above Level 3 on the previous year's State ELA exam and 90 percent at or above Level 3 on the current year's State ELA exam. In the event that the number of students scoring above proficiency in a grade level cohort exceeded 90 percent on the previous year's ELA exam, Harlem Children's Zone Promise Academy II will demonstrate</p>	<p>New York State English Language Arts Exam</p>	<p>Grade 4: 10-11 % at 3 or 4 = 59.0%, 11-12 % at 3 or 4 = 69.4%</p> <p>Grade 5: 10-11 % at 3 or 4 = 61.9%, 11-12 % at 3 or 4 = 54.5%</p> <p>Grade 6: 10-11 % at 3 or 4 = 58.3%, 11-12 % at 3 or 4 = 51.3%</p> <p>Grade 7: 10-11 % at 3 or 4 = 63%, 11-12 % at 3 or 4 = 64.7%</p>	<p>We have re-structured our Title 1 Program to provide a more comprehensive approach to intervention in reading and writing. Our Targeted Assistance students receive small group instruction that exceeds the requirements of RTI. Our TAS students will be using I-Ready, our computerized instruction and assessment program weekly. After several lessons on a targeted topic, students are assessed with a quiz and growth is charted. Title 1 Teachers will utilize the data as they monitor growth and formulate instructional plans.</p> <p>We are also incorporating I-Ready into our Saturday Test Prep Program.</p>

<p>growth (from proficient to advanced) in the current year.</p>			
<p>For each year of the charter, grade-level cohorts of the same students (i.e. students who were continuously enrolled in the school at least two years on BEDS day) will reduce the gap between the percent at or above Level 3 on the previous year's State Math exam and 90 percent at or above Level 3 on the current year's State Math exam. In the event that the number of students scoring above proficiency in a grade level cohort exceeded 90 percent on the previous year's Math exam, Harlem Children's Zone Promise Academy II will demonstrate growth (from proficient to advanced) in the current year.</p>	<p>New York State Mathematics Exam</p>	<p>Grade 4: 10-11 % at 3 or 4 = 78.7%, 11-12 % at 3 or 4 = 93.5%</p> <p>Grade 5: 10-11 % at 3 or 4 = 93.8%, 11-12 % at 3 or 4 = 83.8%</p> <p>Grade 6: 10-11 % at 3 or 4 = 67.6%, 11-12 % at 3 or 4 = 69.2%</p> <p>Grade 7: 10-11 % at 3 or 4 = 85.2%, 11-12 % at 3 or 4 = 76.5%</p>	<p>We have strengthened the mathematics program in Grades K-8. Efforts are being made to provide students with a rigorous learning environment with a deeper investigation into concepts to meet the NYS CCSS.</p> <p>We have strengthened our Math Department by hiring additional tutors and intervention specialists who have math expertise. In addition, our Math Coach for grades 4-8 is a Math Leader Fellow with Math for America. As a Fellow she has access to a community of strong mathematicians and receives extensive professional development.</p> <p>We spent the summer aligning the math pacing and curriculum to the Common Core Standards which resulted in a stronger math curriculum.</p> <p>Students in all grades are regularly assessed with both formal and informal assessments. This year we have added the computerized assessment and instructional program I-Ready. Teachers utilize the data to make</p>

			instructional decisions and monitor student progress. Students below grade level will be required to complete lessons. After several lessons on a targeted topic, students receive an I-Ready quiz on that topic. Teachers will include analysis of I-Ready data alongside their formative data collected during instruction. Goals and Action plans will be developed to use in monitoring student progress.
Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide Progress Report.	New York City Department of Education 2011-2012 Progress Report	Promise Academy II was in the 30 th percentile	The “Performance” section of our progress report continues to improve. The area that is impacting our ability to reach our goal of 75 percent is the “progress” section We have increased our efforts in having students set individual goals for their progress and are asking teachers to set goals for their students’ progress. Individual as well as class data is collected, analyzed, and monitored. In addition, class data and progress is displayed.
Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the “Performance” section of the citywide Progress Report.	New York City Department of Education 2011-2012 Progress Report	Promise Academy II was in the 83 rd percentile on the Performance section	
Each year, the	New York City	Promise Academy II was	As mentioned

<p>school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide Progress Report.</p>	<p>Department of Education 2011-2012 Progress Report</p>	<p>in the 12th percentile on the Progress section</p>	<p>previously, we now have the capability to monitor student progress on an on-going basis using I-Ready. This means all of our scholars will have specific goals to strive for in order to perform better than the year before. We expect that our emphasis upon utilizing immediate data to make instructional decisions, and increased opportunities for professional development will enable teachers to help students make greater progress.</p>
<p>Each year, the school will be deemed "In Good Standing" on the NYS Report Card.</p>	<p>New York City Department of Education 2011-2012 Progress Report [1]</p>	<p>Promise Academy II was deemed "In Good Standing"</p>	
<p>Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more parents participate in the survey.</p>	<p>New York City Department of Education 2011-2012 Learning Environment Survey</p>	<p>Academic Expectations: 8.1 Communication: 7.8 Engagement: 8.0 Safety & Respect: 8.4</p>	
<p>Each year, teachers</p>	<p>New York City</p>	<p>Academic Expectations:</p>	<p>Academic expectations</p>

<p>will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more teachers participate in the survey.</p>	<p>Department of Education 2011-2012 Learning Environment Survey</p>	<p>7.0 Communication: 6.4 Engagement: 6.8 Safety & Respect: 6.5</p>	<p>for our scholars are high. In an effort to ensure that these expectations are clear, we spent time early in the year articulating these expectations together and they are be posted in every room. Teach Like A Champion is the text that drives our common language and our agreement on specific strategies.</p> <p>We continue to work diligently to strengthen communication. We are utilizing technology as one means to increase communication. We utilize Google Docs to share school, grade level, department and class information. Much information is available and shared including but not limited to memos, calendars, curriculum materials, and assessment information. In addition, each grade level meets weekly for 90 minutes during the week for professional development with administrative staff.</p> <p>In order to increase student engagement teachers are being trained to use collaborative learning strategies such as learning centers, book clubs, and problem solving groups to increase student engagement. In addition students are full partners in their</p>
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			<p>learning. Their assessment data is shared with them, so that they can develop goals and strategies for reaching those goals.</p> <p>Several steps have been taken to ensure a safe learning environment is what we strive for everyday. With 5 administrators and a dean for every grade level School safety and respect are being positively impacted.</p> <p>In addition, each Dean teaches a Character Education course to their grade level that reinforces the behavioral expectations of our community. We have revised our discipline code and developed a parent compact to ensure that all stakeholders are invested in successful implementation. All of these efforts are aiding us in developing greater consistency in our classroom and school-wide management of behavior.</p>
<p>For grades 5 and higher, each year, students will express satisfaction with the school as determined by the teacher section of the NYCDOE Learning Environment Survey in which the</p>	<p>New York City Department of Education 2011-2012 Learning Environment Survey</p>	<p>Academic Expectations: 7.8 Communication: 5.9 Engagement: 6.4 Safety & Respect: 5.9</p>	<p>The changes mentioned above in regards to engagement, safety and respect are expected to impact the students' perceptions as well.</p> <p>In addition, we have made significant changes by creating a Middle School for grades</p>

<p>school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The school will only have met this goal if 50% or more of students enrolled participate in the survey.</p>			<p>6, 7 and 8. Students have advisory period weekly where they meet in small groups with a faculty member they selected. These groups provide a forum for strengthening communication and addressing school wide issues. It is expected that these discussions will also lead to increased safety and respect.</p> <p>We have also challenged students with improving our school creed. Our creed is a daily reminder of what excellence looks like now and in the future. We will also use our grade level community meetings to ask the students to articulate why they scored their school at the current levels for communication, engagement, safety and respect, and to strategize from how we can improve and what we all can hold ourselves accountable for.</p>
<p>Each year, 75% of students enrolled in grades 9-12 will accumulate 10 or more credits towards graduation. The school will report this each September by submitting a report of student credit accumulation from the previous school year for purposes of</p>	<p>Promise Academy II did not have a high school in 2011-2012</p>	<p>N/A</p>	

the NYCDOE Progress Report.			
Each year, beginning in 2016-2017, 75 percent of the cohort will have scored at least 65 on the New York State Regents examinations in ELA.	Promise Academy II did not have a high school in 2011-2012	N/A	
Each year, beginning in 2016-2017, 75 percent of the first cohort will have scored at least 65 on the New York State Regents examinations in Math.	Promise Academy II did not have a high school in 2011-2012	N/A	
Each year, beginning in 2016-2017, 75 percent of the initial cohort will have scored at least 65 on the New York State Regents examinations in Science (Living Environment, Chemistry, or other).	Promise Academy II did not have a high school in 2011-2012	N/A	
Each year, at least 75% of each student cohort (as defined by NYSED) graduates within five years.	Promise Academy II did not have a high school in 2011-2012	N/A	
Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide Progress Report.	Promise Academy II did not have a high school in 2011-2012	N/A	
Each year, the school will earn a score sufficient to place it in the 75th percentile of all high	Promise Academy II did not have a high school in 2011-2012	N/A	

schools in credit accumulation as measured by the citywide Progress Report.			
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Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.			Goal was met.
As reflected in the Board minutes, the Superintendent or Principals will present Program reports that outline enrollment, attendance, discharge status, IEP, and ELL numbers as well as any available testing results at every Board of Trustees meeting. The Superintendent or Chief Financial Officer will present an up-to-date			Goal was met.

Financial Report as well.			
95% of the members of the Board of Trustees will be active members of a subcommittee of the Board.			Goal was met.

Financial Goals Table

2011-2012 Progress Toward Attainment of Financial Charter Goals			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Upon completion of the each school year the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings[3].			Audit Pending
Each year, the school will operate on a balanced budget[4] and maintain a stable cash flow.			Audit Pending

Charter-Specific Goals Table⁶

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

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

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

[2] Information regarding Promise Academy’s accountability status was taken from the New York City Progress report as the state report had not been released at the time of goal submission

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

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

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Appendix B: Instructional Timetable

This Table is required only of Board of Regents-authorized charter schools.

2011-2012 Instructional Time	
Total number of instructional days for the 2011-2012 school year	
First and last day of the 2011-2012 school year	
Length of school day (please note if schedule varies throughout the week or the year)	

Appendix C: Total Expenditures and Administrative Expenditures per Child

INSERT REQUIRED DOCUMENTATION – No form provided

Appendix D: Unaudited Financial Statements

Board of Regents-authorized schools only

INSERT REQUIRED DOCUMENTATION – No form provided

Appendix E: FY 2013 Budget

Board of Regents-authorized and NYCDoE-authorized schools only

INSERT REQUIRED DOCUMENTATION – No form provided

Appendix F: Disclosure of Financial Interest Form

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012**

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. **Trustee Name (print)** _____
2. **Charter School Name** _____
3. **Charter Authorizer Entity** _____
4. **Home Address*** _____
5. **Business Address*** _____
6. **Daytime Phone*** _____
7. **E-Mail Address*** _____
8. List all positions held on board (e.g., chair, treasurer, parent representative)

9. Is the trustee an employee of the school? ___ **Yes** ___ **No**

If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? ___ **Yes** ___ **No**

If **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Signature _____

Date _____

Appendix G: Board of Trustees Membership Table

This Table is required of Board of Regents-authorized charter schools, and optional for charter schools authorized by other chartering entities.

List the board membership and the number of board members joining and leaving the board in the 2011-2012 school year.

Current Board Members					
Trustee Name and Email Address	Position on the Board (e.g., Officers or constituent representatives)	Committee affiliation(s)	Voting Member (Yes/No)	Area of expertise, and/or additional role at school (parent, staff member etc.)	Number of terms served and length of each, including date of election and expiration
Total Members joining the board the 2011-2012 school year					
Total Members departing the board during the 2011-2012 school year					