

**FUTURE LEADERS INSTITUTE  
CHARTER SCHOOL**

**RENEWAL REPORT  
JANUARY 2010**

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# Part 1: Executive Summary

## **School Overview and History:**

Future Leaders Institute Charter School is an elementary and middle school serving approximately 300 students from kindergarten through grade 8 in the 2009-2010 school year.<sup>1</sup> The school opened as a charter school conversion from a preexisting DOE public school in 2005 with grades kindergarten through 8.<sup>2</sup> It is currently housed in a public school building in District 3.<sup>3</sup>

The school population comprises 85.5% Black, 10.6% Hispanic, 0.9% White, and 0% Asian students. 73% of students are designated eligible for free or reduced lunch.<sup>4</sup> The student body includes 1% English language learners and 10% special education students. Boys account for 44.8% of the students enrolled and girls account for 55.2%.<sup>5</sup>

The school earned a B on its progress report in 2009, a C in 2008 and a B in 2007. The average attendance rate for the school year 2008 - 2009 was 93.3%.<sup>6</sup> The school is in good standing with state and federal accountability.<sup>7</sup>

## **Renewal Review Process Overview:**

The NYC DOE Charter School Office conducted a thorough review of this schools' Retrospective Renewal Report; annual reporting documents; surveys; student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the schools finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: November 17,18, and 19, 2009.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, Charter School Office, NYC DOE
- Aaron Listhaus, Chief Academic Office, Charter School Office, NYC DOE
- Aamir Raza, Director of Oversight, Charter School Office, NYC DOE
- Rana Khan, Director of Operations, Charter School Office, NYC DOE
- Aquila Haynes, Associate Director of Community Engagement, Charter School Office, NYC DOE
- Anyeli Matos, Associate Director of Operations, Charter School Office, NYC DOE
- Ben Carson, Statistician, Charter School Office, NYC DOE
- Fred Lisker, Senior Special Education Program Assistant, NYC DOE

## **Renewal Recommendation:**

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Future Leaders Institute Charter School for a period of 3 years consistent with the terms of the renewal application.

The NYC DOE-CSO has found Future Leaders Institute Charter School to be a viable organization that is in compliance with applicable laws and regulations pertaining to its current

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<sup>1</sup> NYC DOE ATS system

<sup>2</sup> NYC DOE ATS system and charter agreement

<sup>3</sup> NYC DOE Location Code Generating System database

<sup>4</sup> Demographic data drawn from NYC DOE ATS enrollment database as of 1/11/10.

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

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

<sup>7</sup> New York State Education Department - [www.nysed.gov](http://www.nysed.gov)

charter. The school has had mixed academic results during the charter period, but after structural changes, has established a sound foundation for academic success and is trending towards high performance. Based on the findings delineated below, Future Leaders Institute Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law.

## Part 2: Findings

### What the school does well

- The current school staff and leadership team demonstrate a shared set of values and goals to support school improvement and student achievement.
  - The current school leadership team is composed of a strong group of educators and managers who meet regularly and share a common approach to achieving excellence. The leadership team has adopted a collaborative approach to problem solving, curriculum development, data review and strategic planning. They have also developed a new system of staff leadership teams that meet weekly.
  - All school staff note improving rigor of instruction as a goal for the school. The school has adopted a new approach to professional development and has implemented the work-shop model to meet this goal. This work is evidenced in classrooms, where many teachers are employing the work-shop model and pushing students to achieve at high levels.
- The school is reflective and uses a data-driven approach to making modifications and planning for the future.
  - Based on performance data and the needs identified by the school community, the school recently changed its management structure to include an elementary school director and a middle school director. Likewise, it has also developed an enhanced coaching and professional development structure.
  - The school has made modifications to its student schedule and grade-level structures. It has altered its schedule to include activity-based learning in math and is in the process of changing its approach to “looping” the middle school grades to enhance rigor of instruction. The school recently engaged in a review of the elementary school curriculum with the goal of creating increased alignment and consistency.
  - In the first three years of its charter the school did not meet its goals for Social Studies achievement. With this data in mind the school hired a social studies coach and devoted resources to improving Social Studies instruction. As a result, the school was able to meet all of its targets in Year 4.
- The school has focused on developing consistent norms and expectations for all members of the community, including enhanced opportunities for communication with families.
  - The school has developed a strong emphasis on communication, collaboration and consistency. An example of this is the newly created handbook which was developed to clearly define cultural, behavioral and academic expectations for the school community.
  - The school has adopted an approach to school culture called, “Responsive Classrooms”, and facilitated training for all staff in this model during summer professional development. The school also developed a homeroom and advisory program called “Circle of Power and Respect” or “CPR” to address the social-emotional needs of students as well as to provide high school preparation time for middle school students. The effect of these programs and other community building efforts are evident in the strength of relationships throughout the school.
  - The school has instituted multiple opportunities for parents to participate in school life, and to engage in dialogue with school staff. These structures include an open door policy for all parents, regular newsletters, afternoon and evening meetings, regular breakfasts with the principal, and a parent leadership committee. Parents note that they are welcomed into the school as partners in their children’s education.

- The school has developed a range of opportunities for students to exercise their voice and to think critically.
  - Teachers and staff note student voice and critical thinking as a key goal in helping students succeed and prepare for high school and college. In a number of the classes observed, students were pushed to ask probing questions and to debate, discuss and write about difficult, thought-provoking questions.
  - The school's enrichment program provides students opportunities to choose from a range of over 20 different activities in sports, the visual arts, performing arts, as well as academic book clubs and study halls.
  - Students are articulate and confident and express high levels of satisfaction with their school. In many classes they are provided opportunities to share ideas, take risks and voice opinions.
  
- The school has developed a focus on tracking and monitoring student achievement data.
  - The school has developed an interim assessment and data tracking system, and performs item analysis and trend analysis on student performance data. It is in the process of building on the previous system, "FLI Interim Assessment Model" to create an enhanced system called "FLI Snapshot". This tool will capture a range of performance data including student interim assessment data, state testing data, and classroom-generated performance data and make it available in one location that is easy to access and analyze.
  - The school leadership team has recently developed a consistent structure for data team meetings, and has begun professional development for teachers on how to best use data to inform instruction. The school is committed to collecting and analyzing data and many community members note that the use of data systems is a key element to the schools success now and in future years.
  
- The school's Board of Trustees has strengthened over time and has begun to show strong capacity in furthering the school's mission and vision. The school also maintains sound finances and internal controls.
  - After the departure of the previous school leadership, the board engaged in a strategic planning process and worked with a consulting firm to identify the management needs of the school. They have hired a highly talented team of educators and school leaders to support the school in achieving excellent. The Board also identified key areas of growth and is in the process of developing a dashboard to track key indicators of success.
  - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resources policies. The financial statements of FLI were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
  - According to the school's audited financial statements for the year ended June 30, 2009, the school possessed assets totaling \$2,208,028 and total liabilities of \$1,610,585. A total of \$597,443 is unrestricted for use purposes. FLI has over \$1.8 million in liquid assets. The school remains in good financial condition to meet its obligations.

#### **What the school needs to improve**

- The school has experienced significant turn-over in administrative and teaching staff during the charter period.

- While the current administration shows promising potential, systems should be established to support stability of teachers and administrators in the school.
- The current Head of School took on his role in the 2008-2009 school year. The current lower school Director began in the 2009-2010 school year. In the 2008-2009 school year, 16 out of 24 teachers were new to the school. In the 2009-2010 school year, 10 out of 28 teachers are new to the school.
- The school has noted challenges in recruiting and retaining top-level talent in key subject areas. This is an area that Board of Trustees should continue to explore and improve.
- The school should continue to improve academic rigor, engagement and consistency in instruction.
  - While reviewers observed excellent teaching and learning in a number of classes throughout the school, there were other instances in which teachers delivered lessons that did not meet the school's stated objectives.
  - The school has not consistently met its charter goals in all areas (please see charter goals overview below).
- The school should improve math instruction, especially in the middle school.
  - According to the 2008-2009 NYC DOE Progress Report, FLI students made negative yearly progress in math performance, including poor progress for level 1 and 2 students as well as for level 3 and 4 students. The school identified the previous middle school math teacher as a contributing factor to this problem, and replaced him this year. The school has also made significant changes to its schedule and professional development systems to support improvements in math performance. However, progress in this area is not yet evident and the quality of math instruction in the middle school continues to be a concern.
- Continue to support teachers in differentiating their instruction to ensure that the learning needs of every student are met.
  - According to the NYC DOE 2008-2009 Progress Report the school made significantly better progress relative to its peers in improving average proficiency for students who previously scored at levels 1 and 2 than for students who previously scored at levels 3 and 4 in ELA and Math.
  - The school has developed structures to support underperforming students such as push-in reading support, additional tutoring time, and differentiated texts and materials. However these practices were not observed to be consistent across the school. Likewise, teacher awareness and planning for the individual academic needs of higher-performing students was not evident in all classes. For example, when students finished group-work or pair-work early they stated that their next step was to wait.
  - Some lessons observed provided full-group instruction with minimal differentiation and minimal opportunities to check for individual student understanding. While the school has developed professional development systems and coaching structures to address this need, these efforts should be continued.
- The school should continue to enhance its data system and train all staff to use data to differentiate instruction.
  - The school has developed an impressive approach to data collection and tracking. This system is still in progress and should be refined and completed to ensure the successful use of data throughout the school.
  - The school has begun to support teachers in using data to plan instruction. School leadership notes the goal of expanding the role of data analysis in the

school to enhance its ability to assess student learning, and target specific student needs. They note that this requires continued training with all staff and teachers, especially once the new system is up and running.

## Part 3: Charter School Goals

### Insert Charter Goals Chart from Retrospective Report with description

The Future Leaders Institute Charter School has met the goals set forth in its charter agreement with mixed results. The school has shown a trend towards improvement and met all of its relevant charter goals in its fourth year. Please see the below table of Charter Goals which is excerpted from the school's retrospective report and has been verified by the Charter School Office.

Future Leaders Institute Charter School - Academic Goals						
	Goals	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Absolute	Standardized test scores for ELA	Result	Result	Result	Result	Result
		Met: N	Met: N	Met: N	Met: Y	N/A
Absolute	Standardized test scores for mathematics	Result	Result	Result	Result	Result
		Met: N	Met: Y	Met: Y	Met: Y	N/A
Absolute	Standardized test scores for Social Studies	Result	Result	Result	Result	Result
		Met: N	Met: N	Met: N	Met: Y	N/A
Absolute	Standardized test scores for Science	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	N/A	N/A
Absolute	Diagnostic Reading Assessment (DRA) scores for students in Grades 1-3	Result	Result	Result	Result	Result
		Met: N	Met: N	Met: Y	Met: Y	N/A

## Part 4: Charter School Performance Data

During the charter period, the Future Leaders Institute Charter School partially met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data. On average, the school has shown significant improvement in 2009, the 4<sup>th</sup> year of its charter.

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

### Percent of Students Performing at or Above Grade Level – Whole School<sup>8</sup>

ELA				
	2006	2007	2008	2009
<i>FLI</i>	42.1%	54.5%	61.4%	83.1%
<i>CSD 3</i>	52.7%	58.4%	63.5%	76.8%
<i>NYC</i>	51.8%	52.5%	59.0%	70.3%

Math				
	2006	2007	2008	2009
<i>FLI</i>	53.0%	62.0%	81.9%	83.9%
<i>CSD 3</i>	60.7%	71.1%	77.5%	86.2%
<i>NYC</i>	58.2%	66.9%	75.9%	83.3%

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

3rd Grade			2006	2007	2008	2009
	<i>ELA</i>	<i>FLI</i>	47.6%	67.8%	48.0%	86.0%
		<i>CSD 3</i>	60.7%	62.8%	66.2%	72.8%
		<i>NYC</i>	62.1%	57.6%	61.1%	70.6%
	<i>Math</i>	<i>FLI</i>	76.2%	85.2%	95.8%	88.0%
		<i>CSD 3</i>	75.1%	84.2%	88.8%	92.6%
		<i>NYC</i>	75.9%	83.4%	88.3%	92.3%

4th Grade			2006	2007	2008	2009
	<i>ELA</i>	<i>FLI</i>	48.1%	61.1%	58.0%	70.8%
		<i>CSD 3</i>	60.6%	63.5%	64.9%	76.2%
		<i>NYC</i>	59.6%	57.5%	62.6%	70.4%
	<i>Math</i>	<i>FLI</i>	74.1%	80.0%	90.0%	91.7%
		<i>CSD 3</i>	72.6%	78.4%	83.8%	88.5%

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

		NYC	71.6%	75.5%	81.0%	86.2%
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5th Grade			2006	2007	2008	2009
ELA	FLI	CSD 3	65.9%	50.0%	81.8%	76.6%
		NYC	56.3%	62.6%	73.9%	81.5%
		NYC	57.4%	57.7%	70.6%	76.1%
Math	FLI	CSD 3	68.2%	52.0%	82.9%	88.6%
		NYC	64.3%	74.4%	82.1%	89.0%
		NYC	62.1%	72.9%	80.7%	86.8%

6th Grade			2006	2007	2008	2009
ELA	FLI	CSD 3	22.7%	60.7%	68.4%	96.4%
		NYC	51.1%	57.4%	58.8%	82.9%
		NYC	49.2%	51.3%	54.2%	74.2%
Math	FLI	CSD 3	34.8%	60.7%	77.8%	78.6%
		NYC	58.1%	71.9%	75.0%	82.7%
		NYC	53.6%	64.9%	73.4%	78.7%

7th Grade			2006	2007	2008	2009
ELA	FLI	CSD 3	20.7%	45.5%	80.0%	87.5%
		NYC	47.9%	54.9%	68.0%	78.3%
		NYC	45.5%	47.1%	61.0%	72.5%
Math	FLI	CSD 3	13.8%	30.4%	88.0%	93.0%
		NYC	48.8%	61.3%	76.5%	85.1%
		NYC	45.2%	57.4%	70.7%	82.4%

8th Grade			2006	2007	2008	2009
ELA	FLI	CSD 3	30.3%	16.7%	21.1%	83.3%
		NYC	41.3%	49.7%	49.7%	69.4%
		NYC	38.2%	43.7%	44.6%	58.7%
Math	FLI	CSD 3	33.3%	17.4%	36.8%	58.3%
		NYC	46.2%	57.1%	59.2%	78.8%
		NYC	40.9%	47.8%	61.5%	73.1%

### Student Attendance Rate<sup>9</sup>

	2005-2006	2006-2007	2007-2008	2008-2009
Student Attendance Rate	94.2%	94.2%	94.5%	93.3%

<sup>9</sup> Attendance rate taken from charter school annual reports.

## Part 5: Background on the Charter Renewal Process

### I. PROCESS BACKGROUND

#### A. Statutory Basis for Renewal

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

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

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

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

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

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

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<sup>10</sup> See § 2850 of the Charter Schools Act of 1998.

<sup>11</sup> See §§ 2851(4) and 2852 of the Act.

<sup>12</sup> See generally §§ 2851(3) and 2851(4).

<sup>13</sup> § 2852(5)

## B. NYCDOE's Charter Renewal Process

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

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

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

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

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

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

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

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

## Part 6: Framing Questions and Key Benchmarks

### I. FRAMING QUESTIONS:

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

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

### II. RENEWAL BENCHMARKS:

#### Benchmark 1: Performance and Progress

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

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

#### Benchmark 2: Rigorous Instructional Program Strong School Environment

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

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

- A system for ongoing teacher evaluation and improvement that builds the school's capacity to reach its academic goals, with effective strategies to assist inexperienced or struggling teachers

### Benchmark 3: Non-Academic Performance

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

- Absolute
- Comparative
- Value-Added

### Benchmark 4: Governance and Internal Controls

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

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

### Benchmark 5: Sound Financial Controls

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

- Healthy and Sound Financial Practices that include:
  - A long range financial plan that guides school operations
  - Realistic budgets that are monitored and adjusted when appropriate
  - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
  - Internal controls and procedures that are followed consistently and that result in prudent resource management
  - Capacity to correct any deficiencies or audit findings
  - Financial records that are kept according to GAAP

- Adequate financial resources to ensure stable operations
- Processes that maintain and successfully manage the school's cash flow
- Non-variable income streams that support critical financial needs

**Benchmark 6: Parent and Student Satisfaction**

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

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

**Benchmark 7: Sufficient Facilities and Physical Conditions**

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

**Benchmark 8: Sufficient Reporting**

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

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

**Benchmark 9: Appropriate Admissions Policy**

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

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

**Benchmark 10: Compliance with All Applicable Laws and Regulations**

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

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

## **Part 7: NYC DOE School Progress Reports**

**Please see the attached progress reports for this school.**

Progress Report Grade

# B

### What does this grade mean?

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

### How did this school perform?

- This school's overall score for 2008-09 is 57.5
- This score places the School in the 4 percentile of all K-8 schools Citywide—i.e., 4 percent of those schools scored lower than this school

### This Progress Report is for:

SCHOOL	Future Leaders Institute Charter School (84M891)
SCHOOL LEADER	Petar Anderson
ENROLLMENT	328
SCHOOL TYPE	K-8
PEER INDEX	47.42

Category	Calculated Score	Category Grade
School Environment	9.0 out of 15	B
Student Performance	17.2 out of 25	A
Student Progress	27.5 out of 60	C
Additional Credit	3.8 (15 max)	
Overall Score	57.5 out of 100	B

### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 54-67.9 receive a letter grade of B
- 13% of schools earned a B in 2008-09

### K-8 School Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	85.4% of schools
B	54-67.9	13.1% of schools
C	43.0-53.9	1.5% of schools
D	33.0-42.9	0% of schools
F	0-32.9	0% of schools

### Quality Review Score

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

### State Accountability Status

Based on its 2008-09 performance, this school is: **In Good Standing**

This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

### In This Report:

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

#### School Environment

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

#### Student Performance

measures student skill levels in English Language Arts and Math.

#### Student Progress

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

#### Closing the Achievement Gap

gives schools additional credit for exemplary gains among high-need students.

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

## Additional Information

### Closing the Achievement Gap

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

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

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
		English Language Learners
+1.5	52.9%	Special Education Students
		Hispanic Students in the Lowest Third Citywide
+1.5	53.6%	Black Students in the Lowest Third Citywide
		Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
		English Language Learners
	18.8%	Special Education Students
		Hispanic Students in the Lowest Third Citywide
+0.75	29.2%	Black Students in the Lowest Third Citywide
		Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

### Peer Schools

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

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

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

The peer schools for Future Leaders Institute Charter School are:

DBN	School Name	DBN	School Name
84M704	Harbor Sciences and Arts Charter School	18K066	P.S. 66
24Q087	P.S. 087 Middle Village	29Q147	P.S. 147 Ronald McNair
21K225	P.S. K225 - The Eileen E. Zaglin	84K703	Beginning With Children Charter School
21K099	P.S. 099 Isaac Asimov	21K238	P.S. 238 Anne Sullivan
27Q124	P.S. 124 Osmond A Church	84M284	Harlem Children's Zone/Promise Academy Charter School
21K121	P.S. 121 Nelson A. Rockefeller	10Q280	P.S. 280 Moshoku Parkway
94M012	Tag Young Scholars	84K717	Carl C. Icahn Charter School
25Q200	P.S. 200 Pomonoik	30Q127	P.S. 127 Aerospace Science Magnet
02M126	P.S. 126 Jacob August Rits	84K359	The Uff Charter School
02M026	Ella Baker School	05M311	Amistad Dual Language School
11K083	P.S. 083 Donald Hertz		
18K235	P.S. 235 Lenox		
29Q270	P.S. / I.S. Q270		
06M187	P.S. 187 Hudson Cliffs		
06M223	The Mott Hall School		
29Q268	P.S. 268		
25Q219	P.S. 219 Paul Knapper		
29Q156	P.S. 156 Laureton		
84K356	Achievement First-Crown Heights Charter School		
27Q225	P.S. 225 Seaside		

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

# Results by Category

SCHOOL Future Leaders Institute Charter School  
SCHOOL LEADER Peter Anderson

## HOW TO INTERPRET THIS CHART

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

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



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

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

## School Environment

Comprises 15% of the Overall Score

This Year's Score: 9 out of 15

**B**

- Survey Scores (10 points)
- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (6 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
7.5	60.0%	0.4			0.8	68.3%	0.1			0.5	
6.6	47.8%	0.0			1.7	64.6%	0.4			1.6	
6.8	60.0%	0.5			0.1	67.7%	0.3			1.9	
7.5	68.8%	0.0			0.7	66.8%	0.4			0.6	
95.0%	72.4%	89.5%			97.1%	78.4%	89.5%			97.1%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: 17.2 out of 25

**A**

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

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
82.6%	88.8%	83.1%			90.1%	89.1%	88.3%			90.5%	190
3.21	84.7%	2.77			3.40	88.0%	2.53			3.53	190
84.0%	88.2%	80.1%			100.0%	76.1%	88.7%			100.0%	188
3.41	60.4%	0.04			3.97	67.4%	2.58			4.04	188

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: 27.5 out of 60

**C**

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

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
61.4%	67.8%	44.9%			89.3%	83.2%	44.8%			71.2%	150
81.3%	80.8%	86.0%			91.9%	89.7%	86.8%			91.9%	48
0.46	110.0%	0.13			0.43	110.0%	0.13			0.43	52
(0.01)	78.3%	(0.19)			0.04	76.7%	(0.24)			0.06	98
41.9%	-8.3%	43.1%			79.0%	6.6%	39.5%			89.8%	149
52.2%	2.8%	51.3%			86.2%	8.4%	49.8%			87.1%	46
0.31	48.0%	0.07			0.58	48.0%	0.07			0.57	19
(0.11)	26.0%	(0.18)			0.13	32.6%	(0.24)			0.16	130

Progress Report Grade

**C**

**What does this grade mean?**

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

**How did this school perform?**

- This school's overall score for 2007-08 is 48.6
- This score places the School in the 29 percentile of all K-8 schools Citywide—i.e., 29 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year

**This Progress Report is for:**

SCHOOL	Future Leaders Institute Charter School (84M861)
SCHOOL LEADER	Gianna Cassetta
ENROLLMENT	284
SCHOOL TYPE	K-8
PEER INDEX	47.42

Category	Calculated Score	Category Grade
School Environment	8.9 out of 15	B
Student Performance	14.1 out of 25	B
Student Progress	25.6 out of 60	B
Additional Credit	0.0 (15 max)	
Overall Score	48.6 out of 100	C

**How scores translate to grades:**

- Schools receive letter grades based on their overall score
- Schools with an overall score between 38.4–49.6 receive a letter grade of C
- 24% of schools earned a C in 2007-08

**K-8 School Table – Overall Grades**

Grade	Score range	City summary
A	66.7–98.5	24% of schools
B	49.7–66.6	42% of schools
C	38.4–49.6	24% of schools
D	23.4–38.3	9% of schools
F	22.9–23.4	1% of schools

**In This Report:**

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

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

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

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

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

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

**Quality Review Score**  
This school did not receive a Quality Review in 2007-08.

**State Accountability Status**  
Based on its 2006-07 performance, this school is: **In Good Standing**  
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

**Additional Information**

**Closing the Achievement Gap**

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who improve by at least one-half of a proficiency level in English Language Arts or Math (e.g., student improves from 2.25 to 2.75 in ELA, or 3.20 to 3.70 in Math). Schools earn additional credit for any one of the five high-need categories of students if the percentage of students in that category who achieve exemplary gains is in the top 40% of all schools citywide.

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

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
21.2%		Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
26.0%		Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

**Peer Schools**

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

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

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The peer schools for Future Leaders Institute Charter School are:

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21K225	P.S. K225 - The Elveth E. Zaglin	84K703	Beginning With Children Charter School
21K099	P.S. 099 Isaac Asimov	21K236	P.S. 236 Anne Sullivan
27Q124	P.S. 124 Osmond A. Church	84M284	Harlem Children's Zone/Promise Academy Charter School
21K121	P.S. 121 Nelson A. Rockefeller	10K280	P.S. 280 Moshulu Parkway
04M012	Tag Young Scholars	84K717	Carl C. Ishii Charter School
25Q200	P.S. 200 Pomonok	30Q127	P.S. 127 Aerospace Science Magnet
02M126	P.S. 126 Jacob August Rilk	84K359	The Uff Charter School
02M225	Ella Baker School	06M311	Armed Dual Language School
11X083	P.S. 083 Donald Hertz		
18K235	P.S. 235 Lenox		
29Q270	P.S. /I.S. Q270		
06M187	P.S. 187 Hudson Cliffs		
06M223	The Mott Hall School		
29Q268	P.S. 268		
25Q219	P.S. 219 Paul Klapper		
29Q156	P.S. 156 Laurelton		
84K356	Achievement First-Crown Heights Charter School		
27Q225	P.S. 225 Seaside		

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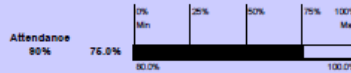
# Results by Category

SCHOOL: Future Leaders Institute Charter School  
SCHOOL LEADER: Gianna Casella

## HOW TO INTERPRET THIS CHART

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

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



In this example, the school's attendance is 90%. This is 75% of the way from the lowest attendance at any school (80%) to the highest attendance (100%).

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

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
0.596 x 15 = 8.9

**B**

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (6 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
7.6	64.6%	84			88	82.6%	81			85	
6.8	67.1%	5.5			7.7	83.8%	5.4			7.5	
6.8	60.0%	5.5			8.1	67.7%	5.3			7.9	
7.4	66.2%	5.5			8.7	82.6%	5.4			8.8	
94.4%	84.6%	85.5%			97.1%	78.6%	85.9%			97.1%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
0.564 x 25 = 14.1

**B**

English Language Arts

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Mathematics

Percentage of Students at Proficiency (Level 3 or 4):

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
61.4%	49.8%	33.1%			80.1%	68.7%	15.3%			30.5%	171
3.11	60.0%	2.77			3.45	68.0%	2.53			3.53	171
81.8%	84.9%	40.1%			100.0%	71.7%	35.7%			100.0%	170
3.44	63.1%	2.54			3.97	68.6%	2.58			4.04	170

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
0.426 x 60 = 25.6

**B**

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Mathematics

Percentage of Students Making at Least 1 Year of Progress

Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress

Average Change in Student Proficiency for Level 1 and Level 2 Students

Average Change in Student Proficiency for Level 3 and Level 4 Students

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
52.6%	81.8%	44.9%			89.5%	30.1%	44.9%			71.2%	164
67.9%	10.8%	25.0%			91.9%	8.7%	25.0%			91.9%	56
0.19	20.0%	0.13			0.43	20.0%	0.13			0.43	62
(0.13)	28.1%	(0.19)			0.04	38.7%	(0.24)			0.06	102
61.8%	62.1%	43.1%			79.0%	61.6%	38.5%			82.8%	163
76.9%	73.4%	51.3%			86.2%	72.7%	48.8%			87.1%	52
0.26	38.8%	0.07			0.56	38.0%	0.07			0.57	49
0.04	71.8%	(0.19)			0.13	70.0%	(0.24)			0.16	114

Grade:	<b>B</b>
Peer Index	<b>64.99</b> (0.00 - 100.00 for EQR; 1.00 - 4.50 for M)
Overall Score	<b>52.95</b> (out of 100+)
School Environment	<b>10.8</b> (out of 15)
Student Performance	<b>15.2</b> (out of 30)
Student Progress	<b>25.4</b> (out of 55)
Achievement Gap:	<b>1.50</b> (additional credit)

Grades on Charter School Progress Reports have been assigned based only on a calculation of student attendance, and student performance and student progress on New York State tests. The final grade is a combination of 15% of the school's student attendance score, 30% of the school's Performance Score, and 55% of the school's Progress Score. The grade does not include outcomes of parent, teacher, and student satisfaction surveys, and therefore it would be inaccurate to make a direct comparison to the grades assigned to non-charter DOE public schools. For information on student environment measures (e.g., parent satisfaction), and for further information on charter school performance, please visit [www.nyc.gov/charters](http://www.nyc.gov/charters) to view charter schools' annual reports, annual audits, and annual visit reports.

	Your School's Score:	Your School Relative to Peer Horizon	Peer Horizon:		Your School Relative to City Horizon	City Horizon:	
	This Year		Minimum	Maximum		Minimum	Maximum
<b>1 School Environment (15%)</b>							
Attendance	94.2%	72.4%	88.7%	96.3%	70.8%	87.4%	97.0%
School Environment Score:	<b>10.8</b>						

<b>2 Student Performance (30%)</b>							
English Language Arts							
Percent of Students at Proficiency (Level 3 or 4)	54.5%	53.8%	22.0%	82.4%	53.5%	15.5%	88.4%
Median Student Proficiency (1-4.5)	3.05	56.5%	2.59	3.41	55.3%	2.46	3.53
Mathematics							
Percent of Students at Proficiency (Level 3 or 4)	60.7%	47.3%	32.3%	92.4%	46.4%	28.2%	98.2%
Median Student Proficiency (1-4.5)	3.15	46.3%	2.58	3.81	45.6%	2.46	3.97
Student Performance Score:	<b>15.2</b>						

<b>3 Student Progress (55%)</b>							
English Language Arts							
Percent of Students Making at least 1 Year of Progress	58.3%	69.1%	41.3%	65.9%	73.7%	39.2%	65.1%
Average Change in Student Proficiency	0.16	92.8%	-0.06	0.17	92.8%	-0.10	0.18
Average Change in Proficiency in School's Lowest 1/3 of Students	0.37	83.8%	0.11	0.42	90.1%	0.12	0.40
Mathematics							
Percent of Students Making at least 1 Year of Progress	36.6%	-7.6%	38.8%	67.6%	4.7%	34.9%	71.2%
Average Change in Student Proficiency	-0.06	11.7%	-0.09	0.22	17.0%	-0.12	0.24
Average Change in Proficiency in School's Lowest 1/3 of Students	0.11	17.4%	0.04	0.42	19.5%	0.02	0.44
Student Progress Score:	<b>25.4</b>						

	Exemplary Proficiency Gains*	Additional Credit Received
	This Year	
<b>4 Closing the Achievement Gap</b>		
English Language Arts		
English Language Learners		
Special Education Students		
Hispanic Students Who Are In Lowest Third Citywide		
Black Students Who Are In Lowest Third Citywide	36.5%	1.50
Other Students Who Are In Lowest Third Citywide		
Mathematics		
English Language Learners		
Special Education Students		
Hispanic Students Who Are In Lowest Third Citywide		
Black Students Who Are In Lowest Third Citywide	13.6%	-
Other Students Who Are In Lowest Third Citywide		

\* Percent of students who gained half a proficiency level or more this year