

The State Education Department
The University of the State of New York

Office of School Improvement (Regional)
Public School Choice Programs
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Charter School Annual Report
2006 -2007

Charter School Information and Cover Page

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Charter Entity: New York City Department of Education

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2006-2007 Charter School Annual Report

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CHARTER SCHOOL GOALS

1. Goal: *The chart below indicates the goals FLI Charter School has in regards to standardized test performance over the first five years (regular print). An additional row has been added to indicate the 2006 goals (bold print).*

Test	ELA	Math	Science	Social Studies
Percent of Students Scoring in Levels 3 and 4 in Year 1 - School Wide	55%	58%	45%	45%
Annual Percentage Point Increase of Students Scoring in Levels 3 and 4 by cohort (new students would be included in a cohort after two years enrolled at FLI)	5 percentage points	5 percentage points	5 percentage points	5 percentage points
2006 Goal	60%	63%	50%	50%

A. Measure: *See chart above.*

B. Method: *New York State administers annual exams for mathematics and ELA to grades 3 through 8. These exams are a cumulative assessment measuring student mastery of skills at each grade level as determined by NYS standards. The goal is for students to demonstrate proficiency by achieving in Levels 3 or 4 of the exam. The ELA exam was administered in January to all FLI students in grades 3-8. The Mathematics exam was administered in March to all students in grades 3-8. Science exams are administered by New York State for grades 4 and 8 and Social Studies exams in grades 5 and 8.*

C. Results: *The following tables present 2006-07 ELA and Mathematics test results for all 3rd – 8th grade students enrolled in at least their second year along with the results for those grade levels in 2005-06. The last column shows the percentage point change in the percent of students designated proficient from last year to this year. A small table shows the 5th grade 2006-07 Social Studies scores as 8th grade scores are not yet available. There is no Science score chart because scores are not yet available.*

In 2006-07, in regards to ELA all grades stayed even or made improvements highlighted by a 27 percentage point improvement with 7th graders. In regards to Mathematics all grades stayed the same or declined.

ELA Results

2006 Grade Level	2006 Percent Passing (Cohort)	2007 Grade Level	2007 Percent Passing (Cohort)	2007 Percent Passing (entire grade)	FLI Percentage Point Change 2007 compared to 2006 (for cohorts)
Schoolwide	40%		53%	56%	+13
		3	69%	70%	NA
3	49%	4	60%	60%	+11
4	48%	5	52%	52%	+4
5	61%	6	61%	61%	0
6	23%	7	50%	48%	+27
7	17%	8	17%	17%	0

Math
Results

2006 Grade Level	2006 Percent Passing (Cohort)	2007 Grade Level	2007 Percent Passing (Cohort)	2007 Percent Passing (entire grade)	FLI Percentage Point Change 2007 compared to 2006 (for cohorts)
Schoolwide	59%		52%	62%	-7
		3	91%	85%	NA
3	80%	4	80%	80%	0
4	76%	5	52%	52%	-24
5	75%	6	61%	61%	-14
6	39%	7	30%	30%	-9
7	17%	8	17%	17%	0

Social Studies Results

50% of 5th graders at FLI for more than 1 year passed.

D. Analysis/Evaluation: *FLI did not meet its goals in regards to ELA and Mathematics test scores.*

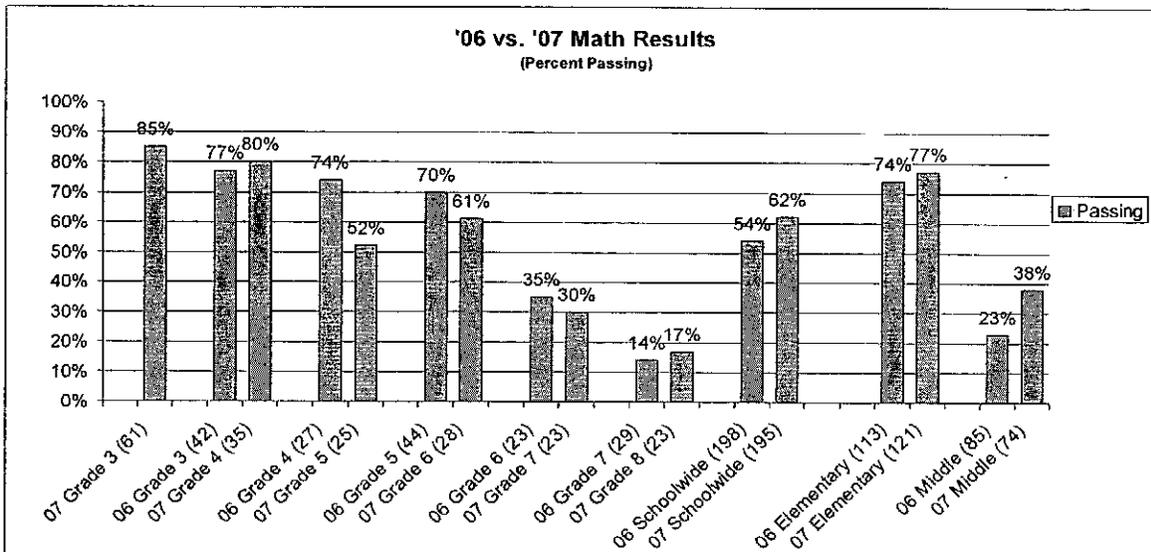
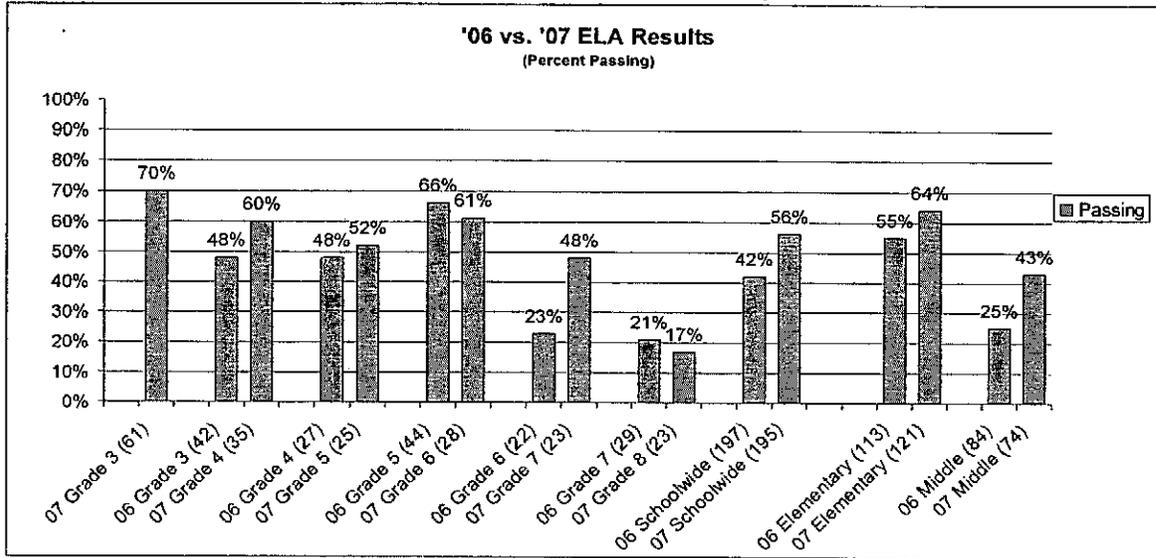
In regards to ELA, 53% of the cohort passed tests as compared to the goal of 60%. This was, however a significant 13 percentage point improvement from 2006. In regards to Mathematics, 52% of the cohort passed tests as compared to the goal of 63%. There was a decrease of 7 percentage points from 2006 to 2007.

Although FLI did not hit its goals for 2007, we remain positive about our future success based on a more holistic view of FLI data and other information (please see charts in Additional Evidence below). FLI's third grade (by far the largest grade in the school) significantly outperformed all other grades in Mathematics and ELA. As these students, and other students in grades that did not test in 2007, move through the school they will have a significant impact on the overall percentage of students passing tests.

As seen in the charts below, there is a significant difference in the outcomes of FLI's middle school vs. elementary school students and that there was a significant drop in Mathematics test scores for the 5th grad . First, It is important to note that most of FLI's 2007 middle school students started at FLI as middle school students or in upper elementary grades as compared to FLI's elementary school students who started at FLI in kindergarten or lower elementary grades. This situation is due to circumstances outside FLI's control while it was part of the NYC DOE. These circumstances had great negative impact on the school that are still being addressed. In the next 2 years FLI will stabilize at a point where the large majority of students will have started at the school in lower elementary grades and moved up through the grades as FLI students. FLI's model of education is built around creating a strong academic foundation in lower grades and then scaffolding upon that foundation, therefore, we believe the demographic shift in the school will be one factor that leads to meeting of all goals.

An additional data point to recognize is that in 2007 most fifth graders were integrated into our middle school as opposed to being in self-contained classes like the rest of the elementary grades. It is clear from the data that this did not serve the students well. As discussed in more detail below, among the changes planned for middle school for 2008, only grades 6 through 8 will be part of the middle school.

E. Additional Evidence: *The Charts below show data for all testing students at FLI comparing 2006 and 2007 results as well as separating out middle and elementary school.*



2. Summary: *In regards to ELA test results, FLI has made progress towards the goal but has not met the goal.*

In regards to Mathematics test results, FLI did not meet its goal, however results in grades 3 and 4 were strong.

In regards to Social Studies test results, current data indicates FLI met its goal, but the data is incomplete.

In regards to Science test results, they are not yet available.

3. Action Plan: *We believe there is significant evidence that both the math and literacy instruction done at FLI is effective within the elementary classrooms. (As mentioned above, in 2007 fifth graders were part of the middle school.) FLI will continue to provide intensive, individualized staff development on these*

instructional strategies for all teachers.

Recognizing that the needs of middle school students have not been met sufficiently, FLI will be restructuring middle school significantly as well as devoting additional resources in this area. Specifically, we are:

- *Hiring a Middle School Assistant Principal to evaluate instruction and provide feedback to teachers on a weekly basis*
- *Redesigning the middle school schedule to provide longer blocks of instructional time and weekly small group intervention within each subject*
- *Training teachers in Responsive Classroom's middle school curriculum, Origins, to provide teachers with the strategies and language to support the social/emotional development of adolescent students*
- *Moving the 5th grade out of the middle school and into self-contained classrooms*
- *Decreasing the student to teacher ratio significantly*

In addition to these steps, we have discussed with our authorizer temporarily eliminating French from the course offerings in middle school, and offering it as an optional course within our Enrichment Program. Doing so will allow us to focus on the core subjects of reading, writing, math, science, and social studies and would provide students with more instructional time in these curricular areas.

1. Goal: *In regards to student retention, FLI Charter School's goal is to fall under the percentages listed in the chart below.*

Charter School Operation Year	Attrition Rate Goals
1	8%
2	7%
3	6%
4	5%
5	5%

A. Measure: *The measure of this goal is the percent of students that leave the school each year.*

B. Method: *FLI recently revised its procedure for measuring attrition to better match the way the NYC DOE records discharged students. The procedure now involves using the number of students discharged from FLI within a school year divided by the number the number of students enrolled at the school during that same year. In the past students who did not return to FLI were included in the previous year's attrition data.*

C. Results: *The attrition percentage for 2007 was 17.8%.*

D. Analysis/Evaluation: *FLI did not meet its 2007 attrition goal. However '06 attrition is now recorded as 6.3%. It was originally recorded as 17%. Please note that 63% of the students counting towards the '07 attrition rate did not return after the '06 school year and were originally credited towards the '06 rate. Therefore, much of 2007 attrition was due to students that did not return to FLI after the 2006 school year. It is important to note that FLI operated as part of the NYC DOE for six years prior to becoming a conversion school. During that time many students entered the school through mechanisms very different from the current lottery system. In many cases students did not choose to come to FLI and were actually placed at FLI by the NYC DOE without family's consent. We believe that the high attrition after the first year of the charter was partly due to this fact.*

E. Additional Evidence: NA

2. Summary: *FLI did not achieve its attrition goal for 2007.*

3. Action Plan: *In most cases reasons for attrition include family relocation out, family disagreement with FLI's expectations, values, structure, and/or instructional approach, identification by family of a geographically closer school, and family avoidance of student holdover.*

Our focus moving forward will be to identify those factors we can control and put plans in place to address them as effectively as possible. Specifically, we hope to ensure as much buy-in to FLI's instructional model and expectations up front as possible. We have spent more time than ever meeting with new families one-on-one to answer their questions and give detailed information about the school. This has even included the use of a custom-made video that specifically outlines the expectations of families and students at FLI.

1. Goal: *FLI Charter School sets its goal of maintaining at least 95% attendance in its first year and every year thereafter.*

A. Measure: *The measure of this goal is the attendance percentage for all students in the school within a given school year including 15 days of instruction each summer.*

B. Method: *Attendance percentage is determined by adding the total number of days each student was in school divided by the possible number of days each student could have been in school.*

C. Results: *The attendance percentage for 2007 was 94.2%.*

D. Analysis/Evaluation: *Our attendance percentage was just shy of our goal.*

E. Additional Evidence: *N/A*

2. Summary: *FLI did not achieve its attendance goal for 2007 falling .8 of a percentage point below the mark.*

3. Action Plan: *While we believe the '07 result is still strong even if it was shy of the goal, we continue to work towards increasing our attendance rate. We are spending more time this summer than in the past identifying poor attendance patterns early on in order to aggressively follow up with families prior to September. And, we are making sure to continue to stress attendance expectations to newly enrolling families.*

1. Goal: *FLI Charter School will track statistics on suspensions and Weekly Report scores. FLI Charter School's goal is that the average Weekly Report scores for the student body as a whole will improve each year for the first five years and then remain stable. Similarly, the number of suspensions should decrease for the first five years and then remain stable.*

A. Measure: *The measure of this goal is the average weekly report score and the number of suspensions within a school year as compared to prior years.*

B. Method: *Although weekly reports were used in 2007 the data is not available for analysis. In middle school grades weekly reports were restructured and data is not comparable to 2006. In elementary grades weekly report data was not captured.*

Suspension data is gathered throughout the year in FLI's customized data base. The integrity of the data is reviewed by FLI's Director of Operations several times throughout the year. The number of suspensions that occurred within the year is totaled for this measure.

C. Results: *There were 48 suspensions in 2007 as compared to 98 in 2006.*

D. Analysis/Evaluation: *FLI cut the number of suspensions by more than half in 2007. We believe this was due to*

- *Proactive support and behavior management plans for targeted students.*
- *Greater oversight of Dean's role in suspension process.*
- *Focus on moving to a "discipline as teaching" from "discipline as punishing" mindset through Responsive Classroom and Origins training and turnkey training for all staff.*

However, we believe number of suspensions should be much lower still.

E. Additional Evidence: NA

2. Summary: *FLI did achieve its goal of reducing the number of suspensions compared to 2006.*

3. Action Plan: *While FLI met its goal for 2007, we believe there is still much work to do in regards to student discipline. We will continue to focus on proactively addressing student needs and provide supports such as counseling to students. Additionally, in 2008 FLI is making a significant investment in the Responsive Classroom and Origins programs in order to train all staff interacting with students.*

1. Goal: *FLI Charter School's goal is that parent and staff satisfaction will increase over the first five years and then stabilize at a high level.*

A. Measure: *The measure of this goal is the percent of parents and percent of staff rating FLI as satisfactory on end-of-the-year surveys.*

B. Method: *Parents: Hard copies of surveys are distributed to all parents at the end of the school year. Surveys are numbered so that they can remain anonymous to all except the Parent Coordinator who used the numbers to identify parents who have not returned surveys enabling her to follow up with those parents to ensure the highest number of possible returns. Parents rate the school in several areas with the following ratings: very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied, don't know/can't judge. One area parents are asked to rate is "Overall satisfaction with FLI." For this measure the number of parents rating this area with "very satisfied" or "somewhat satisfied" is divided by the total number of parents responding. Please note that families do not have to fill out more than one survey if they have multiple children at FLI, but their data is counted for as many times as the number of children enrolled.*

Staff: All staff are asked to fill out an electronic survey at the end of the school year. One question is "Overall, how satisfied are you with FLI." Ratings for this question are very satisfied, satisfied, unsatisfied, very unsatisfied, and not applicable. For this measure the number of staff rating this area with "very satisfied" or "satisfied" is divided by the total number of staff responding.

C. Results: *In regards to parent satisfaction, 200 out of 213 (93.9%) responded with a "very satisfied" or "somewhat satisfied" answer to the question, "Overall satisfaction with FLI" in '07 as compared to 90% in '06.*

In regards to staff satisfaction, 66% responded with "very satisfied" or "satisfied" to the question "Overall, how satisfied are you with FLI" in '07 as compared to 86% in '06.

D. Analysis/Evaluation: *In regards to parent satisfaction, we believe the rate is high. We hope moving forward to maintain this high rate.*

In regards to staff, we are disappointed in the result. By looking through the rest of the survey data (see below in Additional Evidence) more closely as well as the written responses given by some staff, we have a sense that generally staff believe FLI is a good place for children but not as good for the adults working there. Concerns about hostile parent interactions were brought up specifically.

E. Additional Evidence: *Three other questions asked on the staff survey relevant to this goal were:*

Question	Percent of Staff Indicating Satisfaction
Overall, how satisfied are you with FLI's teaching and learning program?	76%
Overall, how satisfied are you with FLI as a school for children?	76%
How satisfied are you with FLI as a workplace?	62%

2. Summary: *FLI did achieve its goal in regards to parent satisfaction with over a 3.9 percentage point gain over 2006 results. .*

FLI did not achieve its goal in regards to staff satisfaction with a decrease of 20 percentage points as compared to 2006.

3. Action Plan: *FLI took several steps in 2006 to involve parents in the community such as:*

- *Formation of Parent Involvement Council.*
- *Revisions of Parent/Teacher Council to allow for more parent involvement.*
- *Continued Co-director monthly breakfasts.*

FLI will continue with these initiatives as well as piloting a more aggressive outreach program to the parents of new kindergarten students focusing specifically on increasing the parent involvement around students' academic progress.

In order to achieve increased staff satisfaction in 2008, we are:

- *Making adjustments to school policies regarding parents that teachers have requested (i.e. parents cannot come to classrooms without an appointment).*
- *Committing significant resources to improve overall school culture by contracting with the Responsive Classroom and Origins programs for professional development and consultations.*
- *Implementing Cabinet Meetings including all Administrators that prioritize improving student discipline by focusing on proactive initiatives such as parent outreach, mediation, and ongoing teacher development.*
- *Hiring an Assistant Principal to specifically focus on middle school grades thereby allowing for more administrative support for staff throughout the school.*
- *Ensuring that candidates for teaching positions have a very clear idea of what working at FLI entails.*

1. Goal: *FLI Charter School's goal will be that 100% of students attend high schools that graduate at least 75% of their students.*

A. Measure: *To measure this goal FLI researches the most recent graduation results of every high school that a graduate is planning on attending.*

Please note that until April, 2007 FLI used NYC DOE released graduation data for public school graduation rates. However, in April of 2007, the New York State Department of Education posted graduation rates for high schools. The two sets of data were not consistent. Graduation rates in the NYS data were generally significantly lower than NYC data. Therefore, both sets of data are reflected in the results below.

B. Method: *At this point in the year, it is still possible students may choose to attend a high school other than what they have indicated, therefore we use the high schools we believe to the best of our knowledge graduates will matriculate to.*

It is important to note that many of the high schools FLI graduates attend do not have publicly accessible graduation rates and/or do not yet have graduation rates available due to the fact they have not yet graduated students (i.e. new schools). For parochial and private schools that don't post graduation rates we make the assumption that they are above 75%. For new schools we do not make any assumptions and therefore indicate that rates are not yet available.

C. Results: *Using data available by the NYC DOE during the application process, the HSP results are as follows:*

- *48% of students matriculated to schools that do not yet have graduation data available*
- *39% of students matriculated to schools that have 75% or greater graduation rates*
- *13% of students matriculated to schools that have lower than a 75% graduation rate.*

In April of 2007, the New York State Department of Education posted updated graduation rates for high schools. Using that data, the HSP placement results are as follows:

- *48% of students matriculated to schools that do not yet have graduation data available*
- *17% of students matriculated to schools that have 75% or greater graduation rates*
- *35% of students matriculated to schools that have lower than a 75% graduation rate.*

D. Analysis/Evaluation:

It is important to note that NYS graduation rate data was not available during the process of school selection and application. Therefore, as we were using NYC DOE data we were under the impression that several of the schools students applied to had a higher graduation rate than they actually did. Using NYC DOE data from earlier in the year only 13% of students did not matriculate to a high school with a 75% or higher graduation rate.

Also, please note that '07 8th graders were particularly hard to place due to low 7th grade test scores, low grades, and lack of parent involvement. The majority of this group of students had started at FLI in 2005 before it was a charter school because they had not been accepted to other middle schools in the district. Considering these factors, placement was adequate, although not excellent. A restructuring of the High School Placement Program is occurring for the 2008 school year (see Action Plan).

E. Additional Evidence: *NA*

2. Summary: *Based on the newest results released by the NYS Department of Education FLI did not achieve its goal in regards to high school placement.*

3. Action Plan:

For 2008 High School Placement Programming will be restructured:

- *To better address the needs of the current class of 8th grade students including a focus on selective public high schools and other high performing public high schools as opposed to private and parochial schools.*
- *To approach high school placement as a long term and school wide initiative by investing resources to educate parents and students in the lower grades about the high school application process and high school options.*
- *To generate excitement throughout all grades around high school opportunities.*

1. Goal: *DRA individual reading assessments are used in all grades at FLI. We expect that 85% of students in grades 1-3 will score at or above grade level on end of the year assessments.*

A. Measure: *DRA scores of independent reading level of all students in grades 1 through 3 are*

compared against an internally prepared "Reading Proficiency Chart" as indicating students to be either "below," "at," or "above" grade level.

B. Method: DRA assessments are conducted at the beginning of the year for all students and again in April/May for students in grades k-7. FLI has created a "Reading Proficiency Chart" (below) that details the levels we deem to be at, above, or below level for each grade. It is important to note that students' independent reading levels, and not instructional reading levels, are used to judge proficiency.

K-8 Reading Proficiency

	July	November	April
Kindergarten	NA	NA	Reading Levels 1-2
First Grade	Reading Levels 3-6	Reading Levels 8-10	Reading Levels 12-16
Second Grade	Reading Levels 18-20	Reading Levels 20-24	Reading Levels 24- 28
Third Grade	Reading Level 28	Reading Levels 30-34	Reading Level 34
Fourth Grade	3c	4a	4b
Fifth Grade	4c	5a	5b
Sixth Grade	5c	6a	6b
Seventh Grade	6c	7a	7a/7b
Eighth Grade	7b	8a	8a/8b

C. Results: 77% of students in grades 1-3 scored at or above grade level in spring assessment (as compared to 52% in the beginning of the year).

Grade	% At or Above
k	92.5%
1	91.7%
2	76.2%
3	66.7%
4	83.3%
5	72.7%
6	63.0%
7	43.5%

D. Analysis/Evaluation:

While we are not at 85%, the increase compared to the fall results was significant – a 25 percentage point increase.

E. Additional Evidence: NA

2. Summary: FLI did not meet its goal in regards to end of the year DRA results for grades 1-3 although students made a 25 percentage point gain compared against the beginning of the year results.

3. Action Plan: FLI will continue to provide intensive and extensive literacy instruction to students in its lower grades as well as significant literacy professional development to staff.

Additionally, for 2008 the "word study," aspect of our Balanced Literacy curriculum has been revised to have more detailed learning outcomes which should lead to improved phonemic awareness and vocabulary development. .

Summary of Goals

Measure	Type	Description	Outcome
1	Absolute	On NYS ELA tests, 60% of students will score in levels 3 and 4 by cohort (new students would be included in a cohort after two years enrolled at FLI).	Did Not Meet
2	Absolute	On NYS Mathematics tests, 63% of students will score in levels 3 and 4 by cohort (new students would be included in a cohort after two years enrolled at FLI).	Did Not Meet
3	Absolute	On NYS Social Studies tests, 50% of students will score in levels 3 and 4 by cohort (new students would be included in a cohort after two years enrolled at FLI).	Data not yet complete
4	Absolute	On NYS Science tests, 60% of students will score in levels 3 and 4 by cohort (new students would be included in a cohort after two years enrolled at FLI).	Data not yet available
5	Absolute	Student attrition will be below 7%.	Did Not Meet
6	Absolute	Student attendance will be 95% or higher.	Did Not Meet
7	Comparative	The number of suspensions will be lower than in 2006.	Met
8	Comparative	Parent satisfaction will increase compared to 2006.	Met
9	Comparative	Staff satisfaction will increase compared to 2006.	Did Not Meet
10	Absolute	100% of students attend high schools that graduate at least 75% of their students.	Did Not Meet
11	Absolute	85% of students in grades 1-3 will score at or above grade level on end of the year assessments.	Did Not Meet



STUDENT ASSESSMENT DATA



ELA

Analysis of Test Performance Levels of a Cohort of Students from Grade 3 in 2006 to Grade 4 in 2007

ELA

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 3 2006	Grade 4 2007
1			Kadidiatou		3	3
2			Batts; Dionte		2	3
3			Boyce; Kalifa		3	3
4			Brown; Kiana		2	3
5			Jarius		2	3
6			Malcolm		2	2
7			Karen		3	3
8			Jareyou		3	3
9			Dorsey; Niya		2	2
10			Sondai		3	3
11			Gilroy		1	2
12			Jaques		2	2
13			Forbes; Kasa		3	2
14			Nadine		2	3
15			Jakari		2	2
16			Hill; Mark		2	1
17			Ashantee		2	2
18			Adrian		3	2
19			Desiree		2	2
20			Christina		2	3
21			Jeannine		3	3
22			Edward		3	3
23			Krizta		3	3
24			Richael		2	1
25			Brandon		3	3
26			Quentin		2	3
27			Pope; James		3	3
28			Kelisa		3	3
29			Maimunata		3	3
30			Aminata		2	3
31			Shkeyma		3	2
32			Jemir		3	3
33			Thalia		2	2
34			Geovante		1	2
35			White; Ariysa		3	3
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0				2
	2	2	7			12
	3	0	7	14	0	21
	4	0	0	0	0	0
Total		2	16	17	0	35

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0.0%	5.7%			5.7%
	2	5.7%	20.0%			34.3%
	3	0.0%	20.0%	40.0%	0.0%	60.0%
	4	0.0%	0.0%	0.0%	0.0%	0.0%
Total		5.7%	45.7%	48.6%	0.0%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			
		Level	1 & 2	3 & 4	Total
2007	1 & 2		31.4%		40.0%
	3 & 4		20.0%	40.0%	60.0%
	Total		51.4%	48.6%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	1	2	3	0	Totals
	Positive	25.7%	0.0%	0.0%	
Negative	14.3%	0.0%	0.0%		14.3%
No Difference →				60.0%	60.0%
100.0%					
↑ Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	20.0%
	20.0%	0.0%	0.0%	0.0%	
◇ No Difference	1 to 1	2 to 2	3 to 3	4 to 4	60.0%
	0.0%	20.0%	40.0%	0.0%	
Other Changes:	Positive		Negative		
	3 to 4	1 to 2	2 to 1	4 to 3	
Above Threshold	0.0%			0.0%	0.0%
Below Threshold		5.7%	5.7%		11.4%
Cohort Total					100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 3 in 2006 to Grade 4 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 3 2006	Grade 4 2007
1						
52						
53						
4						
5						
56						
7						
8						
59						
0						
1						
62						
63						
4						
65						
66						
7						
8						
69						
0						
1						
72						
73						
4						
75						
76						
7						
8						
79						
0						
1						
82						
83						
4						
85						
86						
7						
8						
89						
0						
1						
92						
93						
4						
95						
96						
7						
8						
99						
0						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Grade 3-4 Cohort Size= 35	
Percent at Levels 3 & 4 in 2005-06	48.6%
Proficiency Target Point in 2006-07	61.8%
Percent at Levels 3 & 4 in 2006-07	60.0%
Gain or Loss from Last Year	11.4%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 4 in 2006 to Grade 5 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 4 2006	Year 2 Grade 5 2007
1			Kenneth		2	2
2			Dashawn		1	1
3			Dwayne		3	3
4			Bernice		1	1
5			Alexus		3	3
6			Davis; Justin		2	2
7			Fatoumata		2	2
8			Drame; Fanta		3	3
9			Chenille		2	2
10			Latisha		2	3
11			Nyree		3	3
12			Destini		3	3
13			Chadai		3	3
14			Jazzmine		3	3
15			Lopez; Aaron		1	2
16			Corneh		3	2
17			Khalil		2	3
18			Nelaja		3	3
19			Anthony		2	2
20			Smoot; Dion		2	3
21			Kaytrell		3	2
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
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41						
42						
43						
44						
45						
46						
47						
48						
49						
50						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	2	0			2
	2	1	5			8
	3	0	3	8	0	11
	4	0	0	0	8	8
Total		3	8	10	0	21

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	9.5%	0.0%			9.5%
	2	4.8%	23.8%			38.1%
	3	0.0%	14.3%	38.1%	0.0%	52.4%
	4	0.0%	0.0%	0.0%	0.0%	0.0%
Total		14.3%	38.1%	47.6%	0.0%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test		
		Level	1 & 2	3 & 4
2007	1 & 2	38.1%		47.6%
	3 & 4	14.3%	38.1%	52.4%
	Total	52.4%	47.6%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	1	2	3	0	Totals	
Positive	19.0%	0.0%	0.0%		19.0%	
Negative	9.5%	0.0%	0.0%		9.5%	
No Difference --->				71.4%	71.4%	
100.0%						
↑	Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	14.3%
		14.3%	0.0%	0.0%	0.0%	
◇	No Difference	1 to 1	2 to 2	3 to 3	4 to 4	71.4%
		9.5%	23.8%	38.1%	0.0%	
↓	Other Changes:	Positive		Negative		
		3 to 4	1 to 2	2 to 1	4 to 3	
	Above Threshold	0.0%			0.0%	0.0%
	Below Threshold		4.8%	0.0%		4.8%
Cohort Total						100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 4 in 2006 to Grade 5 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 4 2006	Grade 5 2007
1						
2						
3						
4						
5						
56						
7						
8						
59						
10						
11						
62						
63						
14						
55						
66						
7						
8						
69						
70						
1						
72						
73						
4						
75						
76						
7						
8						
79						
10						
11						
82						
83						
14						
85						
86						
7						
8						
89						
10						
11						
92						
93						
14						
95						
96						
7						
8						
99						
100						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Grade 4-5 Cohort Size= 21	
Percent at Levels 3 & 4 in 2005-06	47.6%
Proficiency Target Point in 2006-07	61.3%
Percent at Levels 3 & 4 in 2006-07	52.4%
Gain or Loss from Last Year	4.8%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 5 in 2006 to Grade 6 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 5 2006	Year 2 Grade 6 2007
1			Allen; Joy		2	2
2			Mariame		3	2
3			Marcus		1	2
4			Best; Tyre		2	2
5			Bryant; Derel		3	3
6			Carey; Raven		3	3
7			Timara		2	3
8			Tamyra		2	3
9			Diallo; Istou		3	3
10			Elife; Janel		2	2
11			Francis; Nia		2	3
12			Donnell		3	3
13			Rashad		3	3
14			Tatiana		3	3
15			Jenelle		3	3
16			Jenaisha		3	3
17			Davonte		3	2
18			Justin		3	3
19			Shawan		2	3
20			Riley; Tyreen		3	3
21			Emari		3	3
22			Christian		3	2
23			Brianna		3	2
24			Jasyra		3	3
25			Deja		2	2
26			Tonya		2	3
27			Kenyon		3	2
28			Evan		2	2
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0	0	0	0	0
	2	1	5	0	0	11
	3	0	5	12	0	17
	4	0	0	0	0	0
	Total	1	10	17	0	28

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0.0%	0.0%	0.0%	0.0%	0.0%
	2	3.6%	17.9%	0.0%	0.0%	39.3%
	3	0.0%	17.9%	42.9%	0.0%	60.7%
	4	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	3.6%	35.7%	60.7%	0.0%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test		
		Level	1 & 2	3 & 4
2007	1 & 2	21.4%	0.0%	39.3%
	3 & 4	17.9%	42.9%	60.7%
	Total	39.3%	60.7%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

	Movement	1	2	3	0	Totals
	↑	Positive	21.4%	0.0%	0.0%	0.0%
	Negative	17.9%	0.0%	0.0%	0.0%	17.9%
	No Difference →	0.0%	17.9%	42.9%	0.0%	60.7%
		0.0%	17.9%	42.9%	0.0%	60.7%
↑	Becoming Proficient	2 to 3 17.9%	1 to 3 0.0%	2 to 4 0.0%	1 to 4 0.0%	17.9%
◇	No Difference	1 to 1 0.0%	2 to 2 17.9%	3 to 3 42.9%	4 to 4 0.0%	60.7%
	Other Changes:	Positive		Negative		
		3 to 4 0.0%	1 to 2 0.0%	2 to 1 0.0%	4 to 3 0.0%	
	Above Threshold	0.0%	0.0%	0.0%	0.0%	0.0%
	Below Threshold	0.0%	3.6%	0.0%	0.0%	3.6%
	Cohort Total	0.0%	17.9%	42.9%	0.0%	60.7%

Analysis of Test Performance Levels of a Cohort of Students from Grade 5 in 2006 to Grade 6 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 5 2006	Grade 6 2007
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
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25						
26						
27						
28						
29						
30						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress? Grade 5-6 Cohort Size= 28	
Percent at Levels 3 & 4 in 2005-06	60.7%
Proficiency Target Point in 2006-07	67.9%
Percent at Levels 3 & 4 in 2006-07	60.7%
Gain or Loss from Last Year	0.0%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:
If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.
If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 6 in 2006 to Grade 7 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 6 2006	Year 2 Grade 7 2007
1			Alston; Erica		3	3
2			Shyhiem		2	3
3			Cruz; Najwa		2	2
4			Curry; Tieliek		2	3
5			Diop; Nebaly		1	2
6			Diouf; Aida		3	4
7			Jessica		2	3
8			Ford; George		2	2
9			Daveesha		2	3
10			Chanel		3	2
11			Vanessa		1	2
12			Amenata		2	3
13			Saladin		1	2
14			Khoudia		2	3
15			Brittany		2	1
16			Jaevon		3	3
17			Jasmine		3	3
18			Siby; Rabe		2	3
19			Marquis		2	2
20			Godwill		2	2
21			Damien		2	2
22			Dashawn		1	2
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test					Total
		1	2	3	4		
2007	1	0				1	
	2	4	5			10	
	3	0	7	3	0	10	
	4	0	0		0	1	
	Total	4	13	5	0	22	

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test					Total
		1	2	3	4		
2007	1	0.0%	4.5%			4.5%	
	2	18.2%	22.7%			45.5%	
	3	0.0%	31.8%	13.6%	0.0%	45.5%	
	4	0.0%	0.0%	4.5%	0.0%	4.5%	
	Total	18.2%	59.1%	22.7%	0.0%	100.0%	

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			Total
		Level	1 & 2	3 & 4	
2007	1 & 2		45.5%		50.0%
	3 & 4		31.8%	18.2%	50.0%
	Total		77.3%	22.7%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	2006 Test				Totals	
	1	2	3	4		
Positive	54.5%	0.0%	0.0%		54.5%	
Negative	9.1%	0.0%	0.0%		9.1%	
No Difference →				36.4%	36.4%	
100.0%						
↑ Becoming Proficient	2 to 3	31.8%	0.0%	0.0%	0.0%	31.8%
	1 to 3					
◇ No Difference	1 to 1	0.0%	22.7%	13.6%	0.0%	36.4%
	2 to 2					
Other Changes:	Positive		Negative			
	3 to 4	4.5%	2 to 1	4.5%	0.0%	4.5%
Above Threshold				0.0%	4.5%	
Below Threshold		18.2%	4.5%		22.7%	
Cohort Total					100.0%	

Analysis of Test Performance Levels of a Cohort of Students from Grade 6 in 2006 to Grade 7 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 6 2006	Year 2 Grade 7 2007
1						
32						
53						
4						
5						
56						
7						
8						
59						
60						
1						
62						
63						
4						
5						
66						
7						
8						
69						
70						
1						
72						
73						
4						
5						
76						
7						
8						
79						
70						
1						
82						
83						
4						
5						
86						
7						
8						
89						
0						
1						
92						
93						
4						
5						
96						
7						
8						
99						
10						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress? Grade 6-7 Cohort Size= 22	
Percent at Levels 3 & 4 in 2005-06	22.7%
Proficiency Target Point in 2006-07	48.9%
Percent at Levels 3 & 4 in 2006-07	50.0%
Gain or Loss from Last Year	27.3%
Did This Cohort Meet Its Target?	YES

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 7 in 2006 to Grade 8 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 7 2006	Year 2 Grade 8 2007
1			Jeffrey Duva		2	2
2			Brown; Kerry		2	2
3			Dale		2	2
4			Quintell		2	2
5			Quinton		2	2
6			Abdoulaye		2	1
7			Fatoumata		2	2
8			Cassandra		2	2
9			Vernon		1	2
10			Edem; Habib		2	2
11			Alexandria		3	3
12			Shaquille		2	2
13			Asim Jafari		1	1
14			Talisha		2	2
15			Justin		2	2
16			Veronica		3	3
17			Steven		2	2
18			Patrick		2	2
19			Mamadou		3	3
20			Renita		2	3
21			Rowe; Shane		3	2
22			Jamal		1	2
23			George		2	2
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	1				2
	2	2	14			17
	3	0	1	3	0	4
	4	0	0	0	0	0
	Total	3	16	4	0	23

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	4.3%	4.3%			8.7%
	2	8.7%	60.9%			73.9%
	3	0.0%	4.3%	13.0%	0.0%	17.4%
	4	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	13.0%	69.6%	17.4%	0.0%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			
		Level	1 & 2	3 & 4	Total
2007	1 & 2		78.3%		82.6%
	3 & 4		4.3%	13.0%	17.4%
	Total		82.6%	17.4%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	1	2	3	0	Totals
	Positive	13.0%	0.0%	0.0%	
Negative	8.7%	0.0%	0.0%		8.7%
No Difference ---->				78.3%	78.3%
100.0%					
Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	4.3%
	4.3%	0.0%	0.0%	0.0%	
No Difference	1 to 1	2 to 2	3 to 3	4 to 4	78.3%
	4.3%	60.9%	13.0%	0.0%	
Other Changes:	Positive		Negative		
	3 to 4	1 to 2	2 to 1	4 to 3	
Above Threshold	0.0%			0.0%	0.0%
Below Threshold		8.7%	0.0%		13.0%
Cohort Total					100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 7 in 2006 to Grade 8 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 7 2006	Grade 8 2007
51						
52						
53						
54						
55						
56						
57						
58						
59						
60						
61						
62						
63						
64						
65						
66						
67						
68						
69						
70						
71						
72						
73						
74						
75						
76						
77						
78						
79						
80						
81						
82						
83						
84						
85						
86						
87						
88						
89						
90						
91						
92						
93						
94						
95						
96						
97						
98						
99						
100						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Grade 7-8 Cohort Size= 23	
Percent at Levels 3 & 4 in 2005-06	17.4%
Proficiency Target Point in 2006-07	46.2%
Percent at Levels 3 & 4 in 2006-07	17.4%
Gain or Loss from Last Year	0.0%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES. If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 1: Cohort Analysis - Proficiency Level Grid						
Number of Students - How They Did in 2007 Compared to 2006						
		2006 Test				Total
		1	2	3	4	
2007	1	3				7
	2	10	36			58
	3	0	23	40	0	63
	4	0	0	1	6	1
	Total	13	63	53	0	129

CHART 2: Cohort Analysis - Proficiency Level Grid						
Percent of Students - How They Did in 2007 Compared to 2006						
		2006 Test				Total
		1	2	3	4	
2007	1	2.3%	3.1%			5.4%
	2	7.8%	27.9%			45.0%
	3	0.0%	17.8%	31.0%	0.0%	48.8%
	4	0.0%	0.0%	0.8%	0.0%	0.8%
	Total	10.1%	48.8%	41.1%	0.0%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants					
		2006 Test			
		Level	1 & 2	3 & 4	Total
2007	1 & 2		41.1%		50.4%
	3 & 4		17.8%	31.8%	49.6%
	Total		58.9%	41.1%	100.0%

Chart 4: Changes in Proficiency Levels from 2006 to 2007						
	Movement	1	2	3	0	Totals
	Positive	26.4%	0.0%	0.0%		26.4%
	Negative	12.4%	0.0%	0.0%		12.4%
	No Difference ---->				61.2%	61.2%
						100.0%
↑	Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	17.8%
		17.8%	0.0%	0.0%	0.0%	
◇	No Difference	1 to 1	2 to 2	3 to 3	4 to 4	61.2%
		2.3%	27.9%	31.0%	0.0%	
	Other Changes:	Positive		Negative		0.8%
		3 to 2	1 to 2	2 to 1	4 to 3	
	Above Threshold	0.8%			0.0%	
	Below Threshold		7.8%	3.1%		
	Cohort Total					100.0%

Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Cohort Size = 129	
Percent at Levels 3 & 4 in 2005-06	41.1%
Proficiency Target Point in 2006-07	58.0%
Percent at Levels 3 & 4 in 2006-07	49.6%
Gain or Loss from Last Year	8.5%
Did This Cohort Meet Its Target?	NO

2007 Cohort Results					
		Percent at Levels 3 & 4			
Cohort	Num. in Cohort	2005-06 Results	2006-07 Results	2006-07 Target	Met the Target?
3 - 4	35	48.6%	60.0%	61.8%	NO
4 - 5	21	47.6%	52.4%	61.3%	NO
5 - 6	28	60.7%	60.7%	67.9%	NO
6 - 7	22	22.7%	50.0%	48.9%	YES
7 - 8	23	17.4%	17.4%	46.2%	NO
Total	129	41.1%	49.6%	58.0%	NO
In 2007, in how many grades did each cohort in this school reach its target?					1 of 5

Taking into consideration the performance of each cohort, did the school make sufficient progress?	NO
--	----

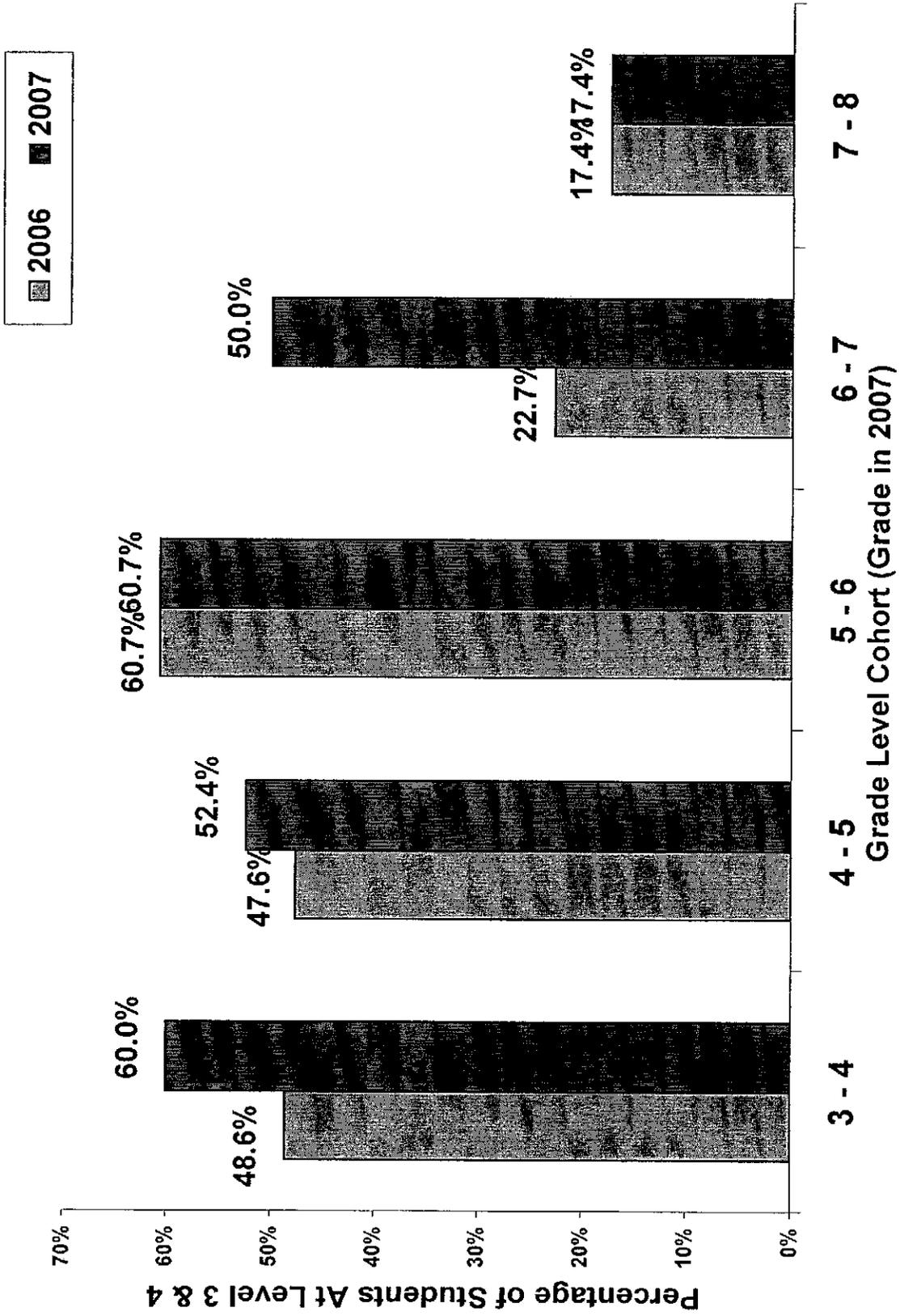
According to the guidelines, if a single grade cohort within a school does not reach its target, then the school cannot be deemed to have made sufficient progress.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO. According to the guidelines, if that should happen, the school cannot be deemed to have made sufficient progress as a whole.

Percentage of Proficient Students in 2007 Compared to 2006





MATH

Analysis of Test Performance Levels of a Cohort of Students from Grade 3 in 2006 to Grade 4 in 2007

MATH

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 3 2006	Year 2 Grade 4 2007
1			Kadidiatou		4	4
2			Batts; Dionte		3	3
3			Boyce; Kalifa		4	3
4			Brown; Kiana		3	3
5			Jarius		3	4
6			Malcolm		3	3
7			Karen		3	3
8			Jareyou		3	4
9			Dorsey; Niya		2	2
10			Sondai		4	4
11			Gilroy		3	3
12			Jaques		3	3
13			Forbes; Kasa		3	3
14			Nadine		3	3
15			Jakari		3	2
16			Hill; Mark		2	2
17			Ashantee		3	3
18			Adrian		2	3
19			Desiree		3	3
20			Christina		2	3
21			Jeannine		4	4
22			Edward		3	3
23			Krizta		3	3
24			Richae!		2	2
25			Brandon		4	3
26			Quentin		3	3
27			Pope; James		3	3
28			Kelisa		3	4
29			Maimunata		3	3
30			Aminata		3	3
31			Shkeyma		2	2
32			Jemir		3	3
33			Thalia		3	2
34			Geovante		1	2
35			White; Ariysa		3	3
36						
37						
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CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0	0	0	0	0
	2	1	4	0	0	7
	3	0	2	18	2	22
	4	0	0	0	3	6
	Total	1	6	23	5	35

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	0.0%	0.0%	0.0%	0.0%	0.0%
	2	2.9%	11.4%	0.0%	0.0%	20.0%
	3	0.0%	5.7%	51.4%	5.7%	62.9%
	4	0.0%	0.0%	8.6%	8.6%	17.1%
	Total	2.9%	17.1%	65.7%	14.3%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			
		Level	1 & 2	3 & 4	Total
2007	1 & 2		14.3%	0.0%	20.0%
	3 & 4		5.7%	74.3%	80.0%
	Total		20.0%	80.0%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	1	2	3	0	Totals		
	Positive	17.1%	0.0%	0.0%		17.1%	
Negative	11.4%	0.0%	0.0%		11.4%		
No Difference →				71.4%	71.4%		
100.0%							
↑	Becoming Proficient		2 to 3	1 to 3	2 to 4	1 to 4	Totals
			5.7%	0.0%	0.0%	0.0%	5.7%
◇	No Difference		1 to 1	2 to 2	3 to 3	4 to 4	Totals
			0.0%	11.4%	51.4%	8.6%	71.4%
↓	Other Changes:		Positive		Negative		Totals
			3 to 4	1 to 2	2 to 1	4 to 3	
	Above Threshold		8.6%			5.7%	14.3%
Below Threshold			2.9%	0.0%		2.9%	
Cohort Total							100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 3 in 2006 to Grade 4 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 3 2006	Grade 4 2007
.1						
.2						
.3						
.4						
.5						
.6						
.7						
.8						
.9						
.0						
.1						
.2						
.3						
.4						
.5						
.6						
.7						
.8						
.9						
.0						
.1						
.2						
.3						
.4						
.5						
.6						
.7						
.8						
.9						
.0						
.1						
.2						
.3						
.4						
.5						
.6						
.7						
.8						
.9						
.0						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress? Grade 3-4 Cohort Size= 35	
Percent at Levels 3 & 4 in 2005-06	80.0%
Proficiency Target Point in 2006-07	Gain
Percent at Levels 3 & 4 in 2006-07	80.0%
Gain or Loss from Last Year	0.0%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 4 in 2006 to Grade 5 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 4 2006	Year 2 Grade 5 2007
1			Kenneth		3	2
2			Dashawn		2	1
3			Dwayne		3	2
4			Bernice		1	1
5			Alexus		3	3
6			Davis; Justin		3	3
7			Fatoumata		2	2
8			Drame; Fanta		4	3
9			Chenille		3	2
10			Latisha		3	3
11			Nyree		3	2
12			Destfni		3	3
13			Chadai		3	3
14			Jazzmine		3	3
15			Lopez; Aaron		3	2
16			Corneh		4	3
17			Khalil		4	4
18			Nelaja		3	2
19			Anthony		3	3
20			Smoot; Dion!		2	3
21			Kaytrell		1	2
22						
23						
24						
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CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	1				2
	2	1				8
	3	0	1	7	2	10
	4	0	0	0	1	1
	Total	2	3	13	3	21

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	4.8%	0.0%			9.5%
	2	4.8%	4.8%			38.1%
	3	0.0%	4.8%	33.3%	9.5%	47.6%
	4	0.0%	0.0%	0.0%	4.8%	4.8%
	Total	9.5%	14.3%	61.9%	14.3%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			
		Level	1 & 2	3 & 4	Total
2007	1 & 2		19.0%		47.6%
	3 & 4		4.8%	47.6%	52.4%
	Total		23.8%	76.2%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

	Movement	1	2	3	4	Totals
		Positive	9.5%	0.0%	0.0%	
	Negative	42.9%	0.0%	0.0%		42.9%
	No Difference →				47.6%	47.6%
						100.0%
↑	Becoming Proficient	2 to 3 4.8%	1 to 3 0.0%	2 to 4 0.0%	1 to 4 0.0%	4.8%
◇	No Difference	1 to 1 4.8%	2 to 2 4.8%	3 to 3 33.3%	4 to 4 4.8%	47.6%
	Other Changes:	Positive		Negative		
	Above Threshold	3 to 4 0.0%	1 to 2 0.0%	2 to 3 0.0%	4 to 3 0.0%	9.5%
	Below Threshold		4 to 2 4.8%	3 to 1 4.8%		9.5%
	Cohort Total					100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 4 in 2006 to Grade 5 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 4, 2006	Grade 5 2007
.1						
.2						
53						
.4						
.5						
56						
.7						
.8						
59						
.0						
.1						
62						
63						
.4						
.5						
66						
.7						
.8						
69						
.0						
.1						
72						
73						
.4						
.5						
76						
.7						
.8						
79						
.0						
.1						
82						
83						
.4						
.5						
86						
.7						
.8						
89						
.0						
.1						
92						
93						
.4						
.5						
96						
.7						
.8						
99						
00						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Grade 4-5 Cohort Size= 21	
Percent at Levels 3 & 4 in 2005-06	76.2%
Proficiency Target Point in 2006-07	Gain
Percent at Levels 3 & 4 in 2006-07	52.4%
Gain or Loss from Last Year	-23.8%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 5 in 2006 to Grade 6 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 5 2006	Year 2 Grade 6 2007
1			Allen; Joy		3	3
2			Mariame		3	3
3			Marcus		2	2
4			Best; Tyre		3	2
5			Bryant; Derel		3	3
6			Carey; Raven		2	2
7			Timara		2	2
8			Tamyra		3	2
9			Diallo; Istou		3	3
10			Elife; Janel		3	2
11			Francis; Nia		3	3
12			Donnell		3	4
13			Rashad		3	3
14			Tatiana		3	3
15			Jenelle		3	3
16			Jenaisha		3	3
17			Davonte		2	2
18			Justin		3	3
19			Shawan		3	3
20			Riley; Tyreen		4	3
21			Emari		3	2
22			Christian		3	3
23			Brianna		2	3
24			Jasyra		3	3
25			Deja		1	1
26			Tonya		1	2
27			Kenyon		3	2
28			Evan		3	3
29						
30						
31						
32						
33						
34						
35						
36						
37						
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47						
48						
49						
50						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	1	0	0	0	1
	2	0	4	0	0	4
	3	0	1	14	1	16
	4	0	0	1	0	1
	Total	2	5	20	1	28

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	3.6%	0.0%	0.0%	0.0%	3.6%
	2	3.6%	14.3%	0.0%	0.0%	35.7%
	3	0.0%	3.6%	50.0%	3.6%	57.1%
	4	0.0%	0.0%	3.6%	0.0%	3.6%
	Total	7.1%	17.9%	71.4%	3.6%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test		
		Level	1 & 2	3 & 4
2007	1 & 2	21.4%	0.0%	39.3%
	3 & 4	3.6%	57.1%	60.7%
	Total	25.0%	75.0%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

	Movement	1	2	3	0	Totals
	Positive		10.7%	0.0%	0.0%	
Negative		21.4%	0.0%	0.0%		21.4%
No Difference	→				67.9%	67.9%
						100.0%
↑	Becoming Proficient	2 to 3 3.6%	1 to 3 0.0%	2 to 4 0.0%	1 to 4 0.0%	3.6%
	No Difference	1 to 1 3.6%	2 to 2 14.3%	3 to 3 50.0%	4 to 4 0.0%	67.9%
◇	Other Changes:	Positive		Negative		
	Above Threshold	3.6%	0.0%	0.0%	3.6%	7.1%
	Below Threshold	0.0%	3.6%	0.0%	0.0%	3.6%
	Cohort Total					100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 5 in 2006 to Grade 6 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 5 2006	Grade 6 2007
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
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49						
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CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Grade 5-6 Cohort Size= 28	
Percent at Levels 3 & 4 in 2005-06	75.0%
Proficiency Target Point in 2006-07	Gain
Percent at Levels 3 & 4 in 2006-07	60.7%
Gain or Loss from Last Year	-14.3%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:
 If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.
 If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 6 in 2006 to Grade 7 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 6 2006	Year 2 Grade 7 2007
1			Alston; Erica		3	3
2			Shyhiem		3	3
3			Cruz; Najwa		1	1
4			Curry; Tieliek		3	3
5			Iliyassou		1	1
6			Diop; Nebaly		2	1
7			Diouf; Aida		3	4
8			Jessica		2	2
9			Ford; George		2	2
10			Daveesha		2	2
11			Chanel		3	2
12			Vanessa		2	2
13			Amenata		3	2
14			Saladin		1	2
15			Khoudia		2	2
16			Brittany		1	1
17			Jaevon		2	2
18			Jasmine		3	3
19			Siby; Rabe		3	3
20			Marquis		3	3
21			Godwill		1	2
22			Damien		2	2
23			Dashawn		1	1
24						
25						
26						
27						
28						
29						
30						
31						
32						
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CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	4				5
	2	2	7			11
	3	0	0	6	0	6
	4	0	0		0	1
	Total	6	8	9	0	23

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	17.4%	4.3%			21.7%
	2	8.7%	30.4%			47.8%
	3	0.0%	0.0%	26.1%	0.0%	26.1%
	4	0.0%	0.0%	4.3%	0.0%	4.3%
	Total	26.1%	34.8%	39.1%	0.0%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			
		Level	1 & 2	3 & 4	Total
2007	1 & 2		60.9%		69.6%
	3 & 4		0.0%	30.4%	30.4%
	Total		60.9%	39.1%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

	Movement	1	2	3	0	Totals
		Positive	13.0%	0.0%	0.0%	
	Negative	13.0%	0.0%	0.0%		13.0%
	No Difference ---->				73.9%	73.9%
						100.0%
↑	Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	0.0%
		0.0%	0.0%	0.0%	0.0%	0.0%
◇	No Difference	1 to 1	2 to 2	3 to 3	4 to 4	73.9%
		17.4%	30.4%	26.1%	0.0%	
↕	Other Changes:	Positive		Negative		
		3 to 4	4 to 2	2 to 1	4 to 3	
	Above Threshold	4.3%			0.0%	4.3%
	Below Threshold		8.7%	4.3%		13.0%
	Cohort Total					100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 6 in 2006 to Grade 7 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 6 2006	Grade 7 2007
51						
52						
53						
54						
55						
56						
57						
58						
59						
30						
31						
62						
63						
34						
65						
66						
37						
38						
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CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress? Grade 6-7 Cohort Size= 23	
Percent at Levels 3 & 4 in 2005-06	39.1%
Proficiency Target Point in 2006-07	57.1%
Percent at Levels 3 & 4 in 2006-07	30.4%
Gain or Loss from Last Year	-8.7%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels of a Cohort of Students from Grade 7 in 2006 to Grade 8 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1 Grade 7 2006	Year 2 Grade 8 2007
1			Jeffrey Duva		1	1
2			Brown; Kerry		2	2
3			Dale		3	2
4			Quintell		2	3
5			Quinton		1	1
6			Abdoulaye		2	2
7			Fatoumata		1	1
8			Cassandra		1	1
9			Vernon		2	2
10			Edem; Habib		2	1
11			Alexandria		3	3
12			Shaquille		2	1
13			Asim Jafari		1	1
14			Talisha		1	2
15			Justin		2	2
16			Veronica		3	3
17			Steven		1	1
18			Patrick		1	1
19			Mamadou		3	3
20			Renita		2	2
21			Rowe; Shane		2	1
22			Jamal		2	1
23			George		2	2
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
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50						

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test					Total
		1	2	3	4		
2007	1	7	4			11	
	2	1	6			8	
	3	0	1	3	0	4	
	4	0	0	0	0	0	
	Total	8	11	4	0	23	

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test					Total
		1	2	3	4		
2007	1	30.4%	17.4%			47.8%	
	2	4.3%	26.1%			34.8%	
	3	0.0%	4.3%	13.0%	0.0%	17.4%	
	4	0.0%	0.0%	0.0%	0.0%	0.0%	
	Total	34.8%	47.8%	17.4%	0.0%	100.0%	

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test			Total
		Level	1 & 2	3 & 4	
2007	1 & 2		78.3%		82.6%
	3 & 4		4.3%	13.0%	17.4%
	Total		82.6%	17.4%	100.0%

CHART 4: Changes in Proficiency Levels from 2006 to 2007

Movement	1	2	3	0	Totals
	Positive	8.7%	0.0%	0.0%	
Negative	21.7%	0.0%	0.0%		21.7%
No Difference →				69.6%	69.6%
100.0%					
↑ Becoming Proficient	2 to 3	1 to 3	2 to 4	1 to 4	4.3%
	4.3%	0.0%	0.0%	0.0%	
◇ No Difference	1 to 1	2 to 2	3 to 3	4 to 4	69.6%
	30.4%	26.1%	13.0%	0.0%	
Other Changes:	Positive		Negative		0.0%
	3 to 4	1 to 2	2 to 1	4 to 3	
Above Threshold	0.0%			0.0%	0.0%
Below Threshold		4.3%	17.4%		21.7%
Cohort Total					100.0%

Analysis of Test Performance Levels of a Cohort of Students from Grade 7 in 2006 to Grade 8 in 2007

Pair	Class	Last Name	First Name	ID #	Year 1	Year 2
					Grade 7 2006	Grade 8 2007
51						
52						
53						
54						
55						
56						
57						
58						
59						
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99						
00						

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress? Grade 7-8 Cohort Size= 23	
Percent at Levels 3 & 4 in 2005-06	17.4%
Proficiency Target Point in 2006-07	46.2%
Percent at Levels 3 & 4 in 2006-07	17.4%
Gain or Loss from Last Year	0.0%
Did This Cohort Meet Its Target?	NO

* Progress is measured in terms of the percentage of students who were proficient (Level 3 & 4) in 2007 compared to 2006. While it is expected that, at least 75% of each cohort will reach Level 3 & 4 in 2007, a meaningful amount of progress will be deemed to have occurred, if the cohort achieves at least half of the range between its 2006 starting point and 75% proficiency. If the cohort makes gains in proficiency beyond the halfway point, the answer to the question about sufficient progress is YES. In addition, the number or percentage by which the cohort's achievement level exceeds the target point may be interpreted as the value added in 2007 due to the efforts of the students and the schools.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES. If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO.

Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 1: Cohort Analysis - Proficiency Level Grid
Number of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	13	6			19
	2	6	22			44
	3	0	5	48	5	58
	4	0	0		4	9
	Total	19	33	69	9	130

CHART 2: Cohort Analysis - Proficiency Level Grid
Percent of Students - How They Did in 2007 Compared to 2006

		2006 Test				
		1	2	3	4	Total
2007	1	10.0%	3.8%			14.6%
	2	4.6%	16.9%			33.8%
	3	0.0%	3.8%	36.9%	3.8%	44.6%
	4	0.0%	0.0%	3.8%	3.1%	6.9%
	Total	14.6%	25.4%	53.1%	6.9%	100.0%

Chart 3: Breakdown of Data into Proficiency Quadrants

		2006 Test		
		1 & 2	3 & 4	Total
2007	1 & 2	36.2%		48.5%
	3 & 4	3.8%	47.7%	51.5%
	Total	40.0%	60.0%	100.0%

Chart 4: Changes in Proficiency Levels from 2006 to 2007

	Movement	1	2	3	4	Totals	
		Positive	12.3%	0.0%	0.0%		12.3%
	Negative	20.8%	0.0%	0.0%		20.8%	
	No Difference →				66.9%	66.9%	
						100.0%	
↑	Becoming Proficient	2 to 3 3.8%	1 to 3 0.0%	2 to 4 0.0%	1 to 4 0.0%	3.8%	
◇	No Difference	1 to 1 10.0%	2 to 2 16.9%	3 to 3 36.9%	4 to 4 3.1%	66.9%	
	Other Changes:	Positive		Negative			
	Above Threshold	3 to 4 3.8%	1 to 2 0.0%	2 to 1 0.0%	4 to 3 3.8%	7.7%	
	Below Threshold		4 to 2 4.6%	4 to 1 4.6%		9.2%	
		Cohort Total					100.0%

Analysis of Test Performance Levels for the Entire Cohort of Students, 2006 to 2007

CHART 5: SUMMARY of RESULTS	
Did the Cohort Make Sufficient Progress?	
Cohort Size = 130	
Percent at Levels 3 & 4 in 2005-06	60.0%
Proficiency Target Point in 2006-07	67.5%
Percent at Levels 3 & 4 in 2006-07	51.5%
Gain or Loss from Last Year	-8.5%
Did This Cohort Meet Its Target?	NO

2007 Cohort Results					
Cohort	Num. in Cohort	Percent at Levels 3 & 4			Met the Target?
		2005-06 Results	2006-07 Results	2006-07 Target	
3 - 4	35	80.0%	80.0%	Gain	NO
4 - 5	21	76.2%	52.4%	Gain	NO
5 - 6	28	75.0%	60.7%	Gain	NO
6 - 7	23	39.1%	30.4%	57.1%	NO
7 - 8	23	17.4%	17.4%	46.2%	NO
Total	130	60.0%	51.5%	67.5%	NO
In 2007, in how many grades did each cohort in this school reach its target?					0 of 5

Taking into consideration the performance of each cohort, did the school make sufficient progress?	NO
---	-----------

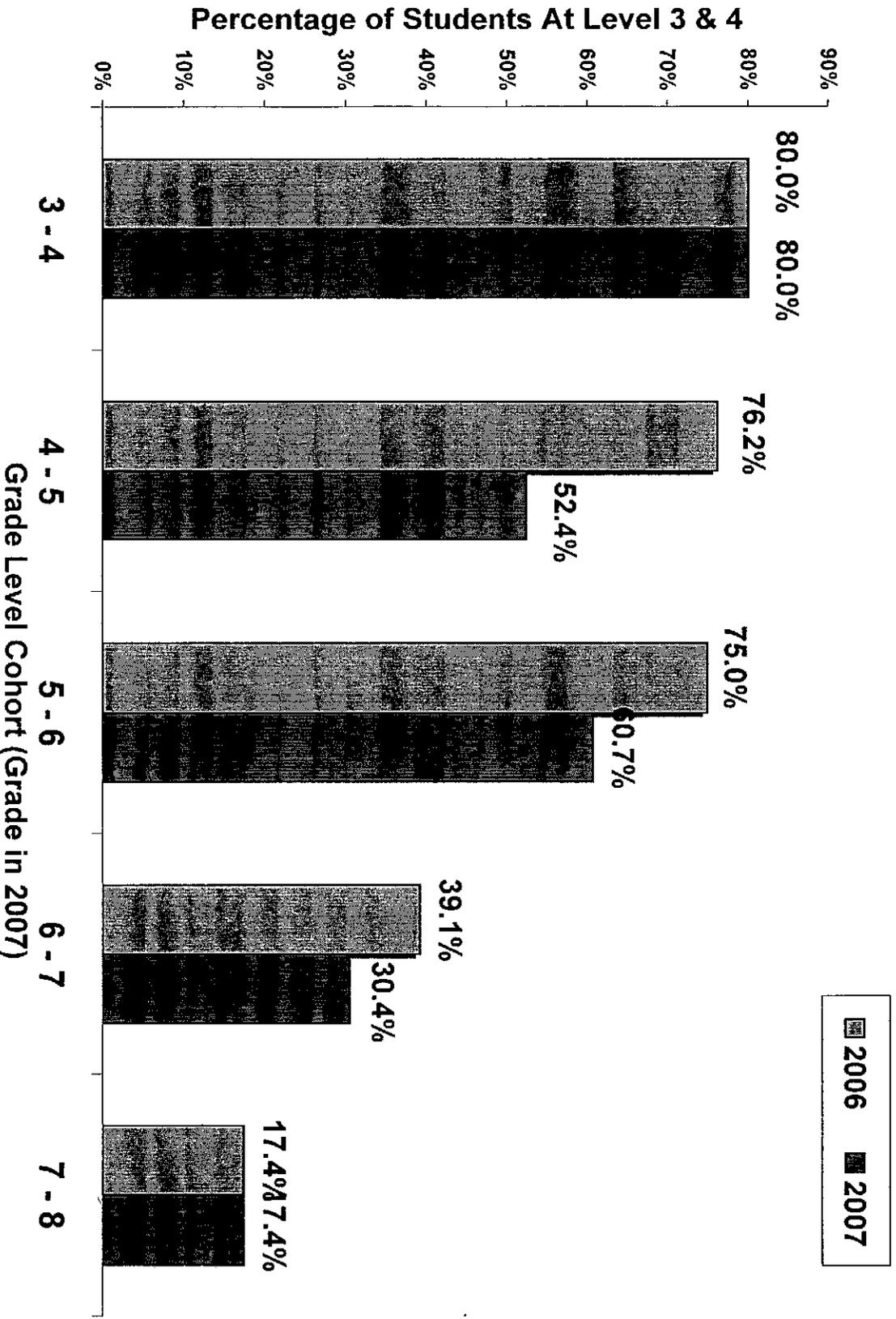
According to the guidelines, if a single grade cohort within a school does not reach its target, then the school cannot be deemed to have made sufficient progress.

SPECIAL NOTE:

If a cohort's level of proficiency in 2006 was 75% or higher, its progress is judged by determining whether there was a gain in the percentage of students at Levels 3 & 4 in 2007. If so, the group is deemed to have met expectations. The answer to the question about progress is YES.

If any cohort that has reached the 75% threshold in 2006 fails to improve, the answer to the question is NO. According to the guidelines, if that should happen, the school cannot be deemed to have made sufficient progress as a whole.

Percentage of Proficient Students in 2007 Compared to 2006



*Student Assessment Data
New York State Assessment Results
Grades 3 – 8 ELA and Math
2006-07 Annual Report*

Name of Charter School: Future Leaders Institute Charter School

Grades 3 – 8 State ELA Assessments Results by PERCENTAGE

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2006-07	0	30	69	2	6	34	60	0	8	42	50	0	0	39	61	0	4	48	43	4	9	74	17	0
2005-06	2	50	48	0	15	37	48	0	2	32	61	5	18	59	23	0	14	66	21	0	18	52	30	0

Grades 3 – 8 State Math Assessments Results by PERCENTAGE

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2006-07	0	15	72	13	0	20	63	17	8	40	48	4	4	36	57	4	22	48	26	4	48	35	17	0
2005-06	0	24	64	12	11	15	63	11	7	25	66	2	26	39	35	0	34	52	14	0	24	42	33	0

Student Assessment Data
2006-07

Name of Charter School: Future Leaders Institute Charter School

Name of Test: Diagnostic Reading Assessments (DRA) / Writing and Reading Assessment Protocol (WRAP)

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Percent Attaining*	Other **
K	April, 2007	39				39		At or Above Grade Level/93%	
1	April, 2007	41				41		At or Above Grade Level/92%	
2	April, 2007	21				21		At or Above Grade Level/76%	
3	April, 2007	61				61		At or Above Grade Level/67%	
4	April, 2007	34				34		At or Above Grade Level/83%	
5	April, 2007	25				25		At or Above Grade Level/73%	
6	April, 2007	28				28		At or Above Grade Level/63%	
7	April, 2007	23				23		At or Above Grade Level/43%	
8	April, 2007	23				23		At or Above Grade Level/ N/A	

*Student
Assessment Data
2005-06*

**STATE SOCIAL
STUDIES**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
5	11-16, 11-17	44	6	0	0	44	1	9	20%
							2	7	16%
							3	25	57%
							4	2	5%
							INVALID	1	2%

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
8	6-7,6-9	33	0	0	0	33	1	7	21
							2	18	55
							3	8	24
							4	0	0

*Student
Assessment
Data*
2005-06

STATE
ENGLISH
LANGUAGE
ARTS

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
3	1-10,1-11	42	0	0	0	42	1	1	2
							2	21	50
							3	20	48
							4	0	0

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
4	1-10,1-11,1-12	27	0	0	0	27	1	4	15
							2	10	37
							3	13	48
							4	0	0

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
5	1-10,1-11	44	0	0	0	44	1	1	2
							2	14	32
							3	27	61
							4	2	5

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
6	1-17,1-18,1-19	23	1	0	1	22	1	4	18
							2	13	59
							3	5	23
							4	0	0

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
7	1-17,1-18	29	2	0	0	29	1	4	14
							2	19	66
							3	6	21
							4	0	0

*Student
Assessment
Data
2005-06*

STATE
MATH

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
3	3-7,3-8	42	0	0	0	42	1	0	0
							2	10	24
							3	27	64
							4	5	12

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
4	3-7,3-8,3-9	27	0	0	0	27	1	3	11
							2	4	15
							3	17	63
							4	3	11

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
5	3-7,3-8	44	2	0	0	44	1	3	7
							2	10	25
							3	30	66
							4	1	2

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
6	3-14,3-15	23	1	0	0	23	1	6	26
							2	9	39
							3	8	35
							4	0	0

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
7	3-14,3-15	29	3	0	0	29	1	10	34
							2	15	52
							3	4	14
							4	0	0

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
4	3-6,3-7,3-8	35	0	0	0	35	1	0	0
							2	7	20
							3	22	63
							4	6	17

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
5	3-6,3-7	25	0	0	0	25	1	2	8
							2	10	40
							3	12	48
							4	1	4

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
6	3-13,3-14	28	0	0	0	28	1	1	4
							2	10	36
							3	16	57
							4	1	4

2005-06

STATE
SCIENCE

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
4	3-May	27	0	0	0	44	1	2	7
							2	5	19
							3	19	70
							4	1	4

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score Level	# of Students	% of Students
8	3-May	33	0	0	0	33	1	8	25
							2	13	41
							3	10	31
							4	1	3
							n/a	1	3



REVENUE & EXPENDITURES

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Code:

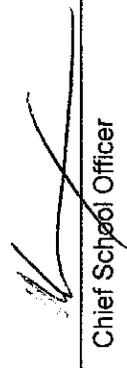
Charter School Name: Future Leaders Institute Charter School

Contact Person: Marc Waxman

Phone: 212-678-2868

<u>REVENUES</u>		<u>EXPENDITURES</u>		<u>TOTAL</u>
A. STATE SOURCES	\$ 211,179	F. GENERAL ADMINISTRATION	\$ 275,246	\$ 370,722
B. FEDERAL SOURCES		G. INSTRUCTIONAL SUPERVISION	168,038	322,072
C. PUBLIC SCHOOL DISTRICTS		H. ALL OTHER INSTRUCTION	1,535,953	1,869,571
1. BASIC OPERATING REVENUES	3,050,770	I. PUPIL SERVICES	133,814	180,988
2. STATE AID-PUPILS WITH DISABILITIES	229,532	J. PUPILS WITH DISABILITIES	197,105	225,964
3. FED. AID-PUPILS WITH DISABILITIES		K. TRANSPORTATION	-	-
4. OTHER REV FROM PUB SCH DISTRICTS		L. COMMUNITY SERVICE	-	-
D. ALL OTHER REVENUES	519,743	M. OPERATION & MAINTENANCE	79,519	122,893
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$ 4,011,223</u>	N. EMPLOYEE BENEFITS	43,374	763,992
		O. DEBT SERVICE		
S. ENROLLMENT	296	P. SCHOOL LUNCH		2,851
T. EXPENDITURES PER PUPIL	13,017	Q. CAPITAL EXPENSE		
	(R/S)	R. GRAND TOTAL EXPENDITURES \$		<u>3,859,054</u>

COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 1, 2007 TO:
 PUBLIC SCHOOL CHOICE PROGRAMS

Signature:  Chief School Officer

Date: 7/27/07



DISCLOSURES



July 27, 2007

We were unable to access all board members for purposes of filling out the Disclosure of Financial Interest forms. Therefore, some forms are copies (i.e. faxes or scanned texts), and some forms are not yet collected.

Please note originals are included for:

Gianna Cassetta

Marc Waxman

Copies are included for:

Jack Foster

Nilla Park

Barbara Barrett

Suzanne Thompson

Jonathan Cox

Missing forms:

Melody Rollins

Nora Galleros

Ray Joseph

Megan Blumenreich

Originals of this form will be collected no later than September 20, 2007 which is FLI's next Board of Trustees meeting.

Originals and copies will be immediately sent off at this time.

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Marc Waxman
Name of Charter School Future Leaders Institute Charter School
Home Address 200 East 94th St. APT 117 NY NY 10128
Business Address 134 W. 122nd St. NY NY 10027
Daytime Phone 917 495 9343
E-Mail Address mwaxman@futureleadersinstitute.org

1. List all positions held on board (e.g., chair, treasurer, parent representative):

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.
Chief operating officer / co-director. Salary = \$100,880
Start date: July 1, 2005
Responsibilities: Oversight of "back-office" + operations

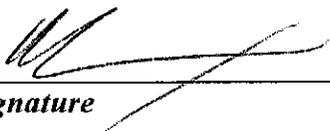
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, 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

The NYC DOE has recommended that I disclose that my wife, Franca Cassella, is also a board member and an employee of the school (Principal). I do not vote or participate in any issues that may create a conflict of interest due to this situation.

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest



Signature

7/27/07

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Gianna Cassetta
Name of Charter School Future Leaders Institute Charter School
Home Address 200 E 94 St, Apt 117, NY NY 10128
Business Address 134 W. 122 St, NY NY 10027
Daytime Phone 646-387-6402
E-Mail Address gcassetta@futureleadersinstitute.org

1. List all positions held on board (e.g., chair, treasurer, parent representative):

2. Is the trustee an employee of the School? Yes No

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

Principal / Co-director, Salary
Start date July 1, 2005
Responsibilities - oversight of school, teaching staff, students

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, 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

The NYC DOE has recommended that I disclose that my husband, Marc Waxman is a board member and an employee of the school (COO). I do not vote or participate in any issues that may create a conflict of interest due to this situation.

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest



Signature

7-27-07

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Jack H. Foster, Jr.

Name of Charter School Future Leaders Institute

Home Address 39 Union Park #3, Boston, MA 02118

Business Address 184 Dudley St. #200, Roxbury, MA 02119

Daytime Phone (617) 388-6508

E-Mail Address jackjrnyc@earthlink.net

1. List all positions held on board (e.g., chair, treasurer, parent representative): Finance Committee member

2. Is the trustee an employee of the School? Yes No

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

N/A

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, 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
None			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Garth H. Foster
Signature

7/27/07
Date

To: Marc Waxman
From: Nilla Park

NEW YORK STATE EDUCATION DEPARTMENT
Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Nilla Park
Name of Charter School Future Leaders Institute
Home Address 200 W. 90th St. Apt. 6A NY, NY 10024
Business Address _____
Daytime Phone 212-580-5143
E-Mail Address parkn@nyc.rc.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Board member, Development Chair

2. Is the trustee an employee of the School? Yes No

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

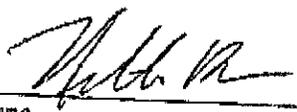


Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, 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
	None		

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	none		



 Signature

7/26/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) Suzanne Thompson Turner

Name of Charter School Future Leaders Institute

Home Address
33 West 93 rd, St, NY, NY

Business Address
same

Daytime Phone
212 749 3168

E-MailAddress sthompson@coronandoconsultants.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Chair of Board _____

2. Is the trustee an employee of the School? ___ Yes X ___ No

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

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, 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
NONE			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

Suzanne Thompson

Signature

July, 27, 2007

Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee Annual Report 2006-07

Section IV

Name (print) Barbara G. Barrett
 Name of Charter School Future Leaders Institute Charter School
 Home Address 200 Pastor Pl. #44B, New York, NY
 Business Address _____
 Daytime Phone (212) 945-7109
 E-Mail Address bbarrett53@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Vice-Chair
Chair of HR Committee
Members of Development Committee & Risk Management Comm.

2. Is the trustee an employee of the School? Yes No

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

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, you need not disclose again your employment status, salary, etc.

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Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Robert L. Davis

 Signature

7/27/07

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2006-07

Section IV

Name (print) JONATHAN W. COX

Name of Charter School FUTURE LEADERS INSTITUTE

Home Address 125 EAST 84TH ST NY NY 10028

Business Address 60 WALL ST NY NY 10005

Daytime Phone (212) 250-4243

E-Mail Address jwcox@yahoo.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):
Board member

2. Is the trustee an employee of the School? ___ Yes No

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

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, 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>None</i>			

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, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, 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/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Signature

Jonathan Cox

Date

7/26/07



ATTRITION

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
7th	# Enrolled	24	23	23	23	23	23	23	23	23	23	23	23	24
	# Leaving	1	0	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	4%												4%
8th	# Enrolled	29	25	25	24	24	23	23	23	23	23	23	23	29
	# Leaving	4	0	1	0	1	0	0	0	0	0	0	0	6
	% Attrition	13%	0%	4%		4%								23%
	# Enrolled													
	# Leaving													
	% Attrition													
TOTAL	# Enrolled													358
	# Leaving													64
	% Attrition													17.8%
	# Enrolled													
	# Leaving													
	% Attrition													
	# Enrolled													
	# Leaving													
	% Attrition													

Grade	Teachers	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
SPED K-5	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	2
	# Leaving													0
	% Attrition													0
SPED 6-8	# Employed	3	2	2	2	2	2	2	2	2	2	2	2	3
	# Leaving	1	0	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	33%												33%
Science K-5	# Employed	3	2	2	2	2	2	2	2	2	2	2	2	3
	# Leaving	1	0	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	33%												33%
Instruct Support	# Employed	6	4	4	4	4	4	4	4	4	4	4	4	6
	# Leaving	2	0	0	0	0	0	0	0	0	0	0	0	2
	% Attrition	33%												33%
	# Employed													
	# Leaving													
	% Attrition													
TOTALS	# Employed	32	25	25	25	25	25	25	25	24	24	24	24	32
	# Leaving	7	0	0	0	0	0	0	0	1	0	0	0	8
	% Attrition	22%								4%				25%



STATEMENT OF ASSURANCES

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Marc Waxman
Print Name, Head of Charter School

[Signature] 7/26/07
Signature and Date

[Signature]

Veima Saunders
Notary Public State of New York
Qualified in New York County
Registration #01SA6116029
Commission Expires 9-20-2008

Barbara G. Barrett
Print Name, President, Board of Trustees
Vice Chair

[Signature] 7/26/07
Signature and Date

[Signature]
Notary Public, Signature and Seal

Veima Saunders
Notary Public State of New York
Qualified in New York County
Registration #01SA6116029
Commission Expires 9-20-2008



ADDENDUM

- **School Calendar 2006-2007**
- **School Lease Information**
- **Board of Director's Information**



July 27, 2007

All applicable leases, certificates, and approvals for operation of the school are in full force and effect.

FLI is housed within a NYC DOE building at 134 West 122nd Street NY, NY.

Ivan Tolentino

Signed: 

Position: Director of Operations



**Future Leaders Institute Charter School
2006-2007 Calendar**

July 2006	2006-2007 School Year	
Monday, July 10		First Day of Summer Term
Friday, July 28		Last Day of Summer Term
SEPTEMBER 2006		
Thursday, Sept. 7		First Day of Fall Term
OCTOBER 2006		
Monday, Oct. 2		NO SCHOOL (Yom Kippur)
Monday, Oct. 9		NO SCHOOL (Columbus Day)
Friday, Oct. 27		NO SCHOOL (Professional Development for Staff)
NOVEMBER 2006		
Tuesday, Nov. 7		NO SCHOOL (Election Day)
Thursday, Nov. 23		NO SCHOOL (Thanksgiving Day)
Friday, Nov. 24		NO SCHOOL
Monday, Nov. 27 – Fri. Dec. 1		Parent Teacher Conferences (No Enrichment Program)
DECEMBER 2006		
Thursday, Dec. 21		Winter Celebration
Friday, Dec. 22		NO SCHOOL (Professional Development for Staff)
Monday, Dec. 25 thru Monday, Jan. 1		Winter Break – NO SCHOOL
JANUARY 2007		
Tuesday, Jan. 2		Return from Winter Recess
Monday, Jan. 15		NO SCHOOL (Martin Luther King Jr. Day)
Friday, Jan. 26		HALF DAY for All Students
FEBRUARY 2007		
Friday, Feb 16		NO SCHOOL (Professional Development for Staff)
Monday, Feb. 19 through Friday, Feb. 23		Midwinter Recess – NO SCHOOL
MARCH 2007		
Monday, Mar. 12 – Friday, Mar. 16		Parent Teacher Conferences (No Enrichment Program)
Friday, Mar. 23		NO SCHOOL (Professional Development for Staff)
APRIL 2007		
Monday, Apr. 2 through Tuesday, Apr. 10		SPRING RECESS – NO SCHOOL
Friday, Apr. 27		HALF DAY for All Students
MAY 2007		
Wednesday, May 25		HALF DAY for All Students
Monday, May 28		NO SCHOOL (Memorial Day)
JUNE 2007		
Thursday, Jun. 7		NO SCHOOL (Professional Development for Staff)
Thursday, Jun. 14		End of the Year Celebration
Monday, Jun. 18		Graduation
Tuesday, Jun. 19 – Friday, Jun. 22		Parent Teacher Conferences
Wednesday, Jun. 27		Last day of school
JULY 2007	2007-2008 School Year	
Monday, July 9		Summer Program Begins
Friday, July 27		Summer Program Ends

Summer Term Dismissal is at 12:00PM.

Enrichment Program Dates

Students are dismissed at 4:55 PM on all Enrichment Program days. The Enrichment Program is in effect on the following days. All other days-3:00PM Dismissal:

October 3 – 5, 10 – 12, 16 – 19, 23 – 26, 30 (NOTE-NOT IN SESSION ON OCT 31)

November 1 – 2, 6, 8 – 9, 13 – 16, 20 – 21

December 4 – 7, 11 – 14, 18 – 20 (Winter Celebration – December 21)

January 29 – 31

February 1, 5 – 8, 12 – 15, 26 – 28

March 1, 5 – 8, 19 – 22, 26 – 29

April 11 – 12, 16 – 19, 23 – 26, 30

May 1 – 3, 7 – 10, 14 – 17, 21 – 24, 28 – 31

June 4 – 6, 11 – 13



July 27, 2007

We were unable to access all board members for purposes of filling out the Disclosure of Financial Interest forms. Therefore, some forms are copies (i.e. faxes or scanned texts), and some forms are not yet collected.

Please note originals are included for:

Gianna Cassetta
Marc Waxman

Copies are included for:

Jack Foster
Nilla Park
Barbara Barrett
Suzanne Thompson
Jonathan Cox

Missing forms:

Melody Rollins
Nora Galleros
Ray Joseph
Megan Blumenreich

Originals of this form will be collected no later than September 20, 2007 which is FLI's next Board of Trustees meeting.

Originals and copies will be immediately sent off at this time.