



Charter School Renewal Report
Charter Schools Office
2010-2011

EXPLORE CHARTER SCHOOL RENEWAL REPORT

MARCH 2011

Part 1: Executive Summary

School Overview and History:

Explore Charter School is an elementary/middle school serving approximately 475 students from kindergarten through eighth grade in the 2010-2011 school year.¹ The school opened in 2002 with grades Kindergarten through 3rd grade. It has no further growth plans.² It is currently housed in a DOE leased facility in District 17.³ The student body includes 1.7% English language learners and 13.9% special education students. The school is supported by the Explore Network Charter Management Organization (CMO).

The school has experienced low student attrition with 6.2% turnover in 2006-2007, 5.1% turnover in 2007-2008, and 5.7% turnover in 2008-2009. There are currently 2,433 students on the waitlist.

The school earned a B on its progress report in 2009-2010, an A in 2008-2009, an A in 2007-2008, and a B in 2006-2007. The average attendance rate for the school year 2009 - 2010 was 95.5%.⁴ The school is in good standing with state and federal accountability.⁵

Renewal Review Process Overview:

The NYC DOE Charter Schools Office conducted a thorough review of this school's Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the school's finances, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: January 25 and 26, 2011.

The following experts participated in the review of this school:

- Recy Dunn, Executive Director, NYC DOE CSO
- Nancy Meakem, Director of Evaluation, NYC DOE CSO
- Jaclyn Leffel, Director of Finance and Oversight, NYC DOE CSO
- Jessica Fredston-Hermann, Accountability Analyst, NYC DOE CSO
- Lynnette Aqueron, Senior School Improvement Specialist, NYC DOE Division of Students with Disabilities and English Language Learners
- Matt Snyder, Operations Manager, NYC DOE Division of Portfolio Planning
- Jaclyn Lee, Office of Family Information and Advocacy

Renewal Recommendation:

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of Explore Charter School for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE CSO has found Explore Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, Explore Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the Charter Schools Act and applicable law.

Part 2: Findings

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

⁴ NYC DOE School Progress Report. This document is posted on the NYC DOE website at <http://www.schools.nyc.gov> and is also included in Part 7 of this report.

⁵ New York State Education Department - www.nysed.gov

What the school does well

- The school has a strong, consistent culture based on shared values which is evident at all levels of school operations.
 - Students note that the school is a safe place where they are happy and feel comfortable taking risks, showing vulnerability and striving to achieve at high levels.
 - Staff and students note that they feel supported and that they have clear processes in place for getting extra help or seeking assistance.
 - Systems and structures in the school such as a weekly community circle, a clear behavior tracking merit / demerit system, and consistent self-reflection support the school's values.
- The school promotes a collaborative open door policy in which all community members including parents are empowered to share feedback and participate in goal setting and enhancing the life of the school.
 - The Parent-Teacher Association supports and encourages parents to get involved. The president of the PTA and an additional parent serve on the Board for a total of two parents on the Board.
 - The school provides regular detailed communications to families along with regularly scheduled meetings, workshops and activities to engage the community in support of increased student learning.
 - The school provides all teachers with cell phones and promotes the expectation that teachers and staff are readily accessible to parents.
 - Teachers collaborate across subject areas and grade levels to share best practices, support each other, and promote consistency in academics.
 - The school Leadership Team, CMO and Board collaborate to develop short-term and long-term goals for school improvement with input from parents and community members.
- The school has established systems to train and support staff and has developed a leadership pipeline through which staff are retained and empowered to take on more authority over time.
 - The school has promoted key leadership from within its schools and the CMO to promote and retain strong leaders in the organization. Likewise, the school works with assistant teachers and new staff to develop and grow into more senior roles.
 - Teachers benefit from coaching, inter-visitation, team meetings, formal and informal observations, and regular professional development sessions. A variety of school leaders and instructional specialists are on hand to support teachers, including Upper School and Lower School Academic Directors, grade-level deans, Learning Specialists, Math Coordinators, and Literacy Coordinators.
- The school is reflective and uses a data-driven approach to set goals and create plans for the future growth and increased student achievement.
 - The school has worked over time to develop and refine its data systems. Regular working groups meet to reflect on the efficacy of data and assessment tools, and training is provided to support best practices in using data to drive instruction. Recently, after reviewing past test scores and a perceived weakness in the area of targeted ELA instruction, the school decided to contract with a vendor to develop rigorous and consistent tools that better enable teachers to assess student learning and plan targeted lessons to address students' individual needs.
 - The school administers interim assessments in ELA and Math to students in grades 3 through 8 every 6-8 weeks. The network assists with data analysis, and teachers create action plans based on areas of strength and weakness. The

- leadership team stated that they prioritize observing targeted lessons in which teachers re-teach a concept that students struggled with previously (as determined by testing results), and provide feedback using rubrics from Achievement Network. Teachers noted that they frequently analyze re-teaching plans and re-assessments during data meetings.
- The school leadership team develops a Priority Plan each year based on student achievement results, Progress Report grades, results from parent satisfaction surveys, and a number of other metrics. The school leaders revisit this document quarterly and choose specific areas to focus on for the upcoming period.
 - Students, staff and administrators note that the school is constantly trying to improve and has adopted a “solution oriented” approach to problem solving at all levels.
- The school promotes rigorous instruction and holds high expectations for academic success for all students.
 - Students, staff, administrators and parents all note that the school is committed to preparing students for success in high school and college.
 - Classes observed involved rigorous and engaging lessons that challenged students to perform at or above grade level. For example, in a middle school English class students engaged in a sophisticated conversation about literature then quickly transitioned to a review of the writing process then a group “write-around” in which teams of students completed academic essays.
 - All students interviewed were able to state their current reading levels. Middle school students stated that they read every single night for ELA.
 - The school recruits and retains a talented staff of educators and provides professional pathways for strong educators to develop and advance in the Explore network.
 - The school recently engaged in succession planning for new leadership and executed a transition that all community members refer to as seamless.
 - Assistant teachers, teachers, administrators and CMO staff are supported in their own professional growth and encouraged to take on more responsibility over time. As such, the school has been effective in retaining and promoting its top talent.
 - The school’s Board of Trustees has functioned effectively in furthering the school’s mission and vision, and maintains sound finances and internal controls.
 - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of Explore Charter School were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
 - According to the school’s audited financial statements for the year ended June 30, 2010, the school possessed assets totaling \$1,790,526 and total liabilities of \$816,732. All of the school’s net assets totaling \$928,951 remain unrestricted for use purposes. Explore Charter School has over \$1.2 million dollars in liquid assets that could be converted to cash within a 90 day period. The school remains in good financial condition to meet its obligations.
 - The Board’s initiatives for the coming years are to make larger investments in technology and to increase their philanthropic efforts.

What the school needs to improve

- The school should continue to develop curriculum and support teachers to ensure that instruction is sufficiently rigorous across all grade levels and subject areas.
 - The level of rigor in instruction observed was not consistent. While some classes were effectively teaching students to do work far above grade level, other classes observed lacked clear objectives and were providing students with work that was unclear or below grade level.
 - Two interviewed students expressed a desire for more advanced math classes. An Integrated Algebra class does exist for selected eighth-graders, but students stated that they would have liked more preparation so that they were all able to master the math in time to qualify for the advanced class.
- The school should continue to train teachers to incorporate frequent and consistent checks for understanding to ensure that all students are meeting learning goals.
 - While many classes employed “exit tickets”, effective questioning, and engaging performance tasks, some lessons observed lacked a check for understanding or evidence that every student was engaged and learning.
 - The school has invested in developing high quality benchmark assessments in ELA. Preliminary indicators suggest that this work will be effective in diagnosing student learning needs and growth over time.
- The school should continue to enhance data systems and implement strategies to train teachers to use data to differentiate their instruction.
 - The school is involved in a reflective process to develop and improve systems for data collection and analysis. Currently the school uses a diverse group of tools and systems to collect and analyze data, but does not have one universal data analysis tool to enable teachers to easily look at trends and to conduct longitudinal analysis.
 - While all teachers interviewed noted the importance of using data to differentiate instruction, many classrooms observed lacked evidence of data-driven instruction or differentiation, particularly for high-performing students.

Part 3: Charter School Goals

Explore Charter School has sufficiently met the goals set forth in its charter agreement. Please see the below table of Charter Goals which is excerpted from the school's annual report and has been verified by the Charter Schools Office.

Explore Charter School – Academic Goals						
	Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Absolute	Each year, students will earn a “3” or a “4” on the NYS Math, ELA, Science and Social Studies Assessments, according to the percentage goals outlined in Academic Goal 1, Section 2 Part A of this document.	Result	Result	Result	Result	Result
		Met: N	Met: Y	Met: Y	Met: N	N/A
Absolute	95% or more of students who do not have an IEP will earn a “2” or higher on NYS Math, ELA, Science and Social Studies assessments.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A
Absolute	Each year, students in Kindergarten through 2 nd grade will be reading on grade level, as assessed by a teacher-administered, research-based assessment according to the percentage goals outlined in Academic Goal 3, Section 2 Part A of this document.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A

Explore Charter School – Academic Goals						
	Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Value Added	The percentage of cohort students who meet the standard on New York State assessments will annually increase by 3 percentage points. This goal will be capped if 90% of the students meet the goal. (A cohort is defined as students enrolled at Explore, at the time of the assessment, for two full, consecutive years.)	Result	Result	Result	Result	Result
		Met: N	Met: Y	Met: Y	Met: N	N/A
Comparative	The percentage of students who meet the standard on the NYS Math and ELA assessments will exceed the percentage of students attending public schools in Community District 17 who meet the standard.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A
Comparative	The percentage of students who meet the standard on the NYS Math and ELA assessments will exceed the percentage of students attending New York City public schools who meet the standard	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A
Adequate Yearly Progress	Explore Charter School will achieve Adequate Yearly Progress, based on the results of the NYS assessments.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y (except for SWD on the ELA NYS Exam)	N/A
Comparative	The yearly attendance rate will be 90%, or higher than the attendance rate of elementary and intermediate school students in Region 6, whichever is higher.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A

Explore Charter School – Academic Goals						
	Goals	Year 1	Year 2	Year 3	Year 4	Year 5
Absolute	Completed end-of-year parent surveys will report 80% or more parents as "satisfied" or "very satisfied" to specific pre-selected questions.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A
Absolute	90% or more of students enrolled through the end of the school year will return the following school year.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A
Absolute	Annually, 95% or more students will be promoted to the next grade level.	Result	Result	Result	Result	Result
		Met: N	Met: N	Met: Y	Met: Y	N/A
Absolute	Parents of graduating 8 th graders will report that their children were prepared to succeed in high school, according to the table below.	Result	Result	Result	Result	Result
		Met: Y	Met: Y	Met: Y	Met: Y	N/A

Part 4: Charter School Performance Data

Explore Charter School has met its goals for student academic achievement as measured by New York State exams in English Language Arts and Math as demonstrated in the below chart of student achievement data.

These charts presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 17 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School⁶

ELA				
	2007	2008	2009	2010
<i>Explore</i>	55.1%	74.5%	83.8%	43.1%
<i>CSD 17</i>	41.4%	51.4%	62.4%	33.7%
<i>NYC</i>	50.8%	57.6%	68.8%	42.4%

Math				
	2007	2008	2009	2010
<i>Explore</i>	71.9%	92.2%	97.7%	66.9%
<i>CSD 17</i>	52.3%	64.9%	75.0%	42.7%
<i>NYC</i>	65.2%	74.3%	81.8%	54.0%

Student Attendance Rate⁷

Student Attendance Rate	2006-2007	2007-2008	2008-2009	2009-2010
	93.0%	96.1%	96.8%	95.5%

⁶ Charter school, district and city test results taken from New York State testing data.

⁷ Attendance rate taken from charter school annual reports.

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

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

- Improve student learning and achievement;
- Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system;
- Create new professional opportunities for teachers, school administrators and other school personnel;
- Encourage the use of different and innovative teaching methods;
- Provide schools with a method to change from rule-based to performance based accountability systems by holding the schools accountable for meeting measurable student achievement results.⁸

When granted, a charter is valid for up to five years. For a school chartered under the Act to operate beyond the initial charter term, the school must seek and obtain renewal of its charter.⁹

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹⁰ As one such charter entity, the New York City Department of Education (“NYC DOE”) institutes a renewal application process that adheres to the Act’s renewal standards:

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

Where the NYC DOE approves a renewal application, it is required under the Act to submit the application and a proposed charter to the Board of Regents for its review and approval.¹¹

⁸ See § 2850 of the Charter Schools Act of 1998.

⁹ See §§ 2851(4) and 2852 of the Act.

¹⁰ See generally §§ 2851(3) and 2851(4).

¹¹ § 2852(5)

B. NYC DOE's Charter Renewal Process

The expiration of charters and their renewal based on a compelling record of success is the linchpin of charter school accountability. The NYC DOE's processes and procedures reflect this philosophy and therefore meet the objectives of the Act.¹²

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

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

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

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

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

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

¹² The NYC DOE charter renewal application is available on the Charter Schools Office website at <http://www.nycenet.edu/OurSchools/Region84/Creation/default.htm>.

Part 6: Framing Questions and Key Benchmarks

I. FRAMING QUESTIONS:

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

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

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

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

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

Benchmark 2: Rigorous Instructional Program Strong School Environment

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

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

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

Benchmark 3: Non-Academic Performance

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

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

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

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

Benchmark 5: Sound Financial Controls

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

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

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

Benchmark 6: Parent and Student Satisfaction

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

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

Benchmark 7: Sufficient Facilities and Physical Conditions

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

Benchmark 8: Sufficient Reporting

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

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

Benchmark 9: Appropriate Admissions Policy

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

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

Benchmark 10: Compliance with All Applicable Laws and Regulations

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

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

Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

NYC Department of Education Progress Report 2009-10 K-8

This Progress Report is for:

SCHOOL	Explore Charter School (84K704)
SCHOOL LEADER	Morly Ballen/Kinnari Patel
ENROLLMENT	489
SCHOOL TYPE	K-8
PEER INDEX	60.43

Progress Report Grade

B

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 47.9
- This school did better than 67% of all K-8 schools citywide.

This Progress Report is for:

Category	Calculated Score	Category Grade
School Environment	10.8 out of 15	A
Student Performance	9.4 out of 25	C
Student Progress	25.9 out of 60	B
Additional Credit	1.8 (15 max)	
Overall Score	47.9 out of 100	B

Quality Review Score
This school's most recent Quality Review score is: **Well Developed (2006-07)**

To see this school's Quality Review report, find the school's Web site at <http://schools.nyc.gov>, click 'Statistics' and scroll down to Quality Review Report.

State Accountability Status
Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**

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

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 41.2 - 57.0 receive a letter grade of B
- 34.5% of schools earned a B in 2009-10

K-8 School Table - Overall Grades

Grade	Score range	City summary
A	57.1 or higher	25.7% of schools
B	41.2 - 57.0	34.5% of schools
C	29.5 - 41.1	36.5% of schools
D	18.0 - 29.4	2.7% of schools
F	17.9 or lower	0.7% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

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

- School Environment** uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.
- Student Performance** measures student skill levels in English Language Arts and Math.
- Student Progress** measures median student improvement from last year to this year in English Language Arts and Math.
- Closing the Achievement Gap** gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

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

Credit	Exemplary Proficiency Gains	Student Group
Percent at Proficiency		
-	-	Self-Contained (ELA)
-	-	CTT (ELA)
+0.5	17.9%	SETSS (ELA)
-	-	Self-Contained (Math)
-	-	CTT (Math)
+0.5	30.6%	SETSS (Math)
Percent at 75th Growth Percentile or Higher		
-	-	English Language Learners (ELA)
+0.75	54.2%	Lowest Third Citywide (ELA)
-	51.9%	Self-Contained/CTT/SETSS (ELA)
-	-	English Language Learners (Math)
-	42.2%	Lowest Third Citywide (Math)
-	37.0%	Self-Contained/CTT/SETSS (Math)

(-) Indicates less than 15 students in this category

Peer Schools

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

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school's percentage of students with disabilities.

The peer schools for Explore Charter School are:

DBN	School Name	DBN	School Name
30Q084	P.S. 064 Steinway	06M311	Amistad Dual Language School
11X083	P.S. 083 Donald Hertz	02M111	P.S. 111 Adolph S. Ochs
84M704	Harbor Sciences and Arts Charter School	84K717	Carl C. Icahn Charter School
21K121	P.S. 121 Nelson A. Rockefeller	84K704	Kipp Academy Charter School
19K282	P.S. 282 Park Slope	20K192	P.S. 192 - The Magnet School for Math and Science Inquiry
29C265	PS195 265	11X069	P.S. 699 Bronx
84K655	Rose Global Academy Charter School	84K359	The UR Charter School
84K706	Harriet Tubman Charter School	03M191	P.S. 191 Amsterdam
25Q219	P.S. 219 Paul Klapper	29Q136	P.S. 136 Sunrise
29Q156	P.S. 156 Lefferts	10X095	P.S. 095 Sheila Muncher
29Q147	PS147 Ronald McNair		
29Q270	The Gordon Parks School		
18K235	P.S. 235 Lenox School		
18K066	P.S. 66		
84K538	Achievement First Bushwick Charter School		
84K704	Explore Charter School		
84M981	Future Leaders Institute Charter School		
84K703	Beginning With Children Charter School		
84K356	Achievement First- Crown Heights Charter School		
11X194	PS194		
21K238	P.S. 238 Anne Sullivan		

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

Results by Category

SCHOOL: Explore Charter School (84K794)
SCHOOL LEADER: Morly Ballen/Kinnari Patel

K-8

HOW TO INTERPRET THIS CHART

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

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



In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score:	Survey Scores (10 points)	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
10.8 out of 15					
A	Academic Expectations:	8.3	71.4% Peer Min: 6.8, Peer Max: 8.9	76.0% City Min: 6.8, City Max: 8.8	
	Communication:	7.5	81.0% Peer Min: 5.6, Peer Max: 7.9	77.3% City Min: 5.6, City Max: 8.0	
	Engagement:	7.6	71.4% Peer Min: 6.1, Peer Max: 8.2	88.2% City Min: 6.1, City Max: 8.3	
	Safety and Respect:	7.9	86.4% Peer Min: 6.2, Peer Max: 8.8	88.0% City Min: 6.2, City Max: 8.7	
	Attendance (6 points)	95.5%	71.2% Peer Min: 91.3%, Peer Max: 97.2%	76.1% City Min: 88.8%, City Max: 97.6%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
9.4 out of 25					
C	Percentage of Students at Proficiency (Level 3 or 4):	43.0%	30.7% Peer Min: 19.3%, Peer Max: 96.5%	36.1% City Min: 12.8%, City Max: 99.3%	277
	Median Student Proficiency (1.00-4.50):	2.84	31.9% Peer Min: 2.54, Peer Max: 3.48	37.8% City Min: 2.39, City Max: 3.63	277
	Mathematics				
	Percentage of Students at Proficiency (Level 3 or 4):	66.7%	42.1% Peer Min: 42.5%, Peer Max: 100.0%	47.6% City Min: 35.6%, City Max: 100.0%	276
	Median Student Proficiency (1.00-4.50):	3.21	40.1% Peer Min: 2.66, Peer Max: 4.03	45.6% City Min: 2.47, City Max: 4.17	276

Student Progress

Comprises 60% of the Overall Score

This Year's Score:	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
25.9 out of 60					
B	Median Growth Percentile	61.0	33.8% Peer Min: 50.2, Peer Max: 82.2	22.8% City Min: 54.4, City Max: 83.2	206
	Median Growth Percentile for School's Lowest Third	72.0	47.3% Peer Min: 56.0, Peer Max: 89.8	37.2% City Min: 61.1, City Max: 94.4	75
	Mathematics				
	Median Growth Percentile	61.0	46.2% Peer Min: 40.3, Peer Max: 85.1	38.7% City Min: 45.0, City Max: 86.3	206
	Median Growth Percentile for School's Lowest Third	68.0	64.7% Peer Min: 45.7, Peer Max: 85.5	48.0% City Min: 50.8, City Max: 86.6	77

Progress Report Grade

A

What does this grade mean?

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

How did this school perform?

- This school's overall score for 2008-09 is 87.8
- This score places the School in the 70 percentile of all K-8 schools Citywide—i.e., 70 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL	Explore Charter School (84K704)
SCHOOL LEADER	Morty Ballen/Kinnari Patel
ENROLLMENT	435
SCHOOL TYPE	K-8
PEER INDEX	52.21

Category	Calculated Score	Category Grade
School Environment	14.7 out of 15	A
Student Performance	24.2 out of 25	A
Student Progress	46.6 out of 60	A
Additional Credit	2.3 (15 max)	
Overall Score	87.8 out of 100	A

Quality Review Score

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

State Accountability Status

Based on its 2008-09 performance, this school is:

In Good Standing

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

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 85% of schools earned an A in 2008-09

K-8 School Table – Overall Grades

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

In This Report:

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

School Environment

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

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

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

Closing the Achievement Gap

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

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

Additional Information

Closing the Achievement Gap

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

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

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-		English Language Learners
23.3%		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
+1.5	46.2%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		Mathematics
-		English Language Learners
32.6%		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
+0.75	31.6%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide

(-) indicates less than 15 students in this category

Peer Schools

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

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

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

The peer schools for Explore Charter School are:

DBN	School Name	DBN	School Name
25Q219	P.S. 219 Paul Klapper	03M191	P.S. 191 Amsterdam
29Q156	P.S. 156 Laureton	10X095	P.S. 095 Sheila Mencher
84K356	Achievement First- Crown Heights Charter School	29Q138	P.S. 138 Sunrise
27Q225	P.S. 225 Seaside	27Q042	P.S. 042 R. Vernam
18K066	P.S. 66	84X345	Hyde Leadership Charter School
29Q147	P.S. 147 Ronald McNair	27Q043	P.S. 043
84K703	Beginning With Children Charter School	29Q116	P.S. 116 William C. Hugley
21K238	P.S. 238 Anne Sullivan	27Q183	P.S. 183 Dr. Richard R. Green
84X284	Harlem Children's Zone/Promise Academy Charter School	23K178	P.S. 178 Saint Clair Mckelway
10X280	P.S. 280 Moshulu Parkway	04M171	P.S. 171 Patrick Henry
84X171	Carl C. Icahn Charter School		
30Q127	P.S. 127 Aerospace Science Magna		
84K359	The Lift Charter School		
06M311	Amistad Dual Language School		
17K161	P.S. 161 The Crown		
84X706	Harriet Tubman Charter School		
11X089	P.S. 089 Bronx		
02M111	P.S. 111 Adolph S. Ochs		
20K192	P.S. 192 Brooklyn		
11X194	FB/MS 194		

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Results by Category

SCHOOL: Explore Charter School
SCHOOL LEADER: Morly Ballen/Kinnari Patel

HOW TO INTERPRET THIS CHART

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

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



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

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

School Environment

Comprises 15% of the Overall Score

This Year's Score:	Survey Scores (10 points)	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
14.7 out of 15	Academic Expectations:	8.4	96.0%	95.8%	
A	Communication:	7.6	104.5%	100.0%	
	Engagement:	7.4	82.1%	80.8%	
	Safety and Respect:	8.3	96.9%	90.6%	
	Attendance (5 points)	96.8%	107.4%	97.1%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
24.2 out of 25	Percentage of Students at Proficiency (Level 3 or 4):	83.5%	117.4%	90.3%	254
A	Median Student Proficiency (1.00-4.50):	3.22	87.5%	69.0%	254
	Mathematics				
	Percentage of Students at Proficiency (Level 3 or 4):	97.6%	106.5%	96.3%	254
	Median Student Proficiency (1.00-4.50):	3.69	93.8%	76.4%	254

Student Progress

Comprises 60% of the Overall Score

This Year's Score:	English Language Arts	Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
46.6 out of 60	Percentage of Students Making at Least 1 Year of Progress	61.7%	63.0%	64.3%	207
A	Percentage of Students In School's Lowest 1/3 Students Making at Least 1 Year of Progress	87.9%	79.2%	84.8%	66
	Average Change in Student Proficiency for Level 1 and Level 2 Students	0.40	96.4%	90.0%	46
	Average Change in Student Proficiency for Level 3 and Level 4 Students	(0.02)	73.3%	73.3%	161
	Mathematics				
	Percentage of Students Making at Least 1 Year of Progress	68.7%	76.4%	67.4%	207
	Percentage of Students In School's Lowest 1/3 Students Making at Least 1 Year of Progress	81.8%	85.6%	85.8%	66
	Average Change in Student Proficiency for Level 1 and Level 2 Students	0.07			12
	Average Change in Student Proficiency for Level 3 and Level 4 Students	0.08	81.1%	80.0%	195

Progress Report Grade

A

What does this grade mean?

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

How did this school perform?

- This school's overall score for 2007-08 is 88.5
- This score places the School in the 98 percentile of all K-8 schools Citywide—i.e., 98 percent of those schools scored lower than this school
- This school did not have a 2008 target because it did not receive a grade last year

This Progress Report is for:

SCHOOL	Explore Charter School (84K704)
SCHOOL LEADER	Morly Ballen
ENROLLMENT	418
SCHOOL TYPE	K-8
PEER INDEX	62.21

Category	Calculated Score	Category Grade
School Environment	14.2 out of 15	A
Student Performance	21.7 out of 25	A
Student Progress	50.3 out of 80	A
Additional Credit	2.3 (15 max)	
Overall Score	88.5 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 66.7–98.5 receive a letter grade of A
- 24% of schools earned an A in 2007-08

K-8 School Table – Overall Grades

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

Quality Review Score

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

State Accountability Status

This school does not have a State accountability status for 2006-07.

In This Report:

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

School Environment

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

Student Performance

measures student skill levels in English Language Arts and Math.

Student Progress

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

Closing the Achievement Gap

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

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

Additional Information

Closing the Achievement Gap

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

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

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
+0.75	31.1%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide
		Mathematics
-		English Language Learners
-		Special Education Students
-		Hispanic Students in the Lowest Third Citywide
+1.5	45.7%	Black Students in the Lowest Third Citywide
-		Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

Peer Schools

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

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

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

The peer schools for Explore Charter School are:

DBN	School Name	DBN	School Name
25Q219	P.S. 219 Paul Klipper	09M191	P.S. 191 Amsterdam
29Q158	P.S. 158 Lauriston	10K095	P.S. 095 Shells Mencher
84K358	Achievement First: Crown Heights Charter School	29Q138	P.S. 138 Sunrise
27Q226	P.S. 226 Sesaida	27Q042	P.S. 042 R. Varham
18K098	P.S. 88	84K345	Hyde Leadership Charter School
29Q147	P.S. 147 Ronald Menair	27Q045	P.S. 045
84K703	Beginning With Children Charter School	29Q116	P.S. 116 William C. Hughley
21K238	P.S. 238 Anne Sullivan	27Q183	P.S. 183 Dr. Richard R. Green
84M264	Harlem Children's Zone/Promise Academy Charter Scho	29K178	P.S. 178 Saint Clair Mckelvey
10X280	P.S. 280 Moshoku Parkway	04M171	P.S. 171 Patrick Henry
84X717	Carl C. Koch Charter School		
30Q127	P.S. 127 Aerospace Science Magnet		
84K359	The Uff Charter School		
09M311	Amistad Dual Language School		
17K161	P.S. 161 The Crown		
84X706	Harriet Tubman Charter School		
11X099	P.S. 099 Bronx		
02M111	P.S. 111 Adolph S. Ochs		
20K192	P.S. 192 Brooklyn		
11X194	PSMS 194		

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Results by Category

SCHOOL: Explore Charter School
SCHOOL LEADER: Morty Ballen

HOW TO INTERPRET THIS CHART

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

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



In this example, the school's attendance is 50%. This is 75% of the way from the lowest attendance at any school (50%) to the highest attendance (100%).

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

School Environment

Comprises 15% of the Overall Score

This Year's Score: **0.946 x 15 = 14.2**

A

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.4	86.0%	0.0			8.5	96.8%	8.1			8.5	
7.6	104.6%	5.3			7.5	100.0%	5.4			7.6	
7.6	88.3%	5.1			7.9	88.6%	5.3			7.9	
8.0	87.6%	5.2			8.4	81.3%	5.4			8.6	
96.1%	98.8%	96.1%			96.2%	90.2%	93.0%			97.1%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **0.866 x 25 = 21.7**

A

English Language Arts

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

Median Student Proficiency (1.00-4.50):

Mathematics

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

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
73.9%	98.0%	30.8%			75.1%	77.0%	18.3%			90.5%	245
3.21	86.7%	2.73			3.39	88.0%	2.53			3.53	245
92.2%	98.2%	41.8%			94.2%	87.8%	35.7%			100.0%	245
3.59	85.3%	2.79			3.75	89.8%	2.56			4.04	245

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **0.838 x 60 = 50.3**

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

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

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

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

Mathematics

Percentage of Students Making at Least 1 Year of Progress

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

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

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

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
66.9%	81.8%	44.3%			71.9%	83.8%	44.6%			71.2%	190
81.0%	63.6%	66.6%			93.9%	68.8%	55.0%			91.9%	58
0.31	84.8%	0.13			0.41	80.0%	0.13			0.43	76
0.04	93.3%	0.24			0.90	93.3%	0.24			0.90	114
73.4%	89.9%	40.9%			77.9%	78.3%	39.5%			82.8%	188
84.6%	93.2%	50.2%			87.1%	93.3%	49.6%			87.1%	52
0.55	100.0%	0.07			0.90	98.0%	0.07			0.57	45
0.13	94.8%	0.23			0.15	92.5%	0.24			0.16	143