

**ACHIEVEMENT FIRST CROWN HEIGHTS  
CHARTER SCHOOL**

**RENEWAL REPORT  
JANUARY 2010**

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# Part 1: Executive Summary

## **School Overview and History:**

Achievement First Crown Heights Charter School is a K-12 school serving approximately 800 students from kindergarten through grade 9 in the 2009-2010 school year.<sup>1</sup> The school opened in 2005 with kindergarten, grade 1 and grade 5. It has plans to grow to serve students in kindergarten through grade 12.<sup>2</sup> It is currently housed in two separate public school buildings in District 17 and 23 with a private high building for the high school currently under construction.<sup>3</sup>

The school population comprises 96.5% Black, 2.2% Hispanic, 0.5% White, and 0.2% Asian students. 49% of students are designated at Title I.<sup>4</sup> The student body includes 0.1% English language learners and 10.33% special education students. Boys account for 49.2% of the students enrolled and girls account for 50.8%.<sup>5</sup>

The school earned an A on its progress report in 2009, an A in 2008 and a B in 2007. The average attendance rate for the school year 2008 - 2009 was 95.3%.<sup>6</sup> The school is in good standing with state and federal accountability.<sup>7</sup>

## **Renewal Review Process Overview:**

The NYC DOE Charter School Office conducted a thorough review of this schools' Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the schools finance, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: September 21,22, 23, 2009.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, Charter School Office, NYC DOE
- Aaron Listhaus, Chief Academic Officer, Charter School Office, NYC DOE
- Aamir Raza, Director of Oversight, Charter School Office, NYC DOE
- Ben Carson, Statistician, Charter School Office, NYC DOE
- Geri Taylor-Brown, Director of School Quality, Division of Accountability and Assessment Resources, NYC DOE
- Kathy Ahern, Regional Associate, New York State Education Department

## **Renewal Recommendation:**

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

The NYC DOE CSO has found Achievement First Crown Heights Charter School to be an academically successful school that is organizationally viable and in compliance with applicable

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

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

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

<sup>4</sup> Demographic Data drawn from NYC DOE ATS System; Title I percentage from 2008 NY State Report Cards

<sup>5</sup> Student Demographic data is inputted by school staff into the ATS enrollment database and summarized by NYC DOE staff.

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

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

laws and regulations pertaining to its current charter. Based on the findings delineated below, Achievement First Crown Heights Charter School is an educationally and fiscally sound organization, is likely to improve student learning and achievement, and meets the requirements of the charter Schools Act and applicable law.

## Part 2: Findings

### What the School Does Well:

- The school has developed and implemented a rigorous assessment system and strong data-tracking tool to monitor student performance and inform teaching and learning.
  - The school administers a wide range of assessments to measure student levels and progress in key subject areas and skills. Results from these assessments are tracked in the on-line data tracking system “Athena”, created by Achievement First. Teachers and administrators note the effectiveness of the new on-line tool and note that while parts of the software are still in development, it provides useful student, class, and school level data including item analysis and longitudinal reports.
  - This past year the school implemented a new data professional development program called “data days” in which teachers, administrators and staff learn to use Athena data to track student progress and inform school-wide planning and classroom instruction.
- Rituals, routines and protocols are in place to ensure a safe and consistent environment for students.
  - The school has adopted positive behavioral management techniques such as “Response to Intervention” protocols to ensure that student’s non-academic needs are met, and that all students experience a safe and predictable environment. Likewise, the school has implemented programs such as “Scholar Dollar” rewards and “Fun-tastic Fridays”, to ensure students are rewarded to excellent academic achievement and behavior.
  - Classes observed shared consistent norms, protocols and routines including school-wide chants and songs and behavioral management techniques.
- The school has developed systems and structures to support a standards-based curriculum that ensures rigor and consistency across all classes, teachers and grade levels.
  - The school provides an extended day, an extended year and opportunities for after-school and holiday instruction to maximize learning opportunities for students. Likewise, class lessons are crafted to promote more time on task for students.
  - The school-wide curriculum provides consistency for all students and aims to ensure that all teachers, even the least experienced, have structures in place to deliver high quality instruction.
- The school promotes an open door policy in which parents are viewed as active partners in their children’s education and are included in student learning.
  - Parents note a high level of satisfaction with the school. There is an active Parent Leadership Committee and a number of parents volunteer to assist the school on school trips, back office tasks, classroom support or daily routines such as breakfast and lunch duty. The school notes parent engagement and increased participation as a key goal for the future.

- The school provides an orientation for all parents and provides home visits, phone calls, mailings and progress reports to communicate with parents. Parents are expected to read to their children and sign-off on student homework every evening. The school provides workshops and training sessions to support parents in best executing these tasks.
- The newly developed high school, which opened this year, shows promising early indicators of success.
  - High School leadership and teachers have developed curriculum, trainings and protocols to encourage rigor, critical thinking skills and student voice throughout the school in order to promote student preparation for success in college.
  - Rigorous and engaging lessons were observed in multiple subject areas in the high school.
- The school is reflective and uses a data-driven approach to make modifications and plan for the future.
  - The school regularly surveys its teachers, parents and staff to identify key areas of development. When certain areas of focus have required additional attention, such as training in the use of data, the school has re-organized its systems to better address these needs, for example, the development of regular “data day” professional development.
  - After reflecting on quantitative and qualitative data the school placed a priority on improving quality in the middle grades and hired a middle school director to address these specific needs.
- The school's Board of Trustees has functioned well in furthering the school's mission and vision, and maintains sound finances and internal controls.
  - The board's top three priorities include providing support to the new principals, raising middle school reading standards, and working towards an outstanding high school. The board feels good about the parent engagement efforts, data analysis and support, and its school's high scores.
  - The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resources policies. The financial statements of AF CH 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 year ended June 30, 2009, the school possessed assets totaling \$2,772,307 and total liabilities of \$830,776. A total of \$1,941,531 is unrestricted for use purposes. AF CH has over \$1.8 million in liquid assets. The school remains in good financial condition to meet its obligations.

**Areas of Improvement:**

- Continue to develop strategies to identify and meet the needs of students at risk of failure, students at risk of not making acceptable progress, and students who are ELL and requiring special education services.
  - The school currently enrolls a student population of Special Education Students and English Language Learners that is below the district average. The school

has identified strategies to address this imbalance. These strategies should be pursued to ensure equitable student enrollment.

- Continue to support teachers in differentiating their instruction to ensure that the individual learning needs of every student are met.
  - Some lessons observed provided full-group instruction with minimal opportunities to check for individual students understanding. In some instances the needs of students who were struggling went unmet for the duration of the visit.
  - The school has implemented a new coaching model for teacher support in order to address individual teacher learning needs. Likewise, the professional development plan for the school has been updated to better address teacher training in using data to differentiate instruction. These programs should be continued to ensure that individual student learning needs are met.
- Ensure that all classrooms are rigorous and engaging, especially in the Middle School, and support higher-order thinking in order to meet the schools' goal of college readiness.
  - The school did not fully meet its performance goals in 6<sup>th</sup> grade ELA and 8<sup>th</sup> grade ELA. The school has pursued structural changes as well as revisions to curriculum and professional development plans to address this need. These areas should continue to be a focus of school improvement measures.
  - Some classes observed lacked opportunity for students to think critically and express their voice in learning. Students note a desire for more hands-on learning and extracurricular activities.
- The school should continue to develop systems to effectively evaluate and support school leaders at all levels.
  - The school has experienced leadership turn-over with three new school leaders this year in the Elementary, Middle and High School. The Board...
- The school should continue to enhance its systems for evaluating its leadership.
  - Although a leadership evaluation process is in place, the Achievement First Crown Heights Board should be included more effectively in the decision-making process. The network staff is working on this matter and hopes to establish a more effective process in the upcoming school year.

## Part 3: Charter School Goals

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

The Achievement First Crown Heights 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 retrospective report and has been verified by the Charter School Office.

Goals	First Year	Second Year	Third Year	Fourth Year	Fifth Year
For grade level cohorts that have been at the school for <b>one year</b> , at least 50 percent of students will perform at the proficient level on the state assessment in all subject areas.	Grade 5: 68% ELA; 60% Math	Grade 5: 50% ELA; 70% Math	Grade 5: 61% ELA; 97% Math	Grade 5: 62% ELA; 93% Math	N/A
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	N/A
For grade level cohorts that have been at the school for <b>two years</b> , at least 60 percent of students will perform at the proficient level on the state assessment in all subject areas.		Grade 6: 59% ELA; 69% Math	Grade 6: 59% ELA; 89% Math	Grade 6: 64% ELA; 97% Math	N/A
	N/A	<b>Partial</b> (ELA result falls one percent below target)	<b>Partial</b> (ELA result falls one percent below target)	<b>Y</b>	N/A
For grade level cohorts that have been at the school for <b>three years</b> , at least 70 percent of students will perform at the proficient level on the state assessment in all subject areas.			Grade 3: 89% ELA; 100% Math  Grade 7: 76% ELA; 85% Math	Grade 7: 81% ELA; 90% Math	N/A
	N/A	N/A	<b>Y</b>	<b>Y</b>	N/A
For grade level cohorts that have been at the school for <b>four years</b> , at least 80 percent of students will perform at the proficient level on the state assessment in all subject areas.				Grade 3: 91% ELA; 100% Math  Grade 4: 98% ELA; 100% Math  Grade 8: 77% ELA; 90% Math	N/A
	N/A	N/A	N/A	<b>Partial</b> (Grade 8 ELA result falls 3 percent below target)	N/A

For grade level cohorts that have been at the school for <b>five or more years</b> , at least 90 percent of all students will perform at the proficient level on the state assessment in all subject areas.					N/A
	N/A	N/A	N/A	N/A	N/A

Goals	First Year	Second Year	Third Year	Fourth Year	Fifth Year
Student attrition will be less than 5% a year (other than students moving out of the neighborhood/city).	3.94% (incl. family moves)	3.98% (incl. family moves)	3.5% (incl. family moves)	2.0% (incl. Family moves) 1.0% (not incl. family moves)	N/A
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	N/A
The school will maintain an average student attendance rate of 94% or higher.	97.5%	96%	96.5%	95.3%	N/A
	<b>Y</b>	<b>Y</b>	<b>Y</b>	<b>Y</b>	N/A
The school will maintain an average of two or fewer suspensions a month per grade.	Zero suspensions total	<b>Gr 1: 2</b> suspensions/June <b>Gr 5: 1/June</b> <b>Gr 6: 1/Dec,</b> <b>1/May, 1/June</b>	<b>Gr K:</b> 1/Feb, 1/Mar, 4/May <b>Gr 1:</b> 1/Nov, 1/Jan, 1/May <b>Gr 2:</b> 1/Oct, 2/Jan, 4/Feb, 1/May, 2/June <b>Gr 3:</b> 1/Feb, 2/Mar, 1/May, 1/June <b>Gr 5:</b> 1/Oct <b>Gr 6:</b> 1/Jan, 1/Mar, 1/Apr, 5/May <b>Gr 7:</b> 1/Feb, 1/Mar, 1/Apr	<b>Gr K:</b> 2/Sep, 1/Apr <b>Gr 1:</b> 3/Dec, 1/Jan <b>Gr 2:</b> 1/Nov, 2/Jan, 2/Mar, 2/May, 1/June <b>Gr 3:</b> 1/Jan, 2/Feb, 5/Mar, 2/Apr, 3/May, 1/June <b>Gr 4:</b> 1/Oct, 1/Nov, 2/Feb, 1/Mar, 3/Apr, 3/May, 2/June <b>Gr 5:</b> 1/Nov, 1/Apr <b>Gr 6:</b> 1/Oct, 1/Nov, 2/Jan, 1/Feb, 4/Mar, 1/May, 1/June <b>Gr 7:</b> 1/Jan, 1/Feb, 2/Mar, 1/May, 4/June <b>Gr 8:</b> 3/Jan, 1/Feb, 1/May	N/A
			<b>Y</b>	<b>Y</b>	<b>N</b> (Avg. number suspensions/month: 0.47)
Eighty-five percent or more of parents will give the school an overall rank as good or better (given the choices of excellent, very	91.8% rated the school "A/A+" on grading scale	91.4% rated the school "A/A+" on grading scale	86% rated the school "A/A+" on grading scale	89.4% rated the school "A/A+" on grading scale	N/A
					<b>Y</b>

good, good, fair,  
poor, very poor).

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## Part 4: Charter School Performance Data

The Achievement First Crown Heights Charter School 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.

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

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

ELA				
	2006	2007	2008	2009
<i>AF CH CS</i>	67.5%	54.0%	71.3%	78.1%
<i>CSD 17</i>	41.1%	43.2%	53.4%	65.2%
<i>NYC</i>	51.8%	52.5%	59.0%	70.3%

Math				
	2006	2007	2008	2009
<i>AF CH CS</i>	59.7%	68.9%	92.9%	95.1%
<i>CSD 17</i>	44.5%	54.1%	67.1%	77.0%
<i>NYC</i>	58.2%	66.9%	75.9%	83.3%

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

3rd Grade			2006	2007	2008	2009
<i>ELA</i>	<i>AF CH CS</i>		n/a	n/a	89.4%	90.8%
	<i>CSD 17</i>				59.4%	66.7%
	<i>NYC</i>				61.1%	70.6%
<i>Math</i>	<i>AF CH CS</i>		n/a	n/a	100.0%	100.0%
	<i>CSD 17</i>				84.9%	88.2%
	<i>NYC</i>				88.3%	92.3%

4th Grade			2006	2007	2008	2009
<i>ELA</i>	<i>AF CH CS</i>		n/a	n/a	n/a	97.5%
	<i>CSD 17</i>					68.1%
	<i>NYC</i>					70.4%
<i>Math</i>	<i>AF CH CS</i>		n/a	n/a	n/a	100.0%
	<i>CSD 17</i>					83.8%
	<i>NYC</i>					86.2%

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

5th Grade			2006	2007	2008	2009
<i>ELA</i>	<i>AF CH CS</i>		67.5%	50.0%	60.9%	61.5%
		<i>CSD 17</i>	45.8%	47.7%	64.5%	70.8%
		<i>NYC</i>	57.4%	57.7%	70.6%	76.1%
<i>Math</i>	<i>AF CH CS</i>		59.7%	69.9%	96.6%	93.4%
		<i>CSD 17</i>	46.0%	61.6%	73.7%	82.4%
		<i>NYC</i>	62.1%	72.9%	80.7%	86.8%

6th Grade			2006	2007	2008	2009
<i>ELA</i>	<i>AF CH CS</i>		n/a	58.2%	59.3%	64.4%
		<i>CSD 17</i>		41.1%	50.7%	70.7%
		<i>NYC</i>		51.3%	54.2%	74.2%
<i>Math</i>	<i>AF CH CS</i>		n/a	67.9%	88.9%	96.6%
		<i>CSD 17</i>		47.0%	64.9%	71.2%
		<i>NYC</i>		64.9%	73.4%	78.7%

7th Grade			2006	2007	2008	2009
<i>ELA</i>	<i>AF CH CS</i>		n/a	n/a	76.0%	81.3%
		<i>CSD 17</i>			53.3%	66.9%
		<i>NYC</i>			61.0%	72.5%
<i>Math</i>	<i>AF CH CS</i>		n/a	n/a	84.7%	90.1%
		<i>CSD 17</i>			58.0%	76.9%
		<i>NYC</i>			70.7%	82.4%

8th Grade			2006	2007	2008	2009
<i>ELA</i>	<i>AF CH CS</i>		n/a	n/a	n/a	76.7%
		<i>CSD 17</i>				50.2%
		<i>NYC</i>				58.7%
<i>Math</i>	<i>AF CH CS</i>		n/a	n/a	n/a	89.7%
		<i>CSD 17</i>				62.3%
		<i>NYC</i>				73.1%

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

	2005-2006	2006-2007	2007-2008	2008-2009
Student Attendance Rate	97.50%	96%	96.50%	95.30%

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

## Part 5: Background on the Charter Renewal Process

### I. PROCESS BACKGROUND

#### A. Statutory Basis for Renewal

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

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

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

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

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

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

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

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

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

<sup>13</sup> § 2852(5)

## B. NYCDOE's Charter Renewal Process

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

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

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

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

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

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

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

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

## Part 6: Framing Questions and Key Benchmarks

### I. FRAMING QUESTIONS:

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

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

### II. RENEWAL BENCHMARKS:

#### Benchmark 1: Performance and Progress

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

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

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

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

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

### Benchmark 3: Non-Academic Performance

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

- Absolute
- Comparative
- Value-Added

### Benchmark 4: Governance and Internal Controls

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

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

### Benchmark 5: Sound Financial Controls

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

- Healthy and Sound Financial Practices that include:
  - A long range financial plan that guides school operations
  - Realistic budgets that are monitored and adjusted when appropriate
  - Effective oversight, and financial decisions that further and reflect the school's mission, program, and goals
  - Internal controls and procedures that are followed consistently and that result in prudent resource management
  - Capacity to correct any deficiencies or audit findings
  - Financial records that are kept according to GAAP
  - Adequate financial resources to ensure stable operations
  - Processes that maintain and successfully manage the school's cash flow
  - Non-variable income streams that support critical financial needs

### **Benchmark 6: Parent and Student Satisfaction**

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

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

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

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

### **Benchmark 8: Sufficient Reporting**

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

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

### **Benchmark 9: Appropriate Admissions Policy**

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

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

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

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

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

## Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

Progress Report Grade

# 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 78.9
- This score places the School in the 45 percentile of all K-8 schools Citywide—i.e., 45 percent of those schools scored lower than this school

### This Progress Report is for:

SCHOOL	Achievement First- Crown Heights Charter School (84K368)
SCHOOL LEADER	Orpheus Williams/Mike Kerr
ENROLLMENT	752
SCHOOL TYPE	K-8
PEER INDEX	48.86

Category	Calculated Score	Category Grade
School Environment	13.0 out of 15	A
Student Performance	20.3 out of 25	A
Student Progress	42.6 out of 60	A
Additional Credit	3.0 (15 max)	
Overall Score	78.9 out of 100	A

### How score 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

### Quality Review Score

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

### State Accountability Status

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

#### In Good Standing

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

### In This Report:

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

#### School Environment

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

#### Student Performance

measures average student skill levels in English Language Arts and Math.

#### Student Progress

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

#### Closing the Achievement Gap

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

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

## Additional Information

### Closing the Achievement Gap

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

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

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
-	-	English Language Learners
+1.5	37.5%	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
	27.6%	Black Students in the Lowest Third Citywide
-	-	Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
-	-	English Language Learners
	30.8%	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
+1.5	48.1%	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 Achievement First- Crown Heights Charter School are:

DBN	School Name	DBN	School Name
27Q124	P.S. 124 Osmond A Church	84M284	Harlem Children's Zone/Promise Academy Charter School
21K121	P.S. 121 Nelson A. Rockefeller	10Q290	P.S. 280 Moshulu Parkway
04M012	Tag Young Scholars	84K117	Carl O. Ishin Charter School
25Q200	P.S. 200 Pomonoak	30Q127	P.S. 127 Aerospace Science Magnet
02M126	P.S. 126 Jacob August Rits	84K359	The Uff Charter School
02M285	Ella Baker School	06M111	Amistad Dual Language School
11X083	P.S. 083 Donald Hertz	17K161	P.S. 161 The Crown
18K235	P.S. 235 Lenox	84K704	Explore Charter School
29Q270	P.S. / I.S. Q270	84X706	Harriet Tubman Charter School
06M187	P.S. 187 Hudson Cliffs	11X089	P.S. 089 Bronx
06M223	The Mott Hall School		
84M861	Future Leaders Institute Charter School		
29Q268	P.S. 268		
25Q219	P.S. 219 Paul Klapper		
29Q156	P.S. 156 Laureton		
27Q225	P.S. 225 Seaside		
19K056	P.S. 56		
29Q147	P.S. 147 Ronald McNair		
84K703	Beginning With Children Charter School		
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/SchoolReports/ProgressReports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

# Results by Category

SCHOOL Achievement First- Crown Heights Charter School  
SCHOOL LEADER Orpheus Williams/Mike Kerr

## 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 86%. 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: 13 out of 15

**A**

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (6 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
8.2	82.8%	83.0%	83.0%	83.0%	83.0%	87.6%	81.1%	87.6%	87.6%	87.6%	
7.2	76.8%	76.8%	76.8%	76.8%	76.8%	81.8%	76.4%	81.8%	81.8%	81.8%	
7.4	74.1%	74.1%	74.1%	74.1%	74.1%	80.8%	74.3%	80.8%	80.8%	80.8%	
7.6	82.6%	82.6%	82.6%	82.6%	82.6%	88.8%	82.4%	88.8%	88.8%	88.8%	
98.2%	110.1%	98.2%	98.2%	98.2%	98.2%	110.8%	98.0%	110.8%	110.8%	110.8%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score: 20.3 out of 25

**A**

English Language Arts

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

Median Student Proficiency (1.00-4.50):

Mathematics

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

Median Student Proficiency (1.00-4.50):

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
78.2%	78.0%	78.0%	78.0%	78.0%	78.0%	83.0%	78.3%	83.0%	83.0%	83.0%	482
3.22	86.8%	3.22	3.22	3.22	3.22	89.0%	3.23	89.0%	89.0%	89.0%	482
95.0%	90.7%	95.0%	95.0%	95.0%	95.0%	92.2%	95.1%	92.2%	92.2%	92.2%	484
3.82	88.8%	3.82	3.82	3.82	3.82	86.1%	3.58	86.1%	86.1%	86.1%	484

## Student Progress

Comprises 60% of the Overall Score

This Year's Score: 42.6 out of 60

**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
58.9%	68.2%	58.9%	58.9%	58.9%	58.9%	63.8%	54.8%	63.8%	63.8%	63.8%	384
81.6%	69.7%	81.6%	81.6%	81.6%	81.6%	80.8%	65.6%	80.8%	80.8%	80.8%	141
0.26	41.8%	0.26	0.26	0.26	0.26	43.3%	0.13	43.3%	43.3%	43.3%	119
(0.02)	73.9%	(0.02)	(0.02)	(0.02)	(0.02)	73.3%	(0.24)	73.3%	73.3%	73.3%	265
72.2%	80.7%	72.2%	72.2%	72.2%	72.2%	76.6%	65.5%	76.6%	76.6%	76.6%	385
84.1%	83.0%	84.1%	84.1%	84.1%	84.1%	82.0%	68.8%	82.0%	82.0%	82.0%	138
0.56	102.0%	0.56	0.56	0.56	0.56	88.0%	0.07	88.0%	88.0%	88.0%	42
0.05	73.6%	0.05	0.05	0.05	0.05	72.6%	(0.24)	72.6%	72.6%	72.6%	343

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 85.3
- This score places the School in the 96 percentile of all K-8 schools Citywide—i.e., 96 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	Achievement First- Crown Heights Charter School (84K368)
SCHOOL LEADER	Orpheus Williams
ENROLLMENT	677
SCHOOL TYPE	K-8
PEER INDEX	48.95

Category	Calculated Score	Category Grade
School Environment	13.5 out of 15	A
Student Performance	19.1 out of 25	A
Student Progress	51.2 out of 60	A
Additional Credit	1.5 (15 max)	
Overall Score	85.3 out of 100	A

### How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 66.7–68.5 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	66.7–68.5	24% of schools
B	49.7–66.6	42% of schools
C	38.4–49.6	24% of schools
D	23.4–38.3	9% of schools
F	22.9–23.4	1% of schools

### In This Report:

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

#### School Environment

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

#### Student Performance

measures student skill levels in English Language Arts and Math.

#### Student Progress

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

#### Closing the Achievement Gap

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

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

### Quality Review Score

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

### State Accountability Status

Based on its 2006-07 performance, this school is: **In Good Standing**

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

## Additional Information

### Closing the Achievement Gap

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

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

Credit	Exemplary Proficiency Gains	Student Group
		<b>English Language Arts</b>
	-	English Language Learners
	-	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
	25.4%	Black Students in the Lowest Third Citywide
	-	Other Students in the Lowest Third Citywide
		<b>Mathematics</b>
	-	English Language Learners
	-	Special Education Students
	-	Hispanic Students in the Lowest Third Citywide
+1.5	54.3%	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 Achievement First- Crown Heights Charter School are:

DBN	School Name	DBN	School Name
27Q124	P.S. 124 Diamond A Church	84M284	Harlem Children's Zone/Promise Academy Charter School
21K121	P.S. 121 Nelson A. Rockefeller	10Q280	P.S. 280 Moshulu Parkway
04M012	Tag Young Scholars	84X717	Carl C. Isahn Charter School
25Q200	P.S. 200 Pomonok	30Q127	P.S. 127 Aerospace Science Magnet
02M128	P.S. 128 Jacob August Rik	84K359	The UR Charter School
02M225	Ella Baker School	06M511	Amstad Dual Language School
11X083	P.S. 083 Donald Hertz	17K161	P.S. 161 The Crown
18K235	P.S. 235 Lenox	84K704	Explore Charter School
29Q270	P.S. /I.B. Q270	84X706	Hartel Tubman Charter School
06M187	P.S. 187 Hudson Cliffs	11X089	P.S. 089 Bronx
06M223	The Mott Hall School		
84M861	Future Leaders Institute Charter School		
29Q288	P.S. 288		
25Q219	P.S. 219 Paul Klapper		
29Q158	P.S. 158 Laurelton		
27Q225	P.S. 225 Seaside		
18K066	P.S. 66		
29Q147	P.S. 147 Ronald Monai		
84K703	Beginning With Children Charter School		
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/SchoolReports/ProgressReports/> or send us an email at [pr\\_support@schools.nyc.gov](mailto:pr_support@schools.nyc.gov).

# Results by Category

SCHOOL: Achievement First-Crown Heights Charter School  
 SCHOOL LEADER: Orpheus Williams

## HOW TO INTERPRET THIS CHART

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

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



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

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

## School Environment

Comprises 15% of the Overall Score

This Year's Score:  
 $0.897 \times 15 = 13.5$

**A**

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (6 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
<b>8.6</b>	100.0%	8.3			8.6	104.2%	8.1			8.5	
<b>7.6</b>	81.7%	6.4			7.8	100.0%	6.4			7.6	
<b>7.8</b>	88.8%	6.4			8.1	98.2%	6.3			7.8	
<b>8.1</b>	78.1%	6.5			8.0	84.4%	6.4			8.5	
<b>96.2%</b>	84.8%	85.5%			97.4%	91.2%	85.9%			97.1%	

## Student Performance

Comprises 25% of the Overall Score

This Year's Score:  
 $0.763 \times 25 = 19.1$

**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
<b>71.0%</b>	88.8%	31.3%			90.7%	73.0%	18.3%			90.9%	331
<b>3.22</b>	86.8%	2.74			3.47	88.0%	2.53			3.53	331
<b>92.4%</b>	86.8%	48.2%			100.0%	88.2%	35.7%			100.0%	329
<b>3.79</b>	84.0%	2.79			3.98	83.1%	2.56			4.04	329

## Student Progress

Comprises 60% of the Overall Score

This Year's Score:  
 $0.854 \times 60 = 51.2$

**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
<b>65.2%</b>	82.2%	48.3%			69.5%	77.4%	44.8%			71.2%	218
<b>75.9%</b>	42.8%	65.0%			92.8%	43.0%	65.0%			91.9%	78
<b>0.25</b>	88.7%	0.13			0.44	40.0%	0.13			0.43	97
<b>0.04</b>	100.0%	0.19			0.04	93.3%	0.24			0.06	121
<b>78.8%</b>	88.4%	42.1%			73.4%	80.8%	32.5%			62.8%	216
<b>88.0%</b>	103.9%	63.7%			86.6%	102.4%	42.8%			87.1%	75
<b>0.60</b>	110.0%	0.08			0.58	108.0%	0.07			0.57	62
<b>0.17</b>	108.8%	0.20			0.14	102.6%	0.24			0.16	154

**Progress Report**  
Elementary/Middle/K-8

ACHIEVEMENT FIRST- CROWN HEIGHTS CHARTER SCHOOL

K-8

Grade:	<b>B</b>
Peer Index	<b>63.27</b> (0.00 - 100.00 for ENR; 1.00 - 4.50 for M)
Overall Score	<b>62.40</b> (out of 100*)
School Environment	<b>15.2</b> (out of 15)
Student Performance	<b>17.1</b> (out of 30)
Student Progress	<b>28.6</b> (out of 55)
Achievement Gap:	<b>1.50</b> (additional credit)

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

	<u>Your School's Score:</u>		<u>Peer Horizon:</u>		<u>Your School Relative to City Horizon:</u>		<u>City Horizon:</u>	
	This Year	Your School Relative to Peer Horizon	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
<b>1 School Environment (15%)</b>								
Attendance	96.6%	103.9%	88.7%	96.3%	95.8%	87.4%	97.0%	
School Environment Score:	15.2							
<b>2 Student Performance (30%)</b>								
English Language Arts								
Percent of Students at Proficiency (Level 3 or 4)	54.4%	53.6%	22.0%	82.4%	53.4%	15.5%	88.4%	
Median Student Proficiency (1-4.5)	3.07	59.0%	2.59	3.41	57.1%	2.46	3.53	
Mathematics								
Percent of Students at Proficiency (Level 3 or 4)	68.5%	60.2%	32.3%	92.4%	57.6%	28.2%	98.2%	
Median Student Proficiency (1-4.5)	3.29	57.7%	2.58	3.81	54.9%	2.46	3.97	
Student Performance Score:	17.1							
<b>3 Student Progress (55%)</b>								
English Language Arts								
Percent of Students Making at least 1 Year of Progress	52.6%	45.9%	41.3%	65.9%	51.7%	39.2%	65.1%	
Average Change In Student Proficiency	-0.01	27.9%	-0.08	0.17	33.7%	-0.10	0.18	
Average Change in Proficiency in School's Lowest 1/3 of Students	0.27	51.3%	0.11	0.42	54.2%	0.12	0.40	
Mathematics								
Percent of Students Making at least 1 Year of Progress	62.0%	80.6%	38.8%	67.6%	74.7%	34.9%	71.2%	
Average Change In Student Proficiency	0.11	66.6%	-0.09	0.22	64.1%	-0.12	0.24	
Average Change in Proficiency in School's Lowest 1/3 of Students	0.18	37.1%	0.04	0.42	37.7%	0.02	0.44	
Student Progress Score:	28.6							

	<u>Exemplary Proficiency Gains*</u>	
	This Year	Additional Credit Received
<b>4 Closing the Achievement Gap</b>		
English Language Arts		
English Language Learners	0.0%	-
Special Education Students		
Hispanic Students Who Are In Lowest Third Citywide		
Black Students Who Are In Lowest Third Citywide	36.0%	1.50
Other Students Who Are In Lowest Third Citywide		
Mathematics		
English Language Learners		
Special Education Students		
Hispanic Students Who Are In Lowest Third Citywide		
Black Students Who Are In Lowest Third Citywide	28.6%	-
Other Students Who Are In Lowest Third Citywide		

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