

**ACHIEVEMENT FIRST EAST NEW YORK
CHARTER SCHOOL**

**RENEWAL REPORT
JANUARY 2010**

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Part 1: Executive Summary

School Overview and History:

Achievement First East New York Charter School is an elementary and middle school serving approximately 500 students from kindergarten through grade 5 in the 2009-2010 school year.¹ The school opened in 2005 with grades kindergarten through 5. It has plans to grow to serve students grades kindergarten through 12.² It is currently housed in two separate public school buildings in District 19.³

The school population comprises 91.0% Black, 8.1% Hispanic, 0.2% White, and 0.2% Asian students. 61% of students are designated at Title I.⁴ The student body includes 0.4% English language learners and 5.91% special education students. Boys account for 48.5% of the students enrolled and girls account for 51.5%.⁵

The school earned an A on its progress report in 2009, its first. The average attendance rate for the school year 2008 - 2009 was 96.3%.⁶ The school is in good standing with state and federal accountability.⁷

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 29 and September 30, 2009.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, Charter School Office, NYC DOE
- Aamir Raza, Director of Oversight, Charter School Office, NYC DOE
- Ben Carson, Statistician, Charter School Office, NYC DOE
- Maya Agarwal, Senior Program Manager, Office of Multiple Pathways to Graduation, NYC DOE
- Fred Lisker, Senior Special Education Program Specialist, NYC DOE
- Kathy Ahern, Regional Associate, NY State Education Department

Renewal Recommendation:

NYC DOE CSO recommends that the State Board of Regents approve the application for renewal of the Achievement First East New York for a period of 5 years consistent with the terms of the renewal application.

The NYC DOE-OCS has found Achievement First East New York Charter School to be an academically successful school that is organizationally viable and in compliance with applicable

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database

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

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

⁶ 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.

⁷ New York State Education Department - www.nysed.gov

laws and regulations pertaining to its current charter. Based on the findings delineated below, Achievement First East New York 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 is 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 and a strong school culture.
 - 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” and other rewards 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 which were used judiciously. Reviewers noted that students were happy and enthusiastic in their learning, and that classes were a safe space for students to take risks.
- 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, and feel that the school has a high degree of accountability. There is an active Parent Leadership Committee and a number of parents volunteer to assist the school. Parents note that the school has gone above and beyond to help their children be successful

in academics and in social-emotional development, one parent noting that the school provided targeted support and guidance after she went through the process of adopting a child.

- The school provides an orientation for all parents and provides home visits, phone calls, mailings and regular 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 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 require 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.
 - The school has made a number of modifications to improve student life and strengthen school culture to best support student achievement. For example after 3rd grade teachers noted problems with the grouping of students in their sections, the administration empowered teachers to re-organize the 3rd grade and create new groupings based on quantitative and qualitative data. Likewise, after listening to feedback and reviewing data, the school has developed a community circle group to address the social-emotional needs of students, and is in the process of developing a student government and “house” system to enhance opportunities for student voice in the school.
- 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 insuring higher academic performance, working closely with the new principals, and bringing middle school performance in line with the success of the elementary school. The Board boasts 100% giving from board members, high board attendance and high levels of parent outreach.
 - 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 ENY were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
 - According to the school's audited financial statements for the year ended June 30, 2009, the school possessed assets totaling \$2,178,939 and total liabilities of \$331,444. A total of \$1,847,495 is unrestricted for use purposes. AF ENY has over \$1.6 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, especially in differentiating their instruction, to ensure that student learning needs of every student are met.
 - Some lessons observed provided full-group instruction with minimal differentiation and minimal opportunities to check for individual student understanding. The school employs a 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. Teachers are also paired with mentors and grade-level and subject-area colleagues to support their development. These programs should be continued to ensure that teachers professional learning needs and individual student learning needs are met.
 - Some teachers noted that they would request additional coaching and observation support for first year teachers. Some teachers also noted a “churn and burn” effect in an environment with such high expectations. Given the rates of teacher turn-over during the charter period, the school should continue to explore strategies to address these concerns.
- Ensure that all classrooms are rigorous and engaging and support higher-order thinking in order to meet the schools’ goal of college readiness.
 - 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.
 - School staff noted a goal of moving students to understanding “how and why” not just “what and when”. While this was evident in some classroom instruction, this goal is not yet consistently met across the school.
- The school should continue to enhance its systems for evaluating its leadership.
 - Although a leadership evaluation process is in place, the Achievement First East New York 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 East New York 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 one year , at least 50 percent of 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
For grade level cohorts that have been at the school for two years , at least 60 percent of 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
For grade level cohorts that have been at the school for three years , at least 70 percent of students will perform at the proficient level on the state assessment in all subject areas.			Grade 3: 78% ELA; 99% Math		N/A
	N/A	N/A	Yes	N/A	N/A
For grade level cohorts that have been at the school for four years , at least 80 percent of students will perform at the proficient level on the state assessment in all subject areas.				Grade 3: 87% ELA; 99% Math Grade 4: 88% ELA; 97% Math	N/A
	N/A	N/A	N/A	Yes	N/A
For grade level cohorts that have been at the school for five or more years , 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).	7%	5.7%	1.2%	0.5%	N/A
	No	No	Yes	Yes	N/A
The school will maintain an average student attendance rate of 94% or higher.	95.3%	95%	96%	96.2%	N/A
	Yes	Yes	Yes	Yes	N/A
The school will maintain an average of two or fewer suspensions a month per grade.	0 total	20 total, for average of 0.61 per grade per month	Gr K: 3/Sep, 1/May, 2/June Gr 1: 4/Oct, 2/Dec, 2/Jan, 3/Feb, 2/Mar, 1/Apr, 4/June Gr 2: 3/Oct, 3/Dec, 2/Feb, 4/Mar, 3/Apr, 2/May, 4/June Gr 3: 2/Oct, 1/Dec, 1/Jan, 2/Mar, 2/Apr, 2/May, 2/June	Gr K: 2/Feb, 2/June Gr 1: 1/Dec, 2/Feb Gr 2: 2/Oct, 2/Nov, 1/Jan, 1/Feb, 1/June Gr 3: 2/Sept, 3/Oct, 1/Dec, 1/Feb, 1/Mar, 2/Apr, 3/May Gr 4: 1/Sep, 1/Nov, 1/Mar	N/A
	Yes	Yes	No	Very Close	N/A
Eighty-five percent or more of parents will give the school an overall rank as good or better (given the choices of excellent, very good, good, fair, poor, very poor).	100% rated the school "A/A+" on grading scale	94.1% rated the school "A/A+" on grading scale	90.4% rated the school "A/A+" on grading scale	90.1% rated the school "A/A+" on grading scale	N/A
	Yes	Yes	Yes	Yes	N/A

Part 4: Charter School Performance Data

The Achievement First East New York 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 19 and New York City.

Percent of Students Performing at or Above Grade Level – Whole School⁸

ELA				
	2006	2007	2008	2009
AF ENY	n/a	n/a	78.4%	87.4%
CSD 19			48.3%	60.9%
NYC			59.0%	70.3%

Math				
	2006	2007	2008	2009
AF ENY	n/a	n/a	98.6%	98.0%
CSD 19			68.1%	76.9%
NYC			75.9%	83.3%

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

3rd Grade			2006	2007	2008	2009
	ELA	AF ENY	n/a	n/a	78.4%	87.2%
		CSD 19			51.7%	64.2%
		NYC			61.1%	70.6%
	Math	AF ENY	n/a	n/a	98.6%	98.7%
		CSD 19			82.9%	91.3%
		NYC			88.3%	92.3%

4th Grade			2006	2007	2008	2009
	ELA	AF ENY	n/a	n/a	n/a	87.7%
		CSD 19				61.4%
		NYC				70.4%
	Math	AF ENY	n/a	n/a	n/a	97.3%
		CSD 19				80.9%
		NYC				86.2%

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

Student Attendance Rate⁹

	2005-2006	2006-2007	2007-2008	2008-2009
Student Attendance Rate	97.0%	97.0%	96.0%	96.3%

⁹ 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.¹⁰

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.¹¹

A school seeking renewal of its charter must submit a renewal application to the charter entity to which the original charter application was submitted.¹² 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.¹³

¹⁰ See § 2850 of the Charter Schools Act of 1998.

¹¹ See §§ 2851(4) and 2852 of the Act.

¹² See generally §§ 2851(3) and 2851(4).

¹³ § 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.¹⁴

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.

¹⁴ 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 89
- This score places the School in the 74 percentile of all Elementary schools Citywide—i.e., 74 percent of those schools scored lower than this school

This Progress Report is for:

SCHOOL	Achievement First East New York School (84K368)
SCHOOL LEADER	Denimiel Reid
ENROLLMENT	420
SCHOOL TYPE	ELEMENTARY
PEER INDEX	42.88

Category	Calculated Score	Category Grade
School Environment	15.0 out of 15	A
Student Performance	22.5 out of 25	A
Student Progress	51.5 out of 60	A
Additional Credit	0.0 (15 max)	
Overall Score	89.0 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
- 87% of schools earned an A in 2008-09

Elementary Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	87.2% of schools
B	54-67.9	10.8% of schools
C	43.0-53.9	1.4% of schools
D	33.0-42.9	0.3% of schools
F	0-32.9	0.3% 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 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.

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-School 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).

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
-	-	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
-	-	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 East New York School are:

DBN	School Name	DBN	School Name
03M497	Central Park East I	22K217	P.S. 217 Colonel David Marcus School
24Q088	P.S. 088 Seneca	24Q013	P.S. 013 Clement C. Moore
21K212	P.S. 212 Lady Deborah Moody	84K718	Bronx Charter School for Better Learning
08X004	P.S. 304 Early Childhood School	02M011	P.S. 011 William T. Harris
30Q085	P.S. 085 Judge Charles Valone	84X407	Bronx Charter School for Children
30Q150	P.S. 150 Queens	22K193	P.S. 193 Gill Hodges
24Q012	P.S. 012 James B. Colgate	20K179	P.S. 179 Kensington
30Q084	P.S. 084 Steiway	13K282	P.S. 282 Park Slope
03M163	P.S. 163 Alfred E. Smith	03M075	P.S. 075 Emily Dickinson
27Q064	P.S. 064 Joseph P. Addabbo	30Q234	P.S. 234
28Q206	P.S. 206 Horace Harding	11X097	P.S. 097 Bronx
27Q063	P.S. 063 Old South	84K701	Brooklyn Charter School
22K197	P.S. 197 Brooklyn	29Q095	P.S. 095 Eastwood
31R011	P.S. 11 Thomas Dongan School	03M199	P.S. 199 Isador E. Isa Straus
27Q100	P.S. 100 Glen Morris	24Q877	51 Avenue Academy (The Path To Academic Excellence)
84K893	Excellence Charter School of Bedford Stuyvesant	29Q135	The Bellaire School
31R013	P.S. 013 M. L. Lindermeier	31R022	P.S. 022 Grantville
01M110	P.S. 110 Florence Nightingale	27Q090	P.S. 090 Horace Mann
06M14	Muscola	24Q199	P.S. 199 Maurice A. Fitzgerald
30Q152	P.S. 152 Gwendolyn Alleyne	11X153	P.S. 153 Helen Keller

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.

Results by Category

SCHOOL: Achievement First East New York School
SCHOOL LEADER: Denniston Reid

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)
15 out of 15

A

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

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
9.1	112.0%	107.7%	
8.6	110.7%	111.6%	
8.3	100.0%	98.9%	
8.9	96.6%	89.7%	
96.7%	112.8%	97.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: English Language Arts
22.5 out of 25

A

- 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	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
87.5%	108.7%	89.8%	152
3.29	80.6%	89.7%	152
98.0%	94.8%	96.7%	152
3.89	82.7%	81.7%	152

Student Progress

Comprises 60% of the Overall Score

This Year's Score: English Language Arts
51.5 out of 60

A

- 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	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
73.6%	110.8%	104.0%	72
93.1%	99.1%	93.8%	29
0.57	130.0%	120.8%	15
0.04	82.6%	86.7%	57
77.8%	90.7%	90.2%	72
79.2%	78.3%	78.7%	24
			1
0.02	83.6%	87.8%	71