

**K.I.P.P. A.M.P.
ALWAYS MENTALLY PREPARED
CHARTER SCHOOL**

**RENEWAL REPORT
JANUARY 2010**

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Part 1: Executive Summary

School Overview and History:

K.I.P.P. A.M.P. Charter School is an elementary, middle and high school serving approximately 300 students from grade 5 through grade 9 in the 2009-2010 school year.¹ The school opened in 2005 with grade 5. It has plans to grow to serve students grades kindergarten through 12.² It is currently housed in a public school building in District 17.³

The school population comprises 93.3% Black, 4.7% Hispanic, 1% White, and .3% Asian students. 72.3% of students are designated eligible for free or reduced lunch.⁴ The student body includes 0% English language learners and 13.5% special education students. Boys account for 53.3% of the students enrolled and girls account for 46.7%.⁵

The school earned a B on its citywide progress report in 2009, an A in 2008 and an A in 2007. The average attendance rate for the school year 2008 - 2009 was 96.7%.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 October 14 and 15.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, NYC DOE CSO
- Aamir Raza, Director of Oversight, NYC DOE CSO
- Rana Khan, Director of Operations, NYC DOE CSO
- Aquila Haynes, Associate Director for Community Engagement, NYC DOE CSO
- James Machen, Superintendent of District 13, NYC DOE
- Fred Lisker, Special Education Program Specialist, NYC DOE
- Katie Ruddy, Senior Analyst, NYC DOE Multiple Pathways to Graduation

Renewal Recommendation:

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

The NYC DOE CSO has found K.I.P.P. A.M.P. Charter School to be an academically successful school that is organizationally viable and in compliance with applicable laws and regulations pertaining to its current charter. Based on the findings delineated below, K.I.P.P. A.M.P. 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 all applicable laws.

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 enrollment database as of 10/31/09.

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

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

Part 2: Findings

What the school does well

- The school is reflective and uses a data-driven approach to making modifications and plans for the future.
 - Based on performance data and the evolving needs of the school community, the school changed its management structure to include a school principal plus two instructional coaches.
 - The school's systems for professional development have been refined throughout the charter period to now include team meetings, weekly professional development for new teachers, a summer academy, workshops with outside specialists, a coaching structure and monthly KIPP NYC network training sessions.
 - After reviewing performance data the school has made modifications to its student schedule, grade-level structures and other systems. For instance, based on data and community feedback, the school altered the 5th and 6th grade structure so that these students do not travel from class to class as frequently. In addition, after establishing a need for increased consistency, the school developed a whole-school chalk-board protocol which was evident in all classes observed.
- The school conducts a rigorous set of assessments to gauge student learning needs and measure student progress.
 - The school administers a range of pre and post assessments, including school-wide benchmark assessments and mock state exams, and encourages teachers to complete item analysis studies to assess individual student learning needs.
 - The school has piloted an A-Z reading assessment model in the 5th grade that is conducted every six weeks, and plans to roll this out to the entire school community. Likewise, it is investigating additional literacy assessments to support higher performing students.
- Systems and protocols to promote student voice were evident throughout the school.
 - Many students participated in class discussion and questioning, and took risks in answering questions in classes that were observed. When students answered questions incorrectly they were encouraged to persist or to ask classmates for help, a practice that enhanced the feeling that school is a safe space for children. Students note that when they "don't get it" they can ask a friend or the teacher for help.
 - Systems for student collaboration and group work were in place in many classes observed.
 - A variety of extra-curricular activities, including a high-functioning Capoeira program, are available for all students.
- Rituals and routines are in place to ensure a strong school culture.
 - Students interviewed note that the school is welcoming environment that feels like a "family" and that aspects of school are "fun". Parents, teachers and staff interviewed also note that the school has a strong focus on school culture, "team and family".
 - Rewards and consequences for student behavior were observed.

- The school promotes an open-door policy in which parents are viewed as active partners in their children's education.
 - Parents note a high level of satisfaction with the school. There is an active Parent Leadership Committee and a significant number of parents volunteer to assist the school.
 - The school provides an orientation for all parents and communicates student achievement and disciplinary issues to families through phone calls, mailings and progress reports.
- The school has a stable Board of Trustees that has provided good leadership over the course of the charter and maintains sound finances and internal controls.
 - The board has willingly employed additional resources at the school level and at the KIPP network level when the school required additional support in instructional and operational areas.
 - 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 KIPP AMP 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 \$1,577,273 and total liabilities of \$252,442. A total of \$1,299,831 is unrestricted for use purposes. KIPP AMP has over \$1.2 million in liquid assets. The school remains in good financial condition to meet its obligations.

What the school can improve

- The school has experienced significant turn-over in administrative and teaching staff during the charter period.
 - The current school principal led the school for its first three years, left in the fourth year, and returned as an interim-acting principal in the fifth year. The current Instructional Coach has worked in leadership roles at the school throughout the charter period. The school aims to hire an additional instructional coach, but this position was vacant at the time of the renewal visit and report writing.
 - By the end of the 2007-2008 school year, 3 out of 14 teachers had left the school. By the end of the 2008-2009 school year, 10 out of 20 teachers had left the school.
 - While the current leadership and staff shows promising potential, systems should be enhanced to better support stability of teachers and administrators in the school.
- The school should continue to enhance its data system and train all staff to use data to inform instruction.
 - The school is aware of the need to collect and analyze data and has developed some systems to address this need. However, the school lacks a strong school-wide data structure that enables all teachers to effectively track and analyze student level data to inform their planning and differentiate their instruction.
 - The school has improved its strategies around supporting teachers in the use of data to plan instruction. School leadership notes the goal of expanding the role of data analysis in the school to enhance its ability to assess student learning,

and target specific student needs. They note that this requires continued training with all staff and teachers.

- The school should continue to support teachers to ensure that all classes are consistently rigorous and engaging and that instruction is differentiated to meet the individual learning needs of every student.
 - According to the NYC DOE 2008-2009 Progress Report, students did not make sufficient progress in state test scores in Math and ELA relative to their peer horizon. Likewise, students at level 3 and 4 did not make sufficient progress and students did not move from level 1 to level 2 at sufficient levels relative to their peer horizon.
 - The quality of teaching and learning observed was not consistent across all classes. The school has pursued structural changes as well as revisions to curriculum and professional development plans to address the need for enhanced rigor and differentiation. These areas should continue to be a focus of school improvement measures.
 - Teachers currently collaborate with grade-level colleagues, subject area colleagues and their instructional coach to plan lessons and reflect on their practice. This system should be formalized to ensure that all teachers receive the support necessary to be successful.

- The school should continue to develop systems and structures to support clear expectations, procedures and communication for all members of the school community to ensure a strong school environment.
 - The school has identified the need to document consistent discipline policies and procedures that are enforced fairly and appropriately.
 - The school has also identified communication between school leadership and school staff as an area of improvement.
 - According to the NYC DOE 2008-2009 Progress Report the school earned 8 out of 15 points for academic expectations, communication, engagement and safety and respect.

- The school's Board of Trustees should continue to enhance its systems for evaluating the school's leadership and instructional capacity to support greater academic achievement.
 - Given the leadership changes at the school during the charter period, and the current vacancies in key areas of leadership and instruction, the board needs to closely monitor academic achievement at the school.
 - The school notes a need for a Board of Trustees with a diversity of experiences and knowledge that would promote a healthy and vigorous dialogue of ideas.

Part 3: Charter School Goals

Insert Charter Goals Chart from Retrospective Report with description

The K.I.P.P. A.M.P. 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.

KIPP AMP Charter School - Academic Goals					
	Goals	2005-06	2006-07	2007-08	2008-09
Absolute	KIPP A.M.P. Academy Charter School will meet the annual Chancellor's Minimum Student Performance Objectives for "High Need" Schools. Specifically, our goal is to have the sum of the percentage of students scoring in levels 3 and 4 on New York State's English Language Arts (ELA) and Math Assessments be equal to or greater than 109.5% each year.	For the 5 th grade class, the sum totaled 164%	For the fifth grade class, the sum totaled 160%; the sixth grade totaled 175%.	For the fifth grade class, the sum totaled 164%; the sixth grade totaled 153% and the seventh grade totaled 190% for a non-weighted average of 167%.	N/A
		Met? Yes	Met?: Yes	Met?: Yes	N/A
Absolute	By each year's end, KIPP A.M.P. Academy Charter School will have retained at least 90% of the students that were enrolled at the commencement of the regular academic year in September. This figure will exclude students that leave due to family mobility reasons such as new source of employment, relocation, etc.	In 2005-06, KIPP A.M.P. Academy retained 90% of the students who were enrolled at the commencement of the of the regular academic year in September.	In 2006-07, KIPP A.M.P. Academy retained 97% of the students who were enrolled at the commencement of the regular academic year in September.	In 2007-08, KIPP A.M.P. Academy retained 99% of the students who were enrolled at the commencement of the regular academic year in September.	N/A
		Met?: Yes	Met?: Yes	Met?: Yes	N/A
Absolute	Each year, the average daily attendance rate will meet or exceed 90%.	KIPP A.M.P. Academy's daily attendance rate for the 2005-2006 year was 98%.	KIPP A.M.P. Academy's daily attendance rate for the 2006-2007 year was 98%.	KIPP A.M.P. Academy's daily attendance rate for the 2007-2008 year was 96%.	N/A
		Met?: Yes	Met?: Yes	Met?: Yes	N/A
Value-Added	Each year, students at KIPP A.M.P. Academy Charter School will demonstrate strong yearly progress toward mastery of, and excellence in ELA and Math by meeting New York's Annual Yearly Progress requirements in accordance with the Federal No Child Left Behind Act.	For 5 th grade ELA: 70% met or exceeded the standard For 5 th grade 94% met or exceeded the standard	The percentage of sixth graders achieving proficiency on the math test rose 3 percentage points, while the percentage achieving proficiency on the ELA test increased by 8 percentage	ELA: 76% of the 6th grade class scored in levels 3 and 4, a 19 percentage point increase over the 57% that scored in levels 3 and 4 in 5th grade. 90% of the 7th grade class scored in levels 3 and 4, a 12 percentage point increase over the 78% that scored in	N/A

			points.	levels 3 and 4 in 6th grade. Math: 7th graders demonstrated yearly progress in Math, while the 6th grade class did not. 77% of the 6th grade class scored in levels 3 and 4, a 16 percentage point decrease over the 93% that scored in levels 3 and 4 in 5th grade. 100% of the 7th grade class scored in levels 3 and 4, a 2 percentage point increase over the 98% that scored in levels 3 and 4 in 6th grade.	
		Met: Y/N? N/A	Met?: Yes	Met?: ELA: Yes Math: No	N/A
Absolute	Each year, at least 80% of respondents to the annual parent survey will grade the school's effectiveness in communicating with parents, teacher effectiveness, academic rigor, and student character development at "satisfactory" or above.	Results from a June 2006 parent survey showed that over 90 percent of parents graded the school's effectiveness in communicating with parents, teacher effectiveness, academic rigor, and student character development at "satisfactory" or above.	The 2007 parent survey was not administered.	96% of respondents to the annual parent survey were satisfied or very satisfied with the education their child received this year. 93% were satisfied or very satisfied with how well the school communicated with them. And 96% were satisfied with or very satisfied with the opportunities to be involved in their child's education.	N/A
		Met?: Yes	Met?: N/A	Met?: Yes	N/A
Absolute	Each year, the percentage of students receiving suspensions or expulsions due to assault, firearms, and/or drug abuse will be less than 4%.	For the 2005-2006 year, no KIPP A.M.P. Academy students were suspended or expelled due to assault, firearms, and/or drug abuse	For the 2006-2007 year, no KIPP A.M.P. Academy students were suspended or expelled due to assault, firearms, and/or drug abuse.	For the 2007-2008 year, no KIPP A.M.P. Academy students were suspended or expelled due to assault, firearms, and/or drug abuse.	N/A
		Met?: Yes	Met?: Yes	Met?: Yes	N/A

Part 4: Charter School Performance Data

The KIPP AMP 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 School⁸

ELA				
	2006	2007	2008	2009
<i>KIPP AMP</i>	69.6%	62.6%	79.6%	77.8%
<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>KIPP AMP</i>	94.0%	95.4%	88.7%	86.7%
<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

5th Grade			2006	2007	2008	2009
<i>ELA</i>	<i>KIPP AMP</i>		69.6%	52.9%	74.6%	64.2%
	<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>KIPP AMP</i>		94.0%	94.4%	89.6%	80.2%
	<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>KIPP AMP</i>		n/a	71.4%	75.8%	80.6%
	<i>CSD 17</i>			41.1%	50.7%	70.7%
	<i>NYC</i>			51.3%	54.2%	74.2%

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

	<i>Math</i>	<i>KIPP AMP</i>	n/a	96.7%	77.4%	81.5%
		<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>KIPP AMP</i>	n/a	n/a	89.5%	94.3%
		<i>CSD 17</i>			53.3%	66.9%
		<i>NYC</i>			54.2%	74.2%
	<i>Math</i>	<i>KIPP AMP</i>	n/a	n/a	100.0%	90.6%
		<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>KIPP AMP</i>	n/a	n/a	n/a	78.6%
		<i>CSD 17</i>				50.2%
		<i>NYC</i>				58.7%
	<i>Math</i>	<i>KIPP AMP</i>	n/a	n/a	n/a	98.2%
		<i>CSD 17</i>				62.3%
		<i>NYC</i>				73.1%

Student Attendance Rate⁹

	2005-2006	2006-2007	2007-2008	2008-2009
Student Attendance Rate	98.0%	98.0%	97.5%	96.7%

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.

NYC Department of Education Progress Report
2008-09 MIDDLE

This Progress Report is for:

SCHOOL	Kipp Amp (Always Mentally Prepared) Charter School (84K357)
SCHOOL LEADER	Jeff L/Mellisa Parry
ENROLLMENT	275
SCHOOL TYPE	MIDDLE
PEER INDEX	3.26

Progress Report Grade: B

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

How did this school perform?

- This school's overall score for 2008-09 is 61
- This score places the School in the 8 percentile of all Middle schools Citywide—i.e., 8 percent of those schools scored lower than this school

Category	Calculated Score	Category Grade
School Environment	8.0 out of 15	C
Student Performance	22.6 out of 25	A
Student Progress	28.1 out of 60	C
Additional Credit	2.3 (15 max)	
Overall Score	61.0 out of 100	B

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 54-67.9 receive a letter grade of B
- 19% of schools earned a B in 2008-09

Middle School Table – Overall Grades

Grade	Score range	City summary
A	68.0-100	77.6% of schools
B	54-67.9	18.5% of schools
C	43.0-53.9	3.0% of schools
D	33.0-42.9	0.9% of schools
F	0-32.9	0% of schools

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

State Accountability Status
Based on its 2008-09 performance, this school is: **In Good Standing**
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

In This Report:

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

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

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

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

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

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

Additional Information

Closing the Achievement Gap

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

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

Credit	Exemplary Proficiency Gains	Student Group
		English Language Arts
		English Language Learners
+0.75	32.3%	Special Education Students
		Hispanic Students in the Lowest Third Citywide
+1.5	39.0%	Black Students in the Lowest Third Citywide
		Other Students in the Lowest Third Citywide
		Mathematics
		English Language Learners
	12.9%	Special Education Students
		Hispanic Students in the Lowest Third Citywide
	22.0%	Black Students in the Lowest Third Citywide
		Other Students in the Lowest Third Citywide

(-) Indicates less than 15 students in this category

Peer Schools

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

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

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 Kipp Amp (Always Mentally Prepared) Charter School are:

DBN	School Name	DBN	School Name
29K259	J.H.S. 259 William McKinley	24Q005	I.S. 5 - The Walter Crowley Intermediate School
27Q210	J.H.S. 210 Elizabeth Blackwell	09K215	Kappa
21K468	Kingsborough Early College School	31R002	I.S. R002 George L. Egbert
27Q202	J.H.S. 202 Robert H. Goddard	21K096	I.S. 096 Beth Low
10X118	J.H.S. 118 William W. Niles	21K690	Brooklyn Studio Secondary School
23K697	Teachers Preparatory High School	31R061	I.S. 061 William A Morris
21K303	I.S. 303 Herbert G. Eisenberg	30Q010	I.S. 010 Horace Greeley
15K821	Sunset Park Prep	22K078	J.H.S. 078 Roy H. Mann
22K278	J.H.S. 278 Marine Park	02M896	Greenwich Village
13K113	J.H.S. 113/Old 294 Edmonds Center	84M335	Leadership Village Academy Charter School
24Q125	I.S. 125 Thom J. McCann Woodside	13K266	M.S. K266 - Park Place Community Middle School
15K443	New Voices School of Academic & Creative Arts	20K227	J.H.S. 227 Edward B. Shallow
10Q225	Theatre Arts Production Company School	10Q413	Bronx High School for Medical Science
01M045	Collaborative Academy of Science Technology & Law	29Q109	Jean Huzzi Intermediate School
23K522	Mott Hall IV	29Q238	I.S. 238 Susan B Anthony
84K703	Bronx Prep Charter School	84K355	Williamsburg Collegiate Charter School
29G259	Pathways College Preparatory School: A College Board	11X322	Aspire Preparatory School
24Q073	I.S. 73 - The Frank Gansivler Intermediate School	11X180	I.S. 180 Daniel Hale Williams
28Q217	J.H.S. 217 Robert A. Van Wyck	18K285	I.S. 285 Meyer Levin
31R072	I.S. 072 Rocco Laurie	84K608	Kings Collegiate Charter School

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 Kipp Amp (Always Mentally Prepared) Charter School
SCHOOL LEADER Jeff L'Amelisea Parry

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: **8 out of 15**

C

- Survey Scores (10 points)
- Academic Expectations:
- Communication:
- Engagement:
- Safety and Respect:
- Attendance (5 points)

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
6.8	36.0%	5.9	8.4	37.0%	5.8	8.5					
5.5	19.2%	5.0	7.6	19.2%	5.0	7.6					
5.5	18.5%	5.0	7.7	20.0%	4.9	7.9					
6.8	46.4%	5.5	8.3	48.5%	5.2	8.5					
96.7%	102.5%	95.5%	95.5%	90.8%	94.9%	97.9%					

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **22.6 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
78.1%	112.8%	38.6%	73.4%	88.4%	2.8%	88.0%	256				
3.22	95.1%	2.83	3.24	77.2%	2.34	3.48	256				
87.1%	88.7%	37.8%	93.4%	85.9%	8.5%	100.0%	256				
3.51	75.2%	2.72	3.77	75.9%	2.09	3.98	256				

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **28.1 out of 60**

C

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

Your School's Score	0% Peer Min	25%	50%	75%	100% Peer Max	0% City Min	25%	50%	75%	100% City Max	Number of students
56.8%	55.0%	43.5%	67.7%	52.0%	41.0%	71.4%	240				
81.5%	64.0%	65.5%	90.9%	62.9%	61.5%	93.5%	81				
0.35	89.3%	0.10	0.36	93.3%	0.07	0.37	65				
(0.06)	63.6%	(0.20)	0.02	72.4%	(0.27)	0.02	175				
52.8%	27.0%	41.9%	82.2%	37.0%	35.5%	82.3%	240				
54.4%	9.0%	50.9%	90.0%	21.9%	44.5%	89.7%	79				
0.32	50.0%	(0.07)	0.65	57.9%	(0.07)	0.56	29				
(0.10)	29.3%	(0.22)	0.19	42.9%	(0.31)	0.18	211				

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 66.1
- This score places the School in the 71 percentile of all middle schools Citywide—i.e., 71 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	Kipp Amp (Always Mentally Prepared) Charter School (84K357)
SCHOOL LEADER	Ky Adderley
ENROLLMENT	186
SCHOOL TYPE	MIDDLE SCHOOL
PEER INDEX	3.26

Category	Calculated Score	Category Grade
School Environment	12.5 out of 15	A
Student Performance	24.1 out of 25	A
Student Progress	29.5 out of 80	B
Additional Credit	0.0 (15 max)	
Overall Score	66.1 out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 65.9–106 receive a letter grade of A
- 50% of schools earned an A in 2007-08

Middle School Table – Overall Grades

Grade	Score range	City summary
A	65.9–106	30% of schools
B	49.7–65.8	45% of schools
C	39–49.6	16% of schools
D	29.4–38.9	7% of schools
F	11.1–29.4	2% 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
-	-	English Language Arts
-	-	English Language Learners
-	-	Special Education Students
-	-	Hispanic Students in the Lowest Third Citywide
17.9%	-	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 Kipp Amp (Always Mentally Prepared) Charter School are:

DBN	School Name	DBN	School Name
20K259	J.H.S. 259 William McKinley	24Q005	I.S. 5 - The Water Crowley Intermediate School
27Q210	J.H.S. 210 Elizabeth Blackwell	09X215	Kappa
21K468	Kingsborough Early College School	31R002	I.S. R002 George L. Egbert
27Q202	J.H.S. 202 Robert H. Goddard	21K096	I.S. 096 Beth Low
10X118	J.H.S. 118 William W. Niles	21K690	Brooklyn Studio Secondary School
23K697	Teachers Preparatory High School	31R061	I.S. 061 William A. Morris
21K303	I.S. 303 Herbert S. Eisenberg	30Q010	I.S. 010 Horace Greeley
15K821	Sunset Park Prep	22K078	J.H.S. 078 Roy H. Mann
22K278	J.H.S. 278 Marine Park	02M896	Greenwich Village
13K113	J.H.S. 113/Old 294 Edmonds Center	84M335	Leadership Village Academy Charter School
24Q125	I.S. 125 Thom J. McCann Woodside	13K266	M.S. K266 - Park Place Community Middle School
15K443	New Voices School of Academic & Creative Arts	20K227	J.H.S. 227 Edward B. Shalow
10X225	Theatre Arts Production Company School	10X413	Bronx High School for Medical Science
01M345	Collaborative Academy of Science Technology & Law	29Q109	Jean Nuzzi Intermediate School
23K522	Mott Hall IV	29Q238	I.S. 238 Susan B. Anthony
84X703	Bronx Prep Charter School	84K355	Williamsburg Collegiate Charter School
29Q259	Pathways College Preparatory School: A College Board	11X322	Aspire Preparatory School
24Q073	I.S. 73 - The Frank Sansiveri Intermediate School	11X180	I.S. 180 Daniel Hale Williams
29Q217	J.H.S. 217 Robert A. Van Wyck	18K285	I.S. 285 Meyer Levin
31R072	I.S. 072 Rocco Laurie	84K508	Kings Collegiate Charter School

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Results by Category

SCHOOL: Kipp Amp (Always Mentally Prepared) Charter School
 SCHOOL LEADER: Ky Adderley

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 (60%) 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:
 $0.836 \times 15 = 12.5$

A

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
7.8	76.0%	74.1%	
6.6	61.5%	61.5%	
7.0	74.1%	70.0%	
7.6	75.0%	72.7%	
97.5%	112.5%	96.9%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
 $0.962 \times 25 = 24.1$

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	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
79.0%	115.2%	89.5%	186
3.25	104.9%	80.7%	186
88.2%	90.6%	87.1%	186
3.65	88.6%	83.4%	186

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
 $0.492 \times 60 = 29.5$

B

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

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

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

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

Mathematics

Percentage of Students Making at Least 1 Year of Progress

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

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

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

Your School's Score	Your School Relative to Peer Horizon:	Your School Relative to City Horizon:	Number of students
65.0%	88.8%	78.9%	161
76.9%	45.5%	48.4%	52
0.27	60.7%	66.7%	48
(0.01)	86.4%	89.7%	113
57.4%	38.5%	46.8%	163
60.8%	25.3%	36.1%	51
			12
(0.17)	12.2%	28.5%	151

Progress Report
Elementary/Middle/K-8

KIPP AMP (ALWAYS MENTALLY PREPARED) CHARTER SCHOOL

MIDDLE SCHOOL

Grade:	A
Peer Index:	3.39 (0.00 - 100.00 for E/K; 1.00 - 4.60 for M)
Overall Score:	91.79 (out of 100+)
School Environment:	16.7 (out of 16)
Student Performance:	24.9 (out of 30)
Student Progress:	47.2 (out of 66)
Achievement Gap:	3.00 (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 to view charter schools' annual reports, annual audits, and annual visit reports

	Your School's Score:		Peer Horizon:		Your School Relative to City Horizon:		City Horizon:	
	This Year	Relative to Peer Horizon	Minimum	Maximum	Relative to City Horizon	Minimum	Maximum	
1 School Environment (15%)								
Attendance	98.0%	120.4%	91.5%	96.9%	93.8%	84.4%	98.9%	
School Environment Score:	16.7							

2 Student Performance (30%)								
English Language Arts								
Percent of Students at Proficiency (Level 3 or 4)	62.7%	56.2%	44.1%	77.2%	73.9%	0.0%	84.9%	
Median Student Proficiency (1-4.5)	3.13	56.8%	2.92	3.29	71.9%	2.24	3.48	
Mathematics								
Percent of Students at Proficiency (Level 3 or 4)	94.6%	99.6%	42.6%	94.8%	100.9%	1.5%	93.8%	
Median Student Proficiency (1-4.5)	3.89	110.2%	2.81	3.79	102.0%	1.94	3.85	
Student Performance Score:	24.9							

3 Student Progress (55%)								
English Language Arts								
Percent of Students Making at least 1 Year of Progress	57.7%	70.7%	36.0%	66.7%	71.4%	37.7%	65.7%	
Average Change in Student Proficiency	0.10	81.0%	-0.12	0.15	72.6%	-0.11	0.18	
Average Change in Proficiency in School's Lowest 1/3 of Students	0.33	77.2%	0.06	0.41	77.4%	0.09	0.40	
Mathematics								
Percent of Students Making at least 1 Year of Progress	66.2%	75.8%	29.6%	77.9%	83.9%	30.3%	73.1%	
Average Change in Student Proficiency	0.25	90.4%	-0.20	0.29	90.6%	-0.15	0.29	
Average Change in Proficiency in School's Lowest 1/3 of Students	0.65	110.2%	-0.11	0.58	138.1%	0.00	0.47	
Student Progress Score:	47.2							

	Exemplary Proficiency Gains*		Additional Credit Received
	This Year	Additional Credit Received	
4 Closing the Achievement Gap			
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	29.4%	1.50	
Other Students Who Are in Lowest Third Citywide			
Mathematics			
English Language Learners	0.0%	-	
Special Education Students			
Hispanic Students Who Are in Lowest Third Citywide			
Black Students Who Are in Lowest Third Citywide	90.0%	1.50	
Other Students Who Are in Lowest Third Citywide			

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