

**ACHIEVEMENT FIRST ENDEAVOR
CHARTER SCHOOL
RENEWAL REPORT**

NOVEMBER 2010

Part 1: Executive Summary

School Overview and History:

Achievement First Endeavor Charter School is a middle school serving approximately 322 students from grade 5 through grade 8 in the 2010-2011 school year.¹ The school opened in 2006 with grade 5, and is currently operating at scale with students in grade 5 through 8.² The school is currently housed in a private facility on 510 Waverly Avenue in District 13.³ The student body includes 1.6% English language learners and 13.9% special education students.

The school earned a C on its progress report in 2009-2010, an A in 2008-2009, and an A in 2007-2008. The average attendance rate for the school year 2009 - 2010 was 95.8%.⁴ The school is in good standing with state and federal accountability.⁵

Renewal Review Process Overview:

The NYC DOE Charter Schools Office conducted a thorough review of this school's Retrospective Renewal Report; annual reporting documents; surveys, student achievement data; and state, local and federal accountability metrics as well as a detailed audit of the school's finances, operations and governance practices. In addition, the CSO conducted a detailed site visit on the following dates: October 12 & 13, 2010.

The following experts participated in the review of this school:

- Nancy Meakem, Director of Evaluation, Charter Schools Office, NYC DOE
- Aaron Listhaus, Chief Academic Officer, Charter Schools Office, NYC DOE
- Aquila Haynes, Director of Community Affairs, Charter Schools Office, NYC DOE
- Rana Khan, Director of Operations, Charter Schools Office, NYC DOE
- Julian Cohen, Director of Post-Secondary Readiness, NYC DOE
- Fred Lisker, Division of Students with Disabilities, NYC DOE

Renewal Recommendation:

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

The NYC DOE CSO has found Achievement First Endeavor 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, Achievement First Endeavor 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.

The School will be offered this renewal with the following conditions:

1. The school must demonstrate improved student achievement by scoring in the 25th percentile or above of all schools on the NYC DOE Progress Report within one year after

¹ NYC DOE ATS system

² NYC DOE ATS system and charter agreement

³ NYC DOE Location Code Generating System database. The school was chartered to serve students in District 13 and District 16. The school's previous location was in District 14.

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

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

renewal, in the 50th percentile or above of all schools on the NYC DOE Progress Report within two years after renewal, and in the 75th percentile or above of all schools on the NYC DOE Progress Report in each of the 3rd, 4th, and 5th years after renewal.

Part 2: Findings

What the school does well

- The school has developed and implemented a rigorous assessment system and strong data-tracking tools 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 online data tracking system “Athena,” created by Achievement First. Teachers and administrators note the effectiveness of the new online tool and note that while certain elements of the software are still in development, the tool provides useful student, class, and school level data including item analysis and longitudinal reports.
 - The school benefits from 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. In 2008 the school improved structures to make this more systematic.
- Rituals, routines and protocols are in place to ensure a safe and consistent environment for students.
 - Classes observed shared consistent norms, protocols and routines including school-wide behavioral management techniques.
 - Students note that they love their classes and feel safe, happy and challenged at school.
- The school is reflective and uses a data-driven approach to make modifications and plan for the future.
 - The school has developed systems to survey teachers, parents and staff to identify key areas of development. When certain areas of focus have required additional attention, such as training in the use of data, the school has re-organized its systems to better address these needs. The development of regular “Data Day” professional development is an example.
 - After reflecting on quantitative and qualitative data, the school decided to prioritize the improvement of quality in reading and ELA achievement. This entailed the re-structuring of the ELA curriculum and the creation of a differentiated reading enrichment period for all members of the school community.
 - In response to staff needs, the school developed a strong coaching model with academic deans who provide ongoing professional development and support to all teachers. These deans receive individualized support from the school leader and from the Achievement First Charter Management Organization.
- The school promotes a culture of high expectations for all students and staff and communicates these expectations clearly to all members of the community.
 - The school has developed a consistent form of parent communication through in-person meetings and newsletters sent home. Teachers also share regular progress reports and call home frequently.
 - The school leadership and staff meet frequently to establish priorities and to address school-wide needs.
 - Parents express satisfaction with the school and note strong communication between school and parents.
- The school’s Board of Trustees has functioned effectively in furthering the school’s mission and vision, and maintains sound finances and internal controls.

- The school continues to maintain an appropriate degree of segregation of functions and proper internal controls at all levels. All processes were found intact and evidence shows that the school is following its adopted financial and human resource policies. The financial statements of Achievement First Endeavor Charter School were prepared on the accrual basis of accounting in accordance with Generally Accepted Accounting Principles (GAAP) acceptable in the United States of America.
- The school has effectively managed its operations and is currently located in a newly constructed private facility that boasts state-of-the-art amenities and resources for students.
- According to the school's audited financial statements for year ended June 30, 2010, the school possessed assets totaling \$7,387,819 and total liabilities of \$1,468,435. All of the school's net assets totaling \$5,919,384 remain unrestricted for use purposes. Achievement First Endeavor Charter School has about \$270,000 dollars in liquid assets that could be converted to cash within a 90 day period. The school remains in good financial condition to meet its obligations.

What the school needs to improve

- The school should continue to support teachers in differentiating their instruction to ensure that the individual learning needs of every student are met so that all students can make progress.
 - The school earned a C on the 2009-2010 progress portion of the NYC DOE progress report.
 - Some lessons observed provided full-group, teacher-directed instruction with minimal opportunities to check for individual students' understanding. In some instances the needs of students who were struggling went unmet. Likewise, in some instances high-performing students who finished tasks quickly and appeared to understand the material were not challenged to move on to higher-level learning opportunities.
 - The school has developed new coaching and professional development systems to support teachers in using data to differentiate their instruction. This work should continue.
- The school should work to ensure that all classrooms are rigorous and engaging, and that all classes support the development of higher-order thinking and student voice in order to meet the school's goal of college readiness.
 - The school earned a C on its 2009-2010 NYC DOE Progress Report, with an overall score of 38.3, including low performance on ELA. The school has pursued structural changes as well as revisions to curriculum and professional development plans to address this need. These areas should continue to be a focus of school improvement measures.
 - Some classes observed did not present students with the opportunity for thinking critically or expressing their ideas.
- The school should continue to develop systems to effectively evaluate and support school leaders at all levels, and should ensure that leadership transitions run smoothly to ensure high performance and academic achievement at all times.
 - The school hired a new leader for the 2009-2010 school year. This principal continues to receive coaching and support from the Achievement First Charter Management Organization. The school notes that the transition to a second school leader was challenging and seeks to develop improved systems for leadership evaluation and succession.
- The school should continue to enhance systems to communicate with all constituents including parents.

- During the leadership transition, some parents expressed concern that they were not effectively notified about changes and were not involved in decision-making processes.
- Some students and parents have expressed frustration that the school's behavioral management system and dress code policy was too strict and punitive. The school modified these systems accordingly but should continue to involve parents and students in key decisions, and communicate these decisions clearly to families.

Part 3: Charter School Goals

The Achievement First Endeavor 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 Schools Office.

| Achievement First Endeavor Charter School - Academic Goals | | | | | | | | | | | | | |
|---|---|----------|-----------|---------------------------|-----------|----------|----------|---------------------------|----------|----------|---------------------------|----------|----------|
| Goals | 2006-2007 | | 2007-2008 | | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | |
| ELA | | | | | | | | | | | | | |
| | Grade 5 | 5 | 6 | 5 | 6 | 7 | 5 | 6 | 7 | 8 | 5 | 6 | 7 |
| Notes: | <i>Results based on 2007-2009 cut scores</i> | | | | | | | | | | | | |
| 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. | 52% | 63% | | 66% | | | 67% | | | | | | |
| | Yes | Yes | | Yes | | | No | | | | | | |
| 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. | | | 66% | | 67% | | | 52% | | | | | |
| | | | Yes | | Yes | | | No | | | | | |
| 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. | | | | | | 70% | | | 64% | | | | |
| | | | | | | Yes | | | No | | | | |
| 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. | | | | | | | | | | 56% | | | |
| | | | | | | | | | | No | | | |
| 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. | | | | | | | | | | | | | |
| Value-Added* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide progress reports | | N/A | Information not available | | | N/A | Information not available | | | Information not available | | |
| | In years 2-5 of the charter, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the | | N/A | Yes | N/A | No | No | N/A | No | No | No | No | |

| | | | | | | | | | | | | | | |
|--------------|--|------------|----------------------------------|------------|----------------------------------|------------|----------------------------------|---------------------------|----------------------------------|------------|------------|----------|----------|--|
| | previous year, the cohort is expected to show at least an increase in the current year | | | | | | | | | | | | | |
| Comparative* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide progress reports | | 71% No | 22% Yes | 76% Yes | | 28% No | | | | | | | |
| | In the majority of grades, the percentage of students performing at or above level 3 on the state ELA exam will exceed the average performance of students tested in the same grades in the CSD in which the school is located | 5 Yes | -3 No | 22 Yes | -6 No | 5 Yes | 5 Yes | Information not available | | | | | | |
| | From years 2-4, the school will receive a "B" or high on the Student Progress section of the NYC DOE Progress Report | | A Yes | | A Yes | | C No | | | | | | | |
| Math | | | | | | | | | | | | | | |
| Absolute | Grade 5 | 5 | 6 | 5 | 6 | 7 | 5 | 6 | 7 | 8 | 5 | 6 | 7 | |
| | 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. | 60% Yes | 85% Yes | | 81% Yes | | | 85% Yes | | | | | | |
| | 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. | | | 90% Yes | | 95% Yes | | | 92% Yes | | | | | |
| | 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. | | | | | | 97% Yes | | | 98% Yes | | | | |
| | 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. | | | | | | | | | | 94% Yes | | | |
| | 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. | | | | | | | | | | | | | |
| Value-Added* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide progress reports | | N/A Information not available | | N/A Information not available | | N/A Information not available | | N/A Information not available | | | | | |
| | In years 2-5 of the charter, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 | | | Yes | | Yes | Yes | | Yes | Yes | No | | | |

| | | | | | | | | | | | | | | | |
|----------------|---|----------------|-----------|-----------|----------|-----------|-----------|---------------------------|----------|----------|----------|-----------|----------|----------|--|
| | percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year | | | | | | | | | | | | | | |
| | From years 2-4, the school will receive a "B" or high on the Student Progress section of the NYC DOE Progress Report | | A | Yes | A | Yes | C | No | | | | | | | |
| Comparative* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide progress reports | | 86% | Yes | 89% | Yes | 49% | No | | | | | | | |
| | In the majority of grades, the percentage of students performing at or above level 3 on the state Math exam will exceed the average performance of students tested in the same grades in the CSD in which the school is located | -2 No | 12 Yes | 29 Yes | -1 No | 29 Yes | 24 Yes | Information not available | | | | | | | |
| Science | | | | | | | | | | | | | | | |
| Absolute | | Grade 5 | 5 | 6 | 5 | 6 | 7 | 5 | 6 | 7 | 8 | 5 | 6 | 7 | |
| | 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. | | | | | | | | | | | | | | |
| | 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. | | | | | | | | | | | | | | |
| | 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. | | | | | | | | | | | | | | |
| | 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. | | | | | | | | | | | 71% No | | | |
| | 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. | | | | | | | | | | | | | | |
| Value-Added* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide progress reports | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-----------------------|---|-----------|------------|----------|-----------|----------|----------|-----------|----------|-----------|----------|----------|----------|
| Comparative* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide progress reports | | | | | | | | | | | | |
| | From years 2-4, the school will receive a "B" or high on the Student Progress section of the NYC DOE Progress Report | | | | | | | | | | | | |
| Social Studies | | | | | | | | | | | | | |
| | Grade 5 | 5 | 6 | 5 | 6 | 7 | 5 | 6 | 7 | 8 | 5 | 6 | 7 |
| Absolute | 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. | 46% No | 54% Yes | | 44% No | | | 43% No | | | | | |
| | 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. | | | | | | | | | | | | |
| | 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. | | | | | | | | | | | | |
| | 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. | | | | | | | | | 64% No | | | |
| | 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. | | | | | | | | | | | | |
| Value-Added* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide progress reports | | | | | | | | | | | | |
| | From years 2-4, the school will receive a "B" or high on the Student Progress section of the NYC DOE Progress Report | | | | | | | | | | | | |
| Comparative* | Each year, the school will earn a score sufficient to place it in the 75th percentile of all schools on the citywide progress reports | | | | | | | | | | | | |

*Note: Value-added and Comparative Goals were not included in original charter application.

Part 4: Charter School Performance Data

The Achievement First Endeavor 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.

These charts presents the percentage of students at the school scoring at or above grade level (performance level 3 or greater) on the New York State ELA and Math exams as well as a comparison to the percentage of students at or above grade level in District 13 and New York City.

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

| ELA | | | | |
|--------------------|-------|-------|-------|-------|
| | 2007 | 2008 | 2009 | 2010 |
| <i>AF Endeavor</i> | 52.4% | 63.3% | 67.7% | 27.4% |
| <i>CSD 13</i> | 39.0% | 38.5% | 57.8% | 23.3% |
| <i>NYC</i> | 47.5% | 53.0% | 66.1% | 35.9% |

| Math | | | | |
|--------------------|-------|-------|-------|-------|
| | 2007 | 2008 | 2009 | 2010 |
| <i>AF Endeavor</i> | 60.2% | 86.7% | 90.1% | 58.9% |
| <i>CSD 13</i> | 49.8% | 54.2% | 66.8% | 34.4% |
| <i>NYC</i> | 58.7% | 68.7% | 77.2% | 48.0% |

Student Attendance Rate⁷

| Student Attendance Rate | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|-------------------------|-----------|-----------|-----------|-----------|
| | 96.0% | 96.6% | 96.4% | 95.8% |

⁶ Charter school, district and city test results taken from NYSED testing data:
<http://www.emsc.nysed.gov/irts/ela-math/>

⁷ Attendance rate taken from charter school annual reports.

Part 5: Background on the Charter Renewal Process

I. PROCESS BACKGROUND

A. Statutory Basis for Renewal

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

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

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

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

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

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

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

⁹ See §§ 2851(4) and 2852 of the Act.

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

¹¹ § 2852(5)

B. NYC DOE's Charter Renewal Process

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

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

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

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

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

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

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

¹² The NYC DOE charter renewal application is available on the 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 NYC DOE Charter Schools Office uses the following framing questions to monitor Charter School success:

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

II. RENEWAL BENCHMARKS:

Benchmark 1: Performance and Progress

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

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

Benchmark 2: Rigorous Instructional Program Strong School Environment

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

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

Benchmark 3: Non-Academic Performance

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

- Absolute
- Comparative
- Value-Added

Benchmark 4: Governance and Internal Controls

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

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

Benchmark 5: Sound Financial Controls

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

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

Benchmark 6: Parent and Student Satisfaction

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

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

Benchmark 7: Sufficient Facilities and Physical Conditions

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

Benchmark 8: Sufficient Reporting

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

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

Benchmark 9: Appropriate Admissions Policy

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

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

Benchmark 10: Compliance with All Applicable Laws and Regulations

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

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

Part 7: NYC DOE School Progress Reports

Please see the attached progress reports for this school.

NYC

Department of Education

Progress Report
2009-10

MIDDLE

Progress Report Grade

C

What does this grade mean?

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

How did this school perform?

- This school's overall score for 2009-10 is 38.3
- This school did better than 30% of all Middle schools citywide.

This Progress Report is for:

SCHOOL: Achievement First Endeavor Charter School (84K508)

SCHOOL LEADER: Tom Kaiser

ENROLLMENT: 304

SCHOOL TYPE: MIDDLE

PEER INDEX: 2.88

| Category | Calculated Score | Category Grade |
|---------------------|------------------|----------------|
| School Environment | 7.4 out of 15 | B |
| Student Performance | 8.2 out of 25 | C |
| Student Progress | 20.2 out of 60 | C |
| Additional Credit | 2.5 (15 max) | |
| Overall Score | 38.3 out of 100 | C |

Quality Review Score
This school has not received a Quality Review.

State Accountability Status
Based on its performance, this school's State accountability status is: **In Good Standing (2009-10)**
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score between 30.6 - 42.5 receive a letter grade of C
- 34.2% of schools earned a C in 2009-10

| Grade | Score range | City summary |
|-------|----------------|------------------|
| A | 62.1 or higher | 25.1% of schools |
| B | 42.6 - 62.0 | 35.1% of schools |
| C | 30.6 - 42.5 | 34.2% of schools |
| D | 18.5 - 30.5 | 5% of schools |
| F | 18.4 or lower | 0.6% of schools |

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

In This Report:

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

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

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

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

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

The second page provides specific information about how

Additional Information

Closing the Achievement Gap

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

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

| Credit | Exemplary Proficiency Gains | Student Group |
|--------|-----------------------------|--|
| | | Percent at Proficiency |
| - | | Self-Contained (ELA) |
| - | | CTT (ELA) |
| 0.0% | | SETSS (ELA) |
| - | | Self-Contained (Math) |
| - | | CTT (Math) |
| +1 | 40.0% | SETSS (Math) |
| | | Percent at 75th Growth Percentile or Higher |
| - | | English Language Learners (ELA) |
| 35.4% | | Lowest Third Citywide (ELA) |
| 38.0% | | Self-Contained/CTT/SETSS (ELA) |
| - | | English Language Learners (Math) |
| 44.0% | | Lowest Third Citywide (Math) |
| +1.5 | 64.7% | Self-Contained/CTT/SETSS (Math) |

(-) indicates less than 15 students in this category

Peer Schools

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

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

The peer schools for Achievement First Endeavor Charter School are:

| DBN | School Name | DBN | School Name |
|--------|--|---------|---|
| 13K113 | M.S. 113 Ronald Edmonds Learning Center | 02M131 | M.S. 131 |
| 31R861 | Staten Island School of Civic Leadership | 09X413 | Bronx High School for Medical Science |
| 11X322 | Aspire Preparatory Middle School | 19K364 | I.S. 364 Gateway |
| 24Q061 | I.S. 061 Leonardo Da Vinci | 19K171 | I.S. 171 Abraham Lincoln |
| 07X223 | M.S. 223 The Laboratory School of Finance and Technology | 20K227 | J.H.S. 227 Edward B. Shallow |
| 21K096 | I.S. 096 Beth Low | 05M670 | Thurgood Marshall Academy for Learning and Social Change |
| 24Q093 | I.S. 093 Ridgewood | 18K285 | I.S. 285 Meyer Levin |
| 09X303 | I.S. X303 Leadership & Community Service | 29Q259 | Pathways College Preparatory School: A College Board School |
| 13K103 | Satellite Three | 29Q238 | I.S. 238 Susan B Anthony |
| 22K078 | J.H.S. 078 Roy H. Mann | 20K609 | Urban Assembly School for Criminal Justice |
| 09X517 | Frederick Douglass Academy III Secondary School | 29Q109 | Jean Nuzzi Intermediate School |
| 04M825 | Isaac Newton Middle School for Math & Science | 09X505 | Bronx School for Law, Government and Justice |
| 84K557 | KIPP Amp (Always Mentally Prepared) Charter School | 30Q145 | I.S. 145 Joseph Pulitzer |
| 10K225 | Theatre Arts Production Company School | 21K303 | I.S. 303 Herbert S. Eisenberg |
| 84M430 | The Equity Project Charter School (TEP) | 30Q010 | I.S. 010 Horace Greeley |
| 17K382 | Academy for College Preparation and Career Exploration | A13K492 | Urban Assembly Academy of Arts and Letters |
| 27Q309 | Academy of Medical Technology: A College Board School | 21K690 | Brooklyn Studio Secondary School |
| 19K821 | Sunset Park Prep | 17K061 | M.S. 061 Dr. Gladstone H. Atwell |
| 28Q217 | J.H.S. 217 Robert A. Van Wyck | 02M260 | M.S. 260 Clinton School Writers & Artists |
| 18K366 | THE SCIENCE AND MEDICINE MIDDLE SCHOOL | 24Q005 | I.S. 5 - The Walter Crowley Intermediate School |
| 84K508 | Achievement First Endeavor 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/tools/report/default.htm>, or send us an email at pr_support@schools.nyc.gov

Results by Category

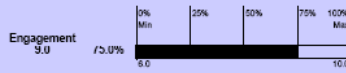
SCHOOL Achievement First Endeavor Charter School (84K508)
SCHOOL LEADER Tom Kaiser

MIDDLE

HOW TO INTERPRET THIS CHART

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

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



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

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

School Environment

Comprises 15% of the Overall Score

This Year's Score: **7.4 out of 15**

B

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 |
|---------------------|---------------------------------------|---------------------------------------|--------------------|
| 7.4 | 40.0% | 39.1% | |
| 6.5 | 40.9% | 40.0% | |
| 6.4 | 28.0% | 24.0% | |
| 6.9 | 33.3% | 33.3% | |
| 95.8% | 78.3% | 77.9% | |

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **8.2 out of 25**

C

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 |
|---------------------|---------------------------------------|---------------------------------------|--------------------|
| 27.4% | 19.1% | 28.3% | 269 |
| 2.61 | 19.6% | 31.0% | 269 |
| 58.9% | 40.7% | 48.9% | 267 |
| 3.14 | 42.3% | 48.4% | 267 |

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **20.2 out of 60**

C

English Language Arts

Median Growth Percentile

Median Growth Percentile for School's Lowest Third

Mathematics

Median Growth Percentile

Median Growth Percentile for School's Lowest Third

| Your School's Score | Your School Relative to Peer Horizon: | Your School Relative to City Horizon: | Number of students |
|---------------------|---------------------------------------|---------------------------------------|--------------------|
| 58.0 | 22.2% | 14.9% | 285 |
| 64.0 | 12.7% | 2.2% | 102 |
| 63.0 | 50.5% | 49.5% | 280 |
| 68.0 | 55.3% | 50.0% | 97 |

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 95.5
- This score places the School in the 88 percentile of all Middle schools Citywide—i.e., 88 percent of those schools scored lower than this school

This Progress Report is for:

| | |
|---------------|--|
| SCHOOL | Achievement First Endeavor Charter School (84K508) |
| SCHOOL LEADER | Eric Redwine |
| ENROLLMENT | 259 |
| SCHOOL TYPE | MIDDLE |
| PEER INDEX | 3.05 |

| Category | Calculated Score | Category Grade |
|---------------------|------------------|----------------|
| School Environment | 11.0 out of 15 | A |
| Student Performance | 25.0 out of 25 | A |
| Student Progress | 55.0 out of 80 | A |
| Additional Credit | 4.5 (15 max) | |
| Overall Score | 95.5 out of 100 | A |

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 68.0-100 receive a letter grade of A
- 78% of schools earned an A 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 | 16.5% 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 |

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 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.

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 |
| +1.5 | 51.0% | Special Education Students |
| | | Hispanic Students in the Lowest Third Citywide |
| +1.5 | 41.5% | Black Students in the Lowest Third Citywide |
| | | Other Students in the Lowest Third Citywide |
| | | Mathematics |
| | | English Language Learners |
| | 26.7% | Special Education Students |
| | | Hispanic Students in the Lowest Third Citywide |
| +1.5 | 51.0% | 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 Achievement First Endeavor Charter School are:

| DBN | School Name | DBN | School Name |
|--------|---|--------|--|
| 09X303 | I.S. X303 Leadership & Community Service | 22K014 | J.H.S. 014 Shell Bank |
| 84M709 | Harlem Village Academy Charter School | 08X375 | The Bronx Mathematics Preparatory School |
| 20K220 | J.H.S. 220 John J. Pershing | 03M250 | M.S. 250 West Side Collaborative Middle School |
| 12X242 | Mott Hall V | 31R049 | I.S. 49 Bertha A. Dreyfus |
| 15K088 | J.H.S. 088 Peter Rouget | 11X272 | Globe School for Environmental Research |
| 11X326 | Bronx Green Middle School | 25Q008 | J.H.S. 008 Richard S. Grossley |
| 17K061 | M.S. 061 Gladstone H. Abetti | 15K429 | Brooklyn School for Global Studies |
| 29Q059 | I.S. 059 Springfield Gardens | 06M052 | J.H.S. 052 Inwood |
| 11X127 | J.H.S. 127 The Castle Hill | 07X162 | J.H.S. 162 Lois Rodriguez De Tio |
| 19K131 | Essence School | 06M293 | City College Academy of the Arts |
| 09X517 | Frederick Douglass Academy III Secondary School | 24Q061 | I.S. 061 Leonardo Da Vinci |
| 05M317 | Kappa II | 19K292 | J.H.S. 292 Margaret S. Douglas |
| 11X289 | The Young Scholars Academy of The Bronx | 07X223 | M.S. 223 The Laboratory School of Finance and Technology |
| 10X368 | In-Tech Academy (M.S. / High School 368) | 08X371 | Urban Institute of Mathematics |
| 10X228 | Jones Bronx Academy | 84M350 | Democracy Prep Charter School |
| 09M628 | I.S. 528 Ben Fuller Rodgers School | 13K113 | Satellite West Middle School |
| 17K533 | School for Democracy and Leadership | 03M258 | M.S. 258 Community Action School |
| 03M680 | Frederick Douglass Academy II Secondary School | 19K302 | J.H.S. 302 Rafael Costero |
| 13K301 | Satellite East Middle School | 29Q231 | I.S. 231 Magnetech 2000 |
| 12X273 | Frederick Douglass Academy V, Middle School | 15K497 | School for International Studies |

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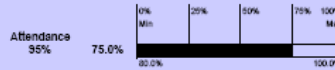
Results by Category

SCHOOL: Achievement First Endeavor Charter School
SCHOOL LEADER: Eric Redwine

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: 11 out of 15

A

Survey Scores (10 points)

Academic Expectations:

Communication:

Engagement:

Safety and Respect:

Attendance (5 points)

| Your School's Score | 0% Peer Min | 25% | 50% | 75% | 100% Peer Max | 0% City Min | 25% | 50% | 75% | 100% City Max | Number of students |
|---------------------|-------------|-------|-------|-------|---------------|-------------|-------|-------|-------|---------------|--------------------|
| 7.6 | 64.3% | 5.8 | 8.8 | 66.7% | 5.8 | 8.8 | 5.8 | 7.6 | 8.8 | 8.8 | |
| 6.4 | 52.0% | 5.1 | 7.6 | 53.8% | 5.9 | 7.6 | 5.9 | 7.6 | 7.6 | 7.6 | |
| 6.4 | 50.0% | 4.9 | 7.9 | 50.0% | 4.9 | 7.9 | 4.9 | 7.9 | 7.9 | 7.9 | |
| 7.4 | 67.6% | 5.1 | 8.5 | 66.7% | 5.2 | 8.5 | 5.2 | 8.5 | 8.5 | 8.5 | |
| 95.4% | 107.6% | 95.5% | 95.7% | 88.5% | 84.8% | 97.9% | 84.8% | 97.9% | 97.9% | 97.9% | |

Student Performance

Comprises 25% of the Overall Score

This Year's Score: 25 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 |
|---------------------|-------------|-------|-------|-------|---------------|-------------|------|--------|--------|---------------|--------------------|
| 67.7% | 125.0% | 52.1% | 55.6% | 76.2% | 2.9% | 33.0% | 2.9% | 33.0% | 33.0% | 33.0% | 257 |
| 3.11 | 96.3% | 2.99 | 3.13 | 67.5% | 2.94 | 3.48 | 2.94 | 3.48 | 3.48 | 3.48 | 257 |
| 90.1% | 108.6% | 79.2% | 84.9% | 85.2% | 5.9% | 100.0% | 5.9% | 100.0% | 100.0% | 100.0% | 253 |
| 3.51 | 106.1% | 2.40 | 3.54 | 81.3% | 2.00 | 3.98 | 2.00 | 3.98 | 3.98 | 3.98 | 253 |

Student Progress

Comprises 60% of the Overall Score

This Year's Score: 55 out of 60

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

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

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

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

Mathematics

Percentage of Students Making at Least 1 Year of Progress

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

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

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

| Your School's Score | 0% Peer Min | 25% | 50% | 75% | 100% Peer Max | 0% City Min | 25% | 50% | 75% | 100% City Max | Number of students |
|---------------------|-------------|--------|-------|--------|---------------|-------------|--------|-------|-------|---------------|--------------------|
| 62.0% | 69.0% | 43.3% | 70.4% | 65.1% | 41.0% | 71.4% | 41.0% | 71.4% | 71.4% | 71.4% | 253 |
| 95.2% | 108.9% | 65.9% | 82.9% | 106.0% | 81.5% | 83.3% | 81.5% | 83.3% | 83.3% | 83.3% | 83 |
| 0.37 | 121.7% | 0.09 | 0.33 | 100.0% | 0.07 | 0.37 | 0.07 | 0.37 | 0.37 | 0.37 | 99 |
| 0.00 | 100.0% | (0.26) | 0.00 | 93.1% | (0.27) | 0.02 | (0.27) | 0.02 | 0.02 | 0.02 | 154 |
| 73.5% | 83.9% | 37.0% | 80.9% | 81.2% | 35.5% | 82.3% | 35.5% | 82.3% | 82.3% | 82.3% | 252 |
| 88.9% | 93.0% | 47.6% | 82.0% | 98.2% | 44.5% | 89.7% | 44.5% | 89.7% | 89.7% | 89.7% | 90 |
| 0.52 | 115.4% | 0.02 | 0.54 | 110.5% | (0.91) | 0.56 | (0.91) | 0.56 | 0.56 | 0.56 | 42 |
| 0.08 | 77.6% | (0.30) | 0.19 | 79.6% | (0.31) | 0.18 | (0.31) | 0.18 | 0.18 | 0.18 | 210 |



This Progress Report is for:

| | |
|---------------|--|
| SCHOOL | Achievement First Endeavor Charter School (84K508) |
| SCHOOL LEADER | Eric Redwine |
| ENROLLMENT | 166 |
| SCHOOL TYPE | MIDDLE SCHOOL |
| PEER INDEX | 3.05 |

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 99.5
- This score places the School in the 99 percentile of all middle schools Citywide—i.e., 99 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

| Category | Calculated Score | Category Grade |
|---------------------|------------------|----------------|
| School Environment | 14.2 out of 15 | A |
| Student Performance | 23.6 out of 25 | A |
| Student Progress | 58.7 out of 60 | A |
| Additional Credit | 3.0 (15 max) | |
| Overall Score | 99.5 out of 100 | A |

How scores translate to grades:

- Schools receive letter grades based on their overall score
- Schools with an overall score between 65.0-100 receive a letter grade of A
- 30% of schools earned an A in 2007-08

Middle School Table – Overall Grades

| Grade | Score range | City summary |
|-------|-------------|----------------|
| A | 65.0-100 | 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

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

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 |
| +1.5 | 48.8% | Black Students in the Lowest Third Citywide |
| - | | Other Students in the Lowest Third Citywide |
| | | Mathematics |
| - | | English Language Learners |
| - | | Special Education Students |
| - | | Hispanic Students in the Lowest Third Citywide |
| +1.5 | 57.7% | Black Students in the Lowest Third Citywide |
| - | | Other Students in the Lowest Third Citywide |

(-) indicates less than 10 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 Endeavor Charter School are:

| DBN | School Name | DBN | School Name |
|--------|---|--------|--|
| 09X303 | I.B. X303 Leadership & Community Service | 22K014 | J.H.S. 014 Shel Bank |
| 84M709 | Harlem Village Academy Charter School | 08X375 | The Bronx Mathematics Preparatory School |
| 20K220 | J.H.S. 220 John J. Pershing | 03M250 | M.S. 250 West Side Collaborative Middle School |
| 12X242 | Mott Hall V | 31R049 | I.B. 49 Bertha A. Dreyfus |
| 18R068 | J.H.S. 068 Peter Rouget | 11X272 | Globe School for Environmental Research |
| 11X326 | Bronx Green Middle School | 28Q008 | J.H.S. 008 Richard B. Grossley |
| 17K061 | M.S. 061 Gladstone H. Atwell | 15K429 | Brooklyn School for Global Studies |
| 29Q059 | I.B. 059 Springfield Gardens | 06M052 | J.H.S. 052 Inwood |
| 11X127 | J.H.S. 127 The Castle Hill | 07X162 | J.H.S. 162 Lois Rodriguez De Tio |
| 19K311 | Essence School | 06M293 | City College Academy of the Arts |
| 09X517 | Frederick Douglass Academy III Secondary School | 24Q001 | I.B. 061 Leonardo Da Vinci |
| 05M317 | Kappa II | 19K292 | J.H.S. 292 Margaret B. Douglas |
| 11X389 | The Young Scholars Academy of The Bronx | 07X223 | M.S. 223 The Laboratory School of Finance and Technology |
| 10X368 | In-Tech Academy (M.D. / High School 368) | 08X371 | Urban Institute of Mathematics |
| 10X228 | Jonas Bronck Academy | 84M350 | Democracy Prep Charter School |
| 06M528 | I.B. 528 Bea Fuller Rodgers School | 13K313 | Satellite West Middle School |
| 17K533 | School for Democracy and Leadership | 03M258 | M.S. 258 Community Action School |
| 03M860 | Frederick Douglass Academy II Secondary School | 19K302 | J.H.S. 302 Rafael Curjeno |
| 13K301 | Satellite East Middle School | 29Q231 | I.B. 231 Magnelech 2000 |
| 12X273 | Frederick Douglass Academy V. Middle School | 15K497 | School for International Studies |

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.

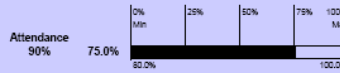
Results by Category

SCHOOL Achievement First Endeavor Charter School
SCHOOL LEADER Eric Redwine

HOW TO INTERPRET THIS CHART

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

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



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

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

School Environment

Comprises 15% of the Overall Score

This Year's Score:
 $0.948 \times 15 = 14.2$

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 |
|---------------------|---------------------------------------|---------------------------------------|--------------------|
| 8.4 | 92.9% | 96.3% | |
| 7.3 | 88.0% | 88.5% | |
| 7.4 | 83.3% | 83.3% | |
| 8.3 | 94.1% | 93.9% | |
| 98.6% | 109.8% | 90.1% | |

Student Performance

Comprises 25% of the Overall Score

This Year's Score:
 $0.942 \times 25 = 23.6$

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 |
|---------------------|---------------------------------------|---------------------------------------|--------------------|
| 63.3% | 112.9% | 71.1% | 166 |
| 3.09 | 92.6% | 65.8% | 166 |
| 88.7% | 103.4% | 85.5% | 166 |
| 3.48 | 94.7% | 74.3% | 166 |

Student Progress

Comprises 60% of the Overall Score

This Year's Score:
 $0.978 \times 60 = 58.7$

A

English Language Arts

Percentage of Students Making at Least 1 Year of Progress

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

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

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

Mathematics

Percentage of Students Making at Least 1 Year of Progress

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

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

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

| Your School's Score | Your School Relative to Peer Horizon: | Your School Relative to City Horizon: | Number of students |
|---------------------|---------------------------------------|---------------------------------------|--------------------|
| 63.6% | 75.6% | 75.0% | 157 |
| 87.9% | 81.8% | 83.0% | 56 |
| 0.34 | 108.7% | 90.0% | 80 |
| (0.08) | 76.9% | 72.4% | 77 |
| 85.1% | 110.6% | 106.0% | 157 |
| 91.2% | 98.2% | 103.3% | 57 |
| 0.63 | 117.3% | 112.3% | 57 |
| 0.28 | 118.4% | 120.4% | 100 |