



# **The New York City Department of Education**



# **Quality Review Report**

**East New York Preparatory Charter School**

**210 Chester Avenue  
Brooklyn, NY 11212**

**Principal: Sheila Joseph**

**Dates of review: May 30, 2007**

**Reviewer: Kath Wood and Aamir Raza**

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## Part 1: The school context

### Information about the school

East New York Preparatory Charter School opened in September 2006. The school will grow year on year to eventually educate students from kindergarten to grade 5 but at present has 100 students enrolled in kindergarten and first grade. Ten students have left during the year, mainly due to a move out of the district or for special education services that the school is not in a position to offer. Three students have left because their parents felt that the level of education was too rigorous and the school day too long. There have been over two hundred applications for the fifty places available in the kindergarten classes for next academic year and the school has a long waiting list for places in the existing classes. The ethnic background of the students is 94% Black, 2% Hispanic and 4% Asian and other groups. The school receives Title 1 funding for 66% of the students. There are currently no students on roll who are English language learners and 4% of the students have special education needs. Attendance, presently at 90% is below that found in similar and City schools.

The school shares a building with another elementary school that has spare capacity. At present, East New York Preparatory Charter School is working in very cramped conditions with no spare classrooms, no storage areas, inadequate access to bathrooms and significantly reduced access to play and gym facilities. The school hopes to extend further into the building next year as two additional classes are required to house the new second grade students but, at present only two rooms have been offered. This will result in further overcrowding and will lead to fewer opportunities for access and enrichment for the students. The school is eager to acquire more space to allow it to continue to extend the educational opportunities that it is able to offer to the students in its care.

As a new school, there are no results available for comparison with other schools. The reviewer studied the Charter application goals as part of this review.

## Part 2: Overview

### What the school does well

- The principal is building the capacity of the school to grow in a sustainable way.
- Administrators have a clear vision for the school that is shared by all members of the school community.
- Relationships between adults and students across the school are very positive leading to good behavior in classrooms and shared areas.
- There are high expectations for student performance, shared by teachers, parents and their children.
- Teachers demonstrate good commitment to students' academic and personal growth.
- The school is a calm and orderly environment in which learning is a high priority.
- The strong focus on literacy skills is beginning to have a positive impact on results and student achievement is improving.
- There is good collaboration and support within the teaching team.
- Relationships with parents are good and they are very supportive of the school.
- Staff and students work hard to overcome the difficulties found in utilizing overcrowded accommodations in a shared building.
- Staff have clearly delineated roles and responsibilities.
- The school has comprehensive and clearly outlined fiscal policies.
- Parents are highly satisfied with the school and see strong potential in the school.
- The school has been successful in seeing the establishment of Parent Teacher Association (PTA).
- Human Resources files are well kept and maintained.

### What the school needs to improve

- Design a growth plan that concentrates on specific annual goals with clear timescales for completion.
- Develop teachers' skills in data analysis so they can plan more precisely to meet the needs of individuals and groups of students.
- Introduce easy to access tracking systems so that student performance can be carefully monitored and evaluated.

- Extend the good practice in English language arts to monitor progress in math more closely to identify patterns and trends and use this information to inform instructional planning.
- Build on the good collaboration between teachers by formalizing opportunities to share good practice.
- Create further partnerships within the wider community to support the growth of the school.
- More strategic planning is needed outlining the goals that need to be achieved.
- The school should work to strengthen internal controls to drive fiscal policy.
- The school needs to tag all assets bought by DYCD funding as “property of DYCD.”

## Part 3: Main findings

### Overall Evaluation

East New York Preparatory Charter School (ENYP) had a difficult start. The school had planned to use a self-contained unit and had hired experienced teachers during the summer of 2006. However, as the building became unavailable and there was uncertainty about the opening date, the teachers decided to find alternative posts. As a result, when the school opened in September, all the classroom teachers were new to teaching and required significant support and guidance in their new roles. One teacher left during the year due to the pressure of work and has been replaced by a teacher with previous teaching experience. Despite these challenges, and those encountered in sharing a site with another school, the school has made a good start. Relationships within the school and with parents are very good and there is a strong commitment, shared by all to achieving the vision of excellence for the future.

Administrators and staff have worked hard to establish a positive learning culture within a calm, orderly environment and students talk proudly about the colleges and universities that they will attend as the class of 2022 or 2023. The 'THINK' core values of tolerance, hard work, integrity, no excuses and knowledge are displayed widely around the school and are understood by all students and their parents. There has been a good focus on development of literacy skills and students are beginning to show improvement on their test scores in reading. There is still however a long way to go. Teachers are not yet fully confident in data analysis and need support in using data to inform their planning and instruction. The principal is aware of the need to focus on these skills during professional development activities planned for the next academic year so that teachers can use the data and information gathered in all subjects to move their students forward in their learning. The appointment of a curriculum instructional head for the next academic year demonstrates the strong commitment to achieving success in this goal.

ENYP board has provided good oversight in most aspects of school's operation. The board demonstrates fair capacity and a mix of skill sets that has delivered for the school. The school has bounced back after facing initial start-up challenges and learned from those mistakes. The school has a good organic structure that allows the school leader to spend time on strategic planning needs and provide external and internal leadership feedback integral to any successful organization. The school has established good internal controls and policies to guide its day to day operation.

Overall, the school displays good financial outlook as well as high parent satisfaction. However, it is understood that the school is in its first year of operation and much remains to be seen in coming months. Nonetheless, the school has done a good job of identifying pillars (not all) that may lead to high success in the long run.

## **How well the school meets New York City's evaluation criteria**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.**

**This area of the school's work is undeveloped.**

The school has made a good start in collecting assessment data. Students took three components of the Early Childhood Literacy Assessment System test during the first week of school so that a baseline of information was gathered on each individual. A further assessment was done in January with a third planned for June so that student growth can be measured and compared. In addition, assessments have been made regularly in all classes using the Open Court English and Saxon math programs. A nationally normed test, IOWAS, will be used in June to establish a whole school comparison of achievement. The principal presently has an overall picture of student progress in reading across the school and is able to compare achievement between individuals, classes and grades. This data is however not easily accessible to all staff so that they can compare and monitor performance. In addition, data and information on other areas of learning is not available for whole school progress checks. The principal is aware that this requires specific focus during the next school year.

The school does not currently disaggregate data to monitor the progress of different ethnic groups within the school, nor does it monitor the relative performance of boys and girls. A focus group for this year was identified through the reading test data and resources have been provided to support students using the 'Foundations' reading recovery scheme, to good effect. Students identified as having particular skills in reading are provided with gifted and talented classes one day each week in enrichment sessions. This good practice in the use of reading assessment data is planned to extend to other areas of learning in the next semester. Little information is available to enable the school to compare its progress with that of other schools however the principal does contact other schools to evaluate reading scores. As the school grows, longitudinal studies and past performance comparators are planned to become part of established practice.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.**

**This area of the school's work is proficient.**

The school has made some progress in establishing collaborative processes to set goals and targets for continuous student improvement. This has begun to impact on the teaching of reading but has yet to develop into other areas of the school's work. Data and information about reading skills is being used effectively to group students according to their identified needs, resulting in good progress, particularly at the lower levels. At present however, this has not extended into other skills nor has the process resulted in objectively measurable targets for each student with specific timescales for achievement. These areas are planned for the next school year. Particular attention is given to students in the greatest need of improvement in reading. Small group tutoring is organized for after school sessions providing intensive support to meet their specific needs. This has resulted

in significant improvement in the number of students performing below grade expectations in reading skills, particularly in the kindergarten classes.

High expectations for performance are effectively shared with students and their parents or caregivers. The 'THINK' theme is found in all classrooms and shared areas and students can confidently explain the meaning of all the different elements and how these affect their learning expectations. Students talk about being the 'class of 2022 or 23' at the colleges or universities that they are aspiring to attend. Parents are regularly informed about their child's progress and are well supported in learning how they can help the students both at home and in school. Teachers and other staff are equally motivated in continuous improvement for all the students in their care and have high aspirations both for the future of the school and each individual within it. As a result, these factors drive all members of the school community to achieve success.

**Quality Statement 3 – Align Instruction: The school aligns its instructional activity and resources, and student engagement around its focused plans for accelerating learning for each student.**

**This area of the school's work is proficient.**

The school curriculum has been carefully selected to provide a range of assessment data for English language arts and mathematics. Teachers use this information to monitor the progress of their students in their assessment portfolios. Students enjoy the opportunity to study a range of other subjects including science, social studies, music and physical education, particularly appreciating their lively and fun singing lessons. Teachers are held accountable for improving their instruction and student outcomes. They have high expectations for all their students and feel responsible for ensuring their success. In addition, the principal and dean discuss individual student progress with teachers as part of their ongoing support systems and grade teams compare notes during common preparation periods. Teachers are growing in confidence in planning and differentiating their work to meet the identified needs of their students but the principal is aware that this is an area for further development in the next academic year.

Budgeting, staffing and scheduling decisions are carefully made to respond to student needs. The principal has acquired additional funding through a variety of grants to provide extra resources for the school. This year, the principal hired an assistant teacher for every class in the school. This provided support for each new teacher and also allowed for small group instruction. Scheduling has proved challenging for the school due to the lack of space and to the reluctance of the other school to share facilities like the gym, yard and bathrooms. The principal has, however, used time creatively to try to overcome these difficulties.

Students report that they enjoy their studies. In the best lessons, teachers use a variety of stimulating activities to interest and engage their students and use praise effectively to recognize and reward effort. Students like and respect their teachers and know that they care for them and want them to do well. All students have at least one adult that they could turn to for help with any academic or personal difficulty. Attendance is an area for improvement. Although systems and strategies are in place for monitoring attendance patterns the present average is below the school target figure and below that found in similar and City schools.

**Quality Statement 4 - Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is proficient.**

Rigorous procedures are in place for staff selection including two demonstration lessons, explanation of personal goals and knowledge of goal setting for students. New hires for the summer include a curriculum instructional head to support the development of data disaggregation and subsequent impact on teaching and learning. This will be a key role in moving the school forwards. This year, with five brand new teachers, professional development has largely concentrated on classroom management and organization and the dean has provided mentoring for the staff induction program. In addition, external specialists have provided curriculum instruction for the various programs selected by the school and the dean has supported teaching teams in understanding how to read test data. Further instruction is planned for June as the latest testing data results come through.

The principal and dean have responsibility for the monitoring of classroom instruction. In addition, the dean undertakes daily walkthroughs in each class to offer further support. Teachers are provided with feedback on their work. The principal feels that there has been insufficient opportunity this year for teachers to participate in regular intervisitations with colleagues but has set this as a goal for September. She is aware of the great value in increasing opportunities for teachers to share good practice and to learn from each other. All teachers have weekly common planning time in grades to share ideas, look at student work and to plan lessons together. Although there is some review of data in these sessions, this is at an early stage and the staff are eager to extend and develop this aspect of their personal learning. The principal is well respected by adults and students in the school and has quickly gained the respect of parents and the wider community. The school is well organized and runs smoothly, providing a calm and orderly learning environment for all students. Good organizational systems are in place that are understood by and followed by all. Firm partnerships have been established with Legal Outreach to provide student mentoring services and with 'Building Excellent Schools' although the principal is eager to develop more partnerships and support structures to enable the school to achieve its vision.

**Quality Statement 5 - Monitor and Revise: The school has built-in structures for evaluating each student's progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerated learning.**

**This area of the school's work is undeveloped.**

The school has not yet started to work on the next planning stage. The existing plan, the Charter application, has been reviewed by the leadership but no specific evaluation has taken place as the school is waiting for test results to come in for ECLAS and IOWAS. The current plan shows long term goals and aims but does not break these down into annual growth expectations so that these can be objectively measured and evaluated. The principal is aware that, in order to measure success more easily, the overall goals need to be clarified with specific interim targets and agreed timescales for completion. The school has identified the main areas of focus for the next plan and will complete the task at the end of June.

Teachers keep student portfolios to monitor individual progress and use this information to plan group work activities and appropriate interventions. This provides a wealth of assessment data but does not produce simple, easy to follow tracking systems to keep a check on whole class or group performance or variations in progress between subject areas. Teachers however have identified that the present math scheme is not responding to the needs of all their students, particularly in kindergarten where they feel that the work does not provide sufficient challenge. They are currently reviewing other programs to supplement and extend their work in this subject and math instruction will be an area of major focus next year.

At the end of this school year the principal has planned a period of reflection where successes will be evaluated and future areas for development identified. This will lead to the development of the next phase of goal setting and will use student data in identifying key targets for improvement. The school has made a good start this year and, due to the good relationships and teamworking that have been established, is well placed to continue to improve.

**Quality Statement 6 – School’s Board has provided “effective” oversight and leadership as needed and is functioning in accordance with the agreed upon charter.**

**This area of the school’s work is proficient.**

The Board is responsible for the overall direction and fiscal well being of the school. As such, the Board has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage the school within the established policies. The principal, senior administrators, and board appointed officers should then be held accountable for performance.

ENYP’s board of trustees is functioning as stipulated by charter contract. The board is equipped with legal, financial, architectural, and development expertise to continue providing guidance in policy implementation. The board consists of education, finance, facilities, governance, and fundraising committees. The board should consider recruiting members with educational expertise to diversify its skill set. The board does not have a formal evaluation process to evaluate the school leader but does plans to adopt one and evaluate the school leader at the end of school year.

The board of trustees has been presented with sufficient financial and other relevant information during board meetings to make informed decisions and work collaboratively towards the school’s stated mission. With several other competing priorities, the board may want to consider adopting a document that integrates the school’s progress towards goals stated in the charter. The board approved budget is consistently monitored and compared to year-to-date expense, variance analyzed, and justifications provided by staff. The budget preparation process involves board members, teacher inputs, school leader, and school’s business consultant. Finally, the board has adequately provided oversight in several aspects of school operations.

**Quality Statement 7 – School has developed internal controls in place to detect and prevent financial fraud. School has written policies to guide ongoing operations and those policies are followed by school employees.**

**This area of the school’s work is well-developed.**

ENYP maintains good internal controls to prevent fraud and the school has done considerably well in segregating staff functions. The school is advised to tag *all* fixed assets (including DYCD assets) that will help the school become an efficient organization. A sampling of invoices, purchase orders, and proof of payment was conducted during the site visit. No material weakness was found. However, individuals other than bank account users should get the bank statements before anyone else in the school. ENYP has proper documentation in place and the school is following policies adopted by the board of trustees.

**Quality Statement 8 – Based on the most recent financial statements, the school is in sound fiscal condition.**

**This area of the school’s work is well-developed.**

A charter school should be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tend to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title funding, etc...) funding, a continued and growing negative net balance poses a threat to school’s stability and the ability to fulfill its short and long-term financial obligations.

ENYP is in its first year of operation and will provide its audited financial statements on November 1, 2007. At that point, OCS will analyze the expenses incurred on education and administrative expenses as well as school’s financial outlook.

Besides Approved Operating Expense (AOE) per pupil funding, the school also receives Other Than Personnel Services (OTPS) grants from Department of Youth & Community Development (“DYCD”). School provided invoices of all DYCD related purchases at the site visit.

**Quality Statement 9 – School has the structure to integrate parents and community partners in the school.**

**This area of the school’s work is well-developed.**

The school enjoys excellence in this category and has several avenues to formulate parental input into the program. ENYP has various planned parent awareness events and meeting opportunities (family Friday, school assembly, etc.) in place to encourage continued parent and community participation.

Parents praised the independence, student to teacher ratio, teacher communication and provide feedback as needed. They mentioned their kids being challenged, improving in reading and the school to be a place where learning is fun. Parents also expressed a desire to see more computer usage for children and infusion of the arts and foreign language in the program offered by the school. The school has a parent teacher association and parents were aware of the Board meetings and their rights (appeals process) as parents at the school.

## Part 4: School Quality Criteria Summary

**SCHOOL NAME: East New York Preparatory Charter School**

∅ ✓ +

<b>Quality Statement 1 – Gather Data: School leaders and faculty consistently gather data and use it to understand what each student knows and is able to do and to monitor student progress over time.</b>	∅	✓	+
1.1 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• each student, classroom, grade level,</li> </ul>	X		
1.2 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• ethnic groups, English language learners, special education students*</li> </ul>	X		
1.3 The school uses available data and generates its own data to provide an objective, constantly updated understanding of the performance and progress of: <ul style="list-style-type: none"> <li>• all other categories of interest to the school*</li> </ul>	X		
1.4 Performance and progress are measured based on comparisons with similar schools, with the school's own past performance, and among students, classrooms, grade levels, academic subject areas, ethnic groups, and other groupings of interest within the school.	X		
<b>Overall score for Quality Statement 1</b>	X		
<b>Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use available data to understand each student's next learning step. Through collaborative planning and student and parent engagement, they set high goals for improving teaching practice and accelerating each student's learning.</b>	∅	✓	+
2.1 Using data, school leaders and faculty engage in a collaborative process to set demanding, objectively measurable goals for immediate and long-range improvement, and to develop plans and timeframes for reaching those goals.		X	
2.2 Goals and plans focus on the school as a whole and on each student, classroom, grade level, academic subject, and group of students whose performance or progress has been identified by the school as a particular focus area.	X		
2.3 Particular attention is given to improving the performance and progress of students in greatest need of improvement.		X	
2.4 High expectations are conveyed to students and parents/caregivers. Students and their parents/caregivers are regularly invited to provide information about each student's performance and how to improve. This information is central to setting challenging goals and developing, evaluating, and revising plans.		X	
2.5 Goals and plans for improving student performance and progress drive the activity of all members of the school community: leaders, staff, students, parents, and other partners.		X	
<b>Overall score for Quality Statement 2</b>		X	
<b>Quality Statement 3 – Align Instruction: The school aligns its instructional activity, resources, and student engagement around its focused plans for accelerating learning for each student.</b>	∅	✓	+
3.1 The school selects the curriculum based on how well it aligns with or implements the mandated curriculum and on the curriculum's capacity to generate meaningful interim data about progress towards goals and to support the school's high expectations and improvement plans.		X	
3.2 Teachers are accountable for improving instruction and student outcomes. They plan and differentiate their instruction based on the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.3 Budgeting decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.4 Staffing decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student's and group of students' outcomes.		X	
3.5 Scheduling decisions about the use of teacher and student time are guided by the needs that emerge from examining student data and by the focused plan the school develops to improve student outcomes.		X	
3.6 Instructional programs actively engage students.		X	
3.7 Staff know and respect students and respond to their academic needs, as well as their personal needs that affect academic performance. Each student knows and trusts an adult on the staff who is concerned about him or her.		X	
3.8 Student attendance and engagement are high priorities. High rates and patterns of absences trigger immediate intervention.	X		
<b>Overall score for Quality Statement 3</b>		X	

<b>Quality Statement 4 – Build and Align Capacity: The development of instructional leadership, staff, and capacity are aligned around the school’s collaboratively established goals for accelerating the learning of each student.</b>	∅	✓	+
4.1 Leaders, faculty, and staff are selected based on their high expectations for student performance and progress and based on their commitment and capacity to use data, compare outcomes within and across classrooms and schools and develop and revise plans and methods to improve performance and progress.		X	
4.2 Professional development decisions are driven by the needs revealed by student data and by the focused plan the school has developed to improve each student’s and group of students’ outcomes. Professional development is designed to help leaders, faculty, and staff use data, self- and peer-assessments, and collaboration with peers to achieve goals for improved school and student outcomes. Professional development and self- and peer-evaluation are aligned and overlap.		X	
4.3 The principal frequently observes classroom teaching and has a considered strategy for improving the quality of each teacher’s instruction. Teachers frequently observe and support each other’s classroom instruction with the goal of improving student outcomes.		X	
4.4 Planning, evaluation of results, and revision of plans takes place in teams. Leaders and faculty inform each other of their goals and results, candidly evaluate themselves and each other, and use what is learned to drive improvement.		X	
4.5 The principal is respected and has capacity to effect change.		X	
4.6 The school runs smoothly. Procedures are clear, communicated to all, and are generally followed.		X	
4.7 The school aligns youth development and support services around stated academic goals. Partnerships with outside bodies are routinely used to achieve academic goals.		X	
<b>Overall score for Quality Statement 4</b>		X	
<b>Quality Statement 5 – Monitor and Revise: The school has built-in structures for evaluating each student’s progress throughout the year, recognizing weaknesses in its improvement plans and teaching practices, and flexibly adapting plans and practices to meet its goals for accelerating learning.</b>	∅	✓	+
5.1 All school plans and other interventions include frequent interim goals and diagnostic assessments of progress designed to reveal in objectively measurable ways whether the plan is being effectively implemented and reaching stated goals.	X		
5.2 Comparisons of student progress within and across classrooms and schools are used in making interim diagnostic assessments and measuring the progress of plans and interventions.	X		
5.3 Information generated by periodic assessments and diagnostic measures of progress and comparisons is used to revise plans immediately in order to reach stated goals. Interim and final goals are modified when data objectively demonstrate that revision is required.	X		
5.4 Each plan’s interim and final outcomes drive successive phases of goal setting and improvement planning, and each successive phase is characterized by agile and flexible realignment of practices and resources to improve student academic outcomes.	X		
<b>Overall score for Quality Statement 5</b>	X		
<b>Quality Statement 6 – School’s Board has provided “effective” oversight and leadership as needed and is functioning in accordance with the agreed upon charter.</b>	∅	✓	+
6.1 The Board size, structure and composition are appropriate. The membership is diverse (G/S/E) and compliments a broad skill set.		X	
6.2 Board functions as stipulated by contract, and is a well-functioning organization.		X	
6.3 Board has adopted and communicated the whistleblower policy with staff members.		X	
6.4 Board has provided effective oversight in operational, fiscal, academic, hiring & firing (as appropriate) issues of the school.		X	
6.5 Board conflicts (if any) were resolved in timely fashion and had no effect on school operations.			X
6.6 Board evaluates partner organization at least once a year. OCS was notified of any changes in partnership agreement.	n/a		
6.7 Board has been responsive to both parent and school staff concerns/complaints (if any)			X
<b>Overall score for Quality Statement 6</b>		X	
<b>Quality Statement 7 – School has developed internal controls in place to detect and prevent financial fraud. School has written policies to guide ongoing operations and those policies are followed by school employees.</b>	∅	✓	+
7.1 School has a comprehensive financial control system in place. Check signing, procurement, inventory controls, bank reconciliation, travel reimbursement, investment, petty cash, conflict of interest, vacation and sick leave, bonus relocation, etc. policy is in place.			X
7.2 School has segregated staff duties to prevent and detect fraud.		X	

7.3 School is consistently following its adopted financial procedures for requisition approval, certification of funds and placing of orders for goods.			X
7.4 School's employees are familiar with school's established financial procedures.			X
<b>Overall score for Quality Statement 7</b>			<b>X</b>
<b>Quality Statement 8 – Based on the most recent financial statements, school is in sound fiscal condition.</b>	Ø	✓	+
8.1 School's total educational expense / total expense ratio is above 70% for this fiscal year.		n/a	
8.2 School's administrative ratio is under 30% for this fiscal year.		n/a	
8.3 School's current ratio is greater than or equal to 2.0.		n/a	
8.4 School's debt to asset ratio is less than or equal to 1.0.		n/a	
<b>Overall score for Quality Statement 8</b>			<b>n/a</b>
<b>Quality Statement 9 – School has structure to integrate parents and community partners in the school.</b>	Ø	✓	+
9.1 School has a parent organization or a parent teacher organization.			X
9.2 School has special events for parents to meet, discuss issues and socialize with each other.			X
9.3 Parents are informed of the time and location of the open Board meetings.			X
9.4 Newsletters are sent in all predominant languages of the neighborhood to encourage parent participation and eliminate cultural and language barriers.			X
9.5 Parent handbook stipulates the appeals process should a conflict arise.			X
9.6 Has a clear idea of how the pupil has improved since attending this school.			X
<b>Overall score for Quality Statement 9</b>			<b>X</b>

**\*Note on Statement 8: School's current year in operation and other extenuating circumstances (facilities acquisition, capital renovation, etc..) will be taken into account while assigning a grade.**