

**The State Education Department**  
The University of the State of New York

**Office of School Improvement (Regional)**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
518-474-1762

***Charter School Annual Report***  
***2006 - 2007***

**Charter School Information and Cover Page**

**Name of Charter School** Explore Charter School

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**District/CSD of Location** NYC, CSD 17

**Charter Entity** New York City Department of Education

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## *Section I*

### **Student Assessment Data**

This section refers to the academic achievement of your students on all standardized tests, including all State exams. For the State Assessment results, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics, for grades 3 – 8 (as applicable). For those years in which assessments were not administered in grades 3 and 5 – 7, please leave those cells blank. Longitudinal data are being requested back through the 2005-06 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank.

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided. Complete a separate chart for each subtest. This should also be used to report portfolio assessment data.

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment(s) was/were given;
5. the number of students enrolled in the grade on the date the assessment(s) was/were given;
6. the number of students who were absent on the date that the assessment(s) were administered;
7. the number of students who were exempted from such assessment(s) per their IEP;
8. the number of students who were exempted from such assessment(s) as a result of their ELL/LEP status;
9. the number of students who were actually assessed;
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

*Student Assessment Data*  
*New York State Assessment Results*  
*Grades 3 – 8 ELA and Math*  
*2006-07 Annual Report*

Name of Charter School: Explore Charter School

**Grades 3 – 8 State ELA Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	6	9	26	1	1	17	25	1	1	21	22	0	0	19	15	1	0	13	17	0				
2005-06	4	15	27	2	9	8	25	2	3	11	22	0	0	25	7	0								

**Grades 3 – 8 State Math Assessments Results**

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2006-07	0	4	27	10	2	6	30	5	2	13	21	8	3	10	21	1	2	11	16	1				
2005-06	1	7	29	9	1	12	24	5	1	8	24	3	3	13	15	1								

**Student Assessment Data  
2005-06**

Name of Charter School: Explore Charter School

Name of Test: NYS ELA

Subtest:

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other **
3	1/10/06 & 1/11/06	48	0	0	0	48	Mean Scaled Score = 657	4 – 4.2% 3 – 56.3% 2 – 31.3% 1 – 8.3%	
4	1/10/06, 1/11/06, 1/12/06	44	0	0	0	44	Mean Scaled Score = 651	4 – 4.5% 3 – 56.8% 2 – 18.2% 1 – 8.3%	
5	1/10/06 & 1/11/06	36	0	0	0	36	Mean Scaled Score = 649	4 – 0% 3 – 61.1% 2 – 30.6% 1 – 8.3%	
6	1/17/06, 1/18/06, 1/19/06	32	0	0	0	32	Mean Scaled Score = 636	4 – 0% 3 – 21.9% 2 – 78.1% 1 – 0%	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”







**Student Assessment Data  
2006-07**

**Name of Charter School: Explore Charter School**

*Please note:*

*Results are from the 05-06 school year; we did not receive the official results on these tests in the 06-07 school year.*

**Name of Test:** New York State Social Studies Assessment      **Subtest:** \_\_\_\_\_

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score (Indicate Type of Score, e.g., NCE)</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
5	11/05	38	0	0	0	38		Level 3 and 4 - 76%	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Student Assessment Data  
2006-07**

**Name of Charter School: Explore Charter School**

*Please note:  
Results are from the 05-06 school year; we did not receive the official results on these tests in the 06-07 school year.*

**Name of Test: New York State Science Assessment**      **Subject: \_\_\_\_\_**

<b>Grade</b>	<b>Date of Test (DOT)</b>	<b># Enrolled in Grade on DOT</b>	<b># Absent on Grade on DOT</b>	<b># Exempted in Grade by IEP</b>	<b># Exempted in Grade by ELL Status</b>	<b># Students Assessed in Grade</b>	<b>Score (Indicate Type of Score, e.g., NCE)</b>	<b>Qualitative Level and Percent Attaining*</b>	<b>Other **</b>
4	5/06	42	0	0	0	42		Level 3 and 4 - 74%	

\*If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

*Student Assessment Data*  
2006-07

Name of Charter School: **Explore Charter School**

Name of Test: **\*\*\*Developmental Reading Assessment**

Subtest: reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Number At Level	Other **
K	July 2007	55	-	-	-	55		Level 0- 1 Level 2- 2 Level 3- 6 Level 4- 21 Level 6- 13 Level 8- 3 Level 10- 3 Level 14- 4 Level 16- 1 Level 20- 1	Level 4 = At grade level at the end of Kindergarten  84% of Kindergarten reached DRA grade level
1	July 2007	59	-	-	-	59		Level 6- 4 Level 10- 4 Level 14- 9 Level 16- 12 Level 18- 10 Level 20- 6 Level 24- 7 Level 28 - 7	Level I = At grade level at the end of 1 <sup>st</sup> grade.  71% of 1 <sup>st</sup> grade reached DRA grade level

\*If the assessment provides qualitative levels of achievement, e.g., “with honors”, indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA”.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA”.

\*\*\* Results based on in-house tabulations.

*Student Assessment Data*  
2006-07

Name of Charter School: Explore Charter School

Name of Test: \*\*\*Developmental Reading Assessment

Subtest: reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Number At Level	Other **
2	July 2006	60	-	-	-	60		Level 16- 1 Level 18- 2 Level K- 2 Level L- 2 Level M- 10 Level N- 13 Level O- 6 Level P - 7 Level Q -6	Level M = At grade level at the end of 2 <sup>nd</sup> grade  70% of 2 <sup>nd</sup> grade reached DRA grade level
3	July 2007	41	-	-	-	41		Level H - 1 Level I -1 Level J -2 Level K- 2 Level L- 2 Level M- 3 Level N- 8 Level O- 6 Level P- 8 Level Q- 3 Level R- 4 Level S- 1	Level O = At grade level at the end of 3 <sup>rd</sup> grade.  54% of 3 <sup>rd</sup> grade reached DRA grade level

\*If the assessment provides qualitative levels of achievement, e.g., “with honors”, indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA”.  
\*\*\* Results based on in-house tabulations.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA”.

*Student Assessment Data*  
2006-07

Name of Charter School: **Explore Charter School**

Name of Test: **\*\*\*Developmental Reading Assessment**

Subtest: reading

Grade	Date Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Number At Level	Other **
4	July 2007	42	-	-	-	42		Level L-1 Level N-1 Level O-6 Level P-3 Level Q-7 Level R-7 Level S-6 Level T-5 Level U-4 Level V-2	Level S= At grade level at the end of fourth grade  40% of 4 <sup>th</sup> grade reached TC grade level
5	July 2007	42	-	-	-	42		Level P-2 Level Q-4 Level R-1 Level S-4 Level T-2 Level U-5 Level V-6 Level W-6 Level X-5 Level Z-7	Level V = At grade level at the end of fifth grade  57% of 5 <sup>th</sup> grade reached TC grade level

\*If the assessment provides qualitative levels of achievement, e.g., “with honors”, indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA”.

\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA”.

\*\*\* Results based on in-house tabulations.

*Student Assessment Data*  
2006-07

Name of Charter School: **Explore Charter School**

Name of Test: **\*\*\*Developmental Reading Assessment**

Subtest: **reading**

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade	Score	Qualitative Level and Number At Level	Other **
6	July 2007	33	-	-	-	33		Level V- 2 Level W- 5 Level X- 5 Level Y -8 Level Z- 13	Level Y = At grade level at the end of fourth grade  64% of 6 <sup>th</sup> grade reached TC grade level
7	July 2007	28	-	-	-	28		Level U- 1 Level W- 4 Level X- 3 Level Y - 5 Level Z- 15	Level Z = At grade level at the end of fourth grade  54% of 7 <sup>th</sup> grade reached TC grade level

\*\*If the assessment provides qualitative levels of achievement, e.g., “with honors”, indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA”.

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA”.

\*\*\* Results based on in-house tabulations.

## Progress Toward Goal Attainment

**Goal #1:** Each year, students will earn a "3" or a "4" on the New York State Math, ELA, Science, and Social Studies assessments according to the percentage goals outlined in the table below.

Grade	06-07	07-08	08-09	09-10	10-11
3	60%	65%	70%	75%	75%
4	60%	65%	70%	75%	75%
5	60%	65%	70%	75%	75%
6	60%	65%	70%	75%	75%
7	60%	65%	70%	75%	75%
8	N/A	65%	70%	75%	75%

**1A.** This goal is measured in **Absolute** terms.

*At the time of this writing, official student achievement data from the 06-07 school year in the subjects of 5<sup>th</sup> grade Social Studies and 4<sup>th</sup> grade Science are not available.*

**1B. Method:** New York State administers an annual ELA and math exam to grades 3 through 8. This exam is a cumulative assessment measuring student mastery of skills at each grade level as determined by NYS ELA and math standards. The goal is for students to demonstrate proficiency by achieving in Levels 3 or 4 of the exam. This ELA exam was administered in January 2007 to 42 students in third grade, 44 students in 4<sup>th</sup> grade, 44 students in 5<sup>th</sup> grade, 35 students in 6<sup>th</sup> grade, and 30 students in 7<sup>th</sup> grade.

The math exam was administered in March 2007 to 41 students in third grade, 43 students in 4<sup>th</sup> grade, 44 students in 5<sup>th</sup> grade, 35 students in 6<sup>th</sup> grade, and 30 students in 7<sup>th</sup> grade.

**1C. Results:**

	ELA: % Meeting Standard 2006-2007	Math: % Meeting Standard 2006-2007
<b>3<sup>rd</sup> Grade</b>	64%	90.2%
<b>4<sup>th</sup> Grade</b>	59%	81.4%
<b>5<sup>th</sup> Grade</b>	50%	65.9%
<b>6<sup>th</sup> Grade</b>	45.7%	62.9%
<b>7<sup>th</sup> Grade</b>	55%	56.7%
<b>Average 3-7</b>	55.4%	72.5%

**1D. Analysis/Evaluation:**

### ELA

Explore Charter School met this goal in 3<sup>rd</sup> grade. In 4<sup>th</sup> grade, our scores were similar to the 4<sup>th</sup> grade scores in 05-06, when 61% of 4<sup>th</sup> graders met the standard. In 5<sup>th</sup> grade, our scores dropped

from 05-06, when 61% of 5<sup>th</sup> graders met the standard. In 6<sup>th</sup> grade, our scores rose significantly from 05-06 when 22% of our 6<sup>th</sup> graders met the standard. Explore did not have a 7<sup>th</sup> grade in 05-06, so we are unable to compare our current 7<sup>th</sup> graders' results to last year.

Given Explore's results on the ELA exam, school administration and faculty spent the months of May, June, and July evaluating its current approach to literacy instruction, the materials used, and the time spent on the various components of literacy. Significant changes were proposed to the literacy program, which are outlined below:

<b>Component of Literacy Instruction</b>	<b>Proposed Change for the 07-08 School Year &amp; Rationale</b>
Guided and explicit focus on one weekly reading objective in both the large group and small group	<p>The scope and the sequence of literacy objectives were evaluated and adjusted to prioritize those objectives that students had the most difficulty mastering, as demonstrated by their results on the interim exams and the NYS ELA exam.</p> <p>The teaching of the objectives will happen in the large group to introduce every student to the objective.</p> <p>Each morning, the objective will be re-taught through textual analysis in small, skill-based groups to provide targeted instruction</p>
Focus on non-fiction passages	In both the large group and the small group, instructors will prioritize using non-fiction passages because data shows our students have greater difficulty demonstrating comprehension of non-fiction than fiction.
Focus on grammar and writing skills	One objective will be focused on weekly in the area of grammar. Students will take a weekly assessment so that teachers can monitor progress and adjust instruction. In grades 3, 4 and 5, DOL (Daily Oral Language) materials will be used to support grammar instruction.
Independent Reading	Students will spend between 135 minutes to 180 minutes a week reading an independent book with which their teacher is familiar. Teachers will ask specific questions to assess student mastery of concepts of author's purpose, point of view, and inferencing.
Response to Literature	Each day, students will respond to a reading in writing, to hone and refine their ability to use textual evidence to support a claim.
Vocabulary	Teachers will use <i>Great Source</i> vocabulary materials to provide a consistent and sequential program to support students' word attack skills and to expand their knowledge of unfamiliar words.
Professional Development	Explore will contract out with Urban Education Exchange to provide teachers with ongoing professional development in the areas of textual analysis and reading comprehension instruction.

### *Math*

Explore Charter School met this goal in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades. In the 6<sup>th</sup> grade, we fell short of meeting this goal by 3.3% (1 student). Explore assesses its students' progress of the New York State math standards throughout the year through an interim assessment program. Administration did an analysis of student scores on the NYS math assessment and compared those to the students' scores on the interim assessments. There was a high correlation in the 3<sup>rd</sup> through 6<sup>th</sup> grades. This made sense because Explore students had already taken the NYS math exam in 2006, giving administration the opportunity to revise its math interims for the 2006-2007 school year to better assess student mastery of the math standards in those grades. However, this was the first year that Explore students took the 7<sup>th</sup> grade NYS math exam and it was the first year that Explore students took 7<sup>th</sup> grade math interims. Our next step is to revise the 7<sup>th</sup> grade math interims to better align to the 7<sup>th</sup> grade NYS math standards. Our goal is for our 7<sup>th</sup> graders to be better prepared to master the NYS math standards, as

measured by the 7<sup>th</sup> grade NYS math exam.

2. **Summary:** In relation to the stated goal overall, Explore Charter School did not meet the goal in ELA, in grades 3-7. In relation to the stated goal overall, Explore Charter School met the goal in math, in grades 3-7.
3. **Action Plan:** Please refer to the table in the **Analysis/Evaluation** section of Goal #1 to see Explore’s plans to refine its literacy instruction. Please refer to the *Math* section to see Explore’s plans to refine its 7<sup>th</sup> grade interim revision process to better prepare students to achieve the NYS Math standards.

**Goal #2:** 95% or more students, who do not have an IEP, will earn a "2" or higher on New York State Math, ELA, Science, and Social Studies assessments.

*At the time of this writing, official student achievement data from the 06-07 school year in the subjects of 5<sup>th</sup> grade Social Studies and 4<sup>th</sup> grade Science is not available.*

1A. This goal is measured in **Absolute** terms.

1B. **Method:** New York State administers an annual ELA and math exam to grades 3 through 8. This exam is a cumulative assessment measuring student mastery of skills at each grade level as determined by NYS ELA and math standards. The goal is for students to demonstrate proficiency by achieving in Levels 3 or 4 of the exam. This ELA exam was administered in January 2007 to 42 students in third grade, 44 students in 4<sup>th</sup> grade, 44 students in 5<sup>th</sup> grade, 35 students in 6<sup>th</sup> grade, and 30 students in 7<sup>th</sup> grade.

The math exam was administered in March 2007 to 41 students in third grade, 43 students in 4<sup>th</sup> grade, 44 students in 5<sup>th</sup> grade, 35 students in 6<sup>th</sup> grade, and 30 students in 7<sup>th</sup> grade.

This goal is measured taking the number of students on each grade level who don’t have an IEP and scored a “2” or higher, and dividing that by the total number of students at each grade level who don’t have an IEP.

1C. **Results:**

	<b>ELA: % of students, who do not have IEPs, who earned a “2” or higher on the NYS exam</b>	<b>Math: % of students, who do not have IEPs, who earned a “2” or higher on the NYS exam</b>
<b>3<sup>rd</sup> Grade</b>	<b>92%</b>	<b>100%</b>
<b>4<sup>th</sup> Grade</b>	<b>100%</b>	<b>100%</b>
<b>5<sup>th</sup> Grade</b>	<b>100%</b>	<b>97%</b>
<b>6<sup>th</sup> Grade</b>	<b>100%</b>	<b>97%</b>
<b>7<sup>th</sup> Grade</b>	<b>100%</b>	<b>92%</b>
<b>Average 3 – 7</b>	<b>98%</b>	<b>97%</b>

**1D. Analysis/Evaluation:**

*ELA*

Explore Charter School met this goal in ELA in 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades. Of the two students without I.E.P.s in the 3<sup>rd</sup> grade who did not earn a “2” on the ELA exam, one of the students is being evaluated by the C.S.E. The other student is being retained because she did not master enough of the 3<sup>rd</sup> grade standards to be promoted to 4<sup>th</sup> grade.

*Math*

Of the two students without I.E.P.s in the 7<sup>th</sup> grade who did not earn a “2” on the Math exam, one of the students is being evaluated by the C.S.E. The other student is being retained because he did not master enough of the 7<sup>th</sup> grade standards to be promoted to 8<sup>th</sup> grade

**2. Summary:** In relation to the stated goal, Explore Charter School attained the goal in all grades except for 3<sup>rd</sup> grade ELA and 7<sup>th</sup> grade Math.

**3. Action Plan:** Please review the **Analysis/Evaluation** section to see how Explore is working with those students who did not achieve a “2” or higher on the state exams.

**Goal #3:** Each year, students in Kindergarten through 2<sup>nd</sup> grade will be reading on grade level, as assessed by a teacher-administered, research-based assessment according to the percentage goals outlined in the table below.

<b>Grade</b>	<b>06-07</b>	<b>07-08</b>	<b>08-09</b>	<b>09-10</b>	<b>10-11</b>
K	60%	65%	70%	75%	75%
1	60%	65%	70%	75%	75%
2	60%	65%	70%	75%	75%

**1A.** This goal is measured in **Absolute** terms.

**1B. Method:** Data from the Developmental Reading Assessment (DRA) were used to determine Explore’s progress of this goal in Kindergarten and 1<sup>st</sup> grade. Data from the Teachers College Running Record were used to determine Explore’s progress of this goal in 2<sup>nd</sup> grade. Classroom teachers were trained in the administration of these scientifically-researched assessments and used them to assess student reading comprehension and student accuracy three to five times during the academic year. Explore’s reading specialist also assessed students to help ensure the assessments’ reliability.

**1C. Results:**

- 84% of Explore’s Kindergarteners reading at or above grade level (46 out of 55 students)
- 71% of Explore’s first graders reading at or above grade level (42 out of 59 students)
- 70% of Explore’s second graders reading at or above grade level (42 out of 60 students)

**1D. Analysis/Evaluation:** Explore Charter School met this goal.

**2. Summary:** In relation to the stated goal, Explore Charter School attained the goal in Kindergarten, first and second grade.

3. **Action Plan:** In the upcoming year, Explore’s Support Services team will include two 1<sup>st</sup> – 3<sup>rd</sup> grade Intervention Teachers who will work with the classroom teachers to implement a scientifically-researched phonics curriculum called “Foundations” on a daily basis. We anticipate that the combination of the intervention teachers and the newly-adopted phonics curriculum will ensure that we continue to meet this goal in the 07-08 academic year.

**Goal #4:** The percentage of cohort students who meet the standard on New York State assessments will annually increase by 3 percentage points. This goal will be capped if 90% of the students meet the goal. (A cohort is defined as students enrolled at Explore, at the time of the assessment, for two full, consecutive years.)

*At the time of this writing, Explore Charter School does not have cohort student achievement data from the 06-07 school year in the subjects of Social Studies and Science.*

1A. This goal is measured in **Value-Added** terms.

1B. **Method:** New York State administers an annual ELA and math exam to grades 3 through 8. This exam is a cumulative assessment measuring student mastery of skills at each grade level as determined by NYS ELA and math standards. The goal is for students to demonstrate proficiency by achieving in Levels 3 or 4 of the exam. This ELA exam was administered in January 2007 to 42 students in third grade, 44 students in 4<sup>th</sup> grade, 44 students in 5<sup>th</sup> grade, 35 students in 6<sup>th</sup> grade, and 30 students in 7<sup>th</sup> grade. From these groups, a cohort was defined as students who, at the time of the test, were enrolled at Explore for two consecutive years. The results of the cohort students in 05-06 were compared to the results in 06-07.

The math exam was administered in March 2007 to 41 students in third grade, 43 students in 4<sup>th</sup> grade, 44 students in 5<sup>th</sup> grade, 35 students in 6<sup>th</sup> grade, and 30 students in 7<sup>th</sup> grade. From these groups, a cohort was defined as students who, at the time of the test, were enrolled at Explore for two consecutive years. The results of the cohort students in 05-06 were compared to the 06-07 results of the same cohort.

1C. **Results:**

	<b>ELA:</b> % difference between the number of students within a cohort who earned a “3” or “4:” on the state exam over two years	<b>Math:</b> % difference between the number of students within a cohort who earned a “3” or “4:” on the state exam over two years
<b>3<sup>rd</sup> Grade</b>	N/A	N/A
<b>4<sup>th</sup> Grade</b>	+3%	(No Growth)
<b>5<sup>th</sup> Grade</b>	(-10%)	(-3%)
<b>6<sup>th</sup> Grade</b>	(-18%)	(-8%)
<b>7<sup>th</sup> Grade</b>	+39%	+17%

- 1D. Analysis/Evaluation:** Explore met the stated goal in English and math in 7<sup>th</sup> grade. Explore did not meet the stated goal in English or in Math in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade in ELA and Math.

Given the cohort's results on the ELA exam, school administration and faculty spent the months of May, June, July evaluating its current approach to literacy instruction, the materials used, and the time spent on the various components of literacy. Significant changes were proposed to the literacy program, which are outlined in the **Analysis/Evaluation** section of Goal #1.

The school faculty and administration evaluated its current implementation of support services in ELA and math at all grade levels. This evaluation yielded the following information:

- When students were pulled out by support services, a gap was created between the instruction they received from their classroom teacher and the instruction they received from support services personnel.
- Communication between classroom teachers and support services personnel was focused more on results on the interim exams, as opposed to the instructional focus and approach. One implication from this was that instruction provided by support services personnel was not as aligned to the instruction of the classroom teacher as it needed to be.
- More focused support needs to be provided to those students who, over time, have consistently not demonstrated growth
- Explore needed to be more pro-active in its relationship with the CSE to ensure that requested evaluations happened in a more timely fashion

Finally, administration and 5<sup>th</sup> and 6<sup>th</sup> grade teachers identified additional methods they could use to help motivate students to invest in their own academic development and growth.

- 2. Summary:** Explore did not meet its stated goal in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade in ELA and math. Explore met its stated goal in English and math in 7<sup>th</sup> grade.
- 3. Action Plan:** Based on the school's analysis of its current utilization of support services, the school is making the following changes in the 07-08 school year.
- The support services schedule will provide more push-in opportunities for support services personnel to work with individual and small groups of students. This model will help to ensure that students are getting more support on the academic objectives on which the classroom teacher is focusing.
  - Communication between support services personnel and classroom teachers will increase in frequency so that all faculty will share in instructional planning. This will ensure that support services personnel have a clear idea of the academic objectives on which the classroom teacher is focusing.
  - The 07-08 support services schedule identifies individual students who have not grown academically over time.
  - Two additional learning specialists have been hired for the 07-08 school year to enable more students to have support provided by trained professionals. In the 07-08 school year, there will be a learning specialist focused on K-3, one focused on 4<sup>th</sup> and 5<sup>th</sup> grade and one focused on the 6<sup>th</sup> – 8<sup>th</sup> grades.
  - Explore administration is refining the way in which it monitors the timeliness of responses from the CSE, to ensure that all students in the evaluation process are served expeditiously.

**Goal #5:** The percentage of students who meet the standard on the NYS Math and ELA assessments will exceed the percentage of students attending public schools in Community District 17 who meet the standard.

**1A.** This goal is measured in **Comparative** terms.

**1B. Method:** Community School District 17's data from the state assessments were posted on the NYCDOE website and used for this report.

**1C. Results:**

	<b>ELA: Explore % Meeting Standard</b>	<b>ELA: CSD 17 % Meeting Standard</b>	<b>Math: Explore % Meeting Standard</b>	<b>Math: CSD 17 % Meeting Standard</b>
<b>3<sup>rd</sup> Grade</b>	64%	49%	90%	78%
<b>4<sup>th</sup> Grade</b>	59%	49%	81%	66%
<b>5<sup>th</sup> Grade</b>	50%	46%	66%	60%
<b>6<sup>th</sup> Grade</b>	46%	40%	63%	46%
<b>7<sup>th</sup> Grade</b>	55%	33.5%	57%	38%
<b>Average 3-7</b>	54.8%	43.5%	71.4%	57.6%

**1D. Analysis/Evaluation:** Explore Charter School met the stated goal in ELA and Math in 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade. Explore significantly outperformed the neighborhood in ELA in 3<sup>rd</sup> and 7<sup>th</sup> grade and in math in 3<sup>rd</sup>, 4<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grades.

Explore did not overwhelmingly outperform the neighborhood in 5<sup>th</sup> and 6<sup>th</sup> grade in ELA and in 5<sup>th</sup> grade in math. Given the 5<sup>th</sup> and 6<sup>th</sup> ELA results, school administration and faculty spent the months of May, June, July evaluating its current approach to literacy instruction, the materials used, and the time spent on the various components of literacy. Significant changes were proposed to the literacy program, which are outlined in the **Analysis/Evaluation** section of Goal #1. Additionally, Explore evaluated its implementation of support services. Findings and next steps from that evaluation are located in **Goal #4**, in the **Analysis/Evaluation** and the **Action Plan** sections.

**2. Summary:** See above

**3. Action Plan:** See above

**Goal #6:** The percentage of students who meet the standard on the NYS Math and ELA assessments will exceed the percentage of students attending New York City public schools who meet the standard.

**1A.** This goal is measured in **Comparative** terms.

**1B. Method:** New York City public school’s data from the state assessments were posted on the NYCDOE website and used for this report.

**1C. Results:**

	<b>ELA: Explore % Meeting Standard</b>	<b>ELA: NYC % Meeting Standard</b>	<b>Math: Explore % Meeting Standard</b>	<b>Math: NYC % Meeting Standard</b>
<b>3<sup>rd</sup> Grade</b>	64%	56%	90%	82%
<b>4<sup>th</sup> Grade</b>	59%	56%	81%	74%
<b>5<sup>th</sup> Grade</b>	50%	56%	66%	71%
<b>6<sup>th</sup> Grade</b>	46%	50%	63%	63%
<b>7<sup>th</sup> Grade</b>	55%	45%	57%	56%
<b>Average 3-7</b>	54.8%	52.6%	71.4%	69.2%

**1D. Analysis/Evaluation:** Explore Charter School met the stated goal in ELA in the 3<sup>rd</sup>, 4<sup>th</sup>, and 7<sup>th</sup> grades. Explore met the stated goal in Math in the 3<sup>rd</sup>, 4<sup>th</sup>, and 7<sup>th</sup> grades.

Explore did not outperform the neighborhood in 5<sup>th</sup> and 6<sup>th</sup> grade in ELA and in 5<sup>th</sup> grade in math. Given the 5<sup>th</sup> and 6<sup>th</sup> ELA results, school administration and faculty spent the months of May, June, July evaluating its current approach to literacy instruction, the materials used, and the time spent on the various components of literacy. Significant changes were proposed to the literacy program, which are outlined in the **Analysis/Evaluation** section of Goal #1. Additionally, Explore evaluated its implementation of support services. Findings and next steps from that evaluation are located in **Goal #4**, in the **Analysis/Evaluation** and the **Action Plan** sections.

**2. Summary:** See above

**3. Action Plan:** See above

**Goal #7:** Explore Charter School will achieve Adequate Yearly Progress, based on the results of the NYS assessments.

*At the time of this writing, AYP information from the 06-07 school year in the subjects of math and ELA, social studies, and science is not available.*

- 1A. This goal is measured through the **Adequate Yearly Progress** method, determined by New York State and the federal government.
- 1B. **Method:** Data from the state assessments will be used to determine Explore's progress of this goal.
- 1C. **Results:** This information is not currently available.
- 1D. **Analysis/Evaluation:** See above
- 2. **Summary:** See above
- 3. **Action Plan:** See above

**Goal #8:** The yearly attendance rate will be 90%, or higher than the attendance rate of elementary and intermediate school students in Region 6, whichever is higher.

- 1A. This goal is measured in **Comparative** terms.
- 1B. **Method:** Student attendance data is recorded on a daily, monthly, and yearly basis using a student fingerprint scan and cross-checked against teacher documentation of student attendance.
- 1C. **Results:** Explore ran a 197-day school year in 2006-2007, from Wednesday, September 6<sup>th</sup> through Friday, July 20<sup>th</sup>. Explore's average annual attendance rate was 92.78%. At the time of this writing, the attendance rate for Region 6 through December 31, 2006 was 88.9%. (<http://schools.nyc.gov/Offices/Stats/link1.htm>). This was the most current data available on the NYCDOE website.

Explore's average annual attendance rate from Wednesday, September 6<sup>th</sup> through Wednesday, June 27<sup>th</sup> was 93.56%.

- 1D. **Analysis/Evaluation:** Explore Charter School met this goal.
- 2. **Summary:** In relation to the stated goal, Explore Charter School attained the stated goal.
- 3. **Action Plan:** In the 06-07 school year, classroom teachers were the first to follow-up on student absences by contacting the parents or guardians. This was a change from last year when members of the operations or administrative team made those calls.

During the past year, Explore incentivized student attendance by sponsoring monthly "special" days (i.e. Crazy Sock Day) for every class that had an attendance rate that surpassed 95%. Administration intends to continue to motivate students through special activities in the 07-08 school year.

**Goal #9:** Completed end-of-year parent surveys will report 80% or more parents as "satisfied" or "very satisfied" to specific pre-selected questions.

**1A.** This goal is measured in **Absolute** terms.

**1B. Method:** Twice a year, parent surveys are distributed and collected. Parent responses are anonymous. In July of 2007, parents and guardians of 254 students completed the survey. This number represents 71% of the number of students enrolled at Explore on the last day of school.

**1C. Results:**

Question	% Responded Satisfied or Very Satisfied
My child's safety	94.5%
My child's academic progress in math	92%
My child's academic progress in reading	91%
Overall satisfaction with the school	96%
Staff level of professionalism	95%
Staff responsiveness to concerns	95%
Average % Satisfied or Very Satisfied to All Questions	94%

**1D. Analysis/Evaluation:** Explore Charter School met the stated goal. A year ago, the 05-06 parent survey results yielded the following: 89% of parents were satisfied with their child's safety, 90% were satisfied with the school, 89% were satisfied with the staff's level of professionalism, and 91% were satisfied with the staff's responsiveness to parent concerns.

159, or 51% of our students' parents responded to the survey a year ago.

**2. Summary:** In relation to the stated goal, Explore Charter School did well in its attainment of the goal.

**3. Action Plan:** School administration is working to strengthen its partnership with parents and guardians as a continuation of its Title I planning process. In September, Explore will be launching **PASSAS! (P**arents, **S**taff, **S**tudents **A**chieving **S**uccess), a new initiative to build stronger relationships among parents, guardians, students, and school staff.

**Goal #10:** 90% or more of students enrolled through the end of the school year will return the following school year.

**1A.** This goal is measured in **Absolute** terms.

**1B. Method:** The number of students enrolled on the first day of the 06-07 school year is compared to student enrollment on the last day of school of the 05-06 school year.

**1C. Results:** 91% of students enrolled on the last day of school in the 05-06 school year returned in the 06-07 school year.

**1D. Analysis/Evaluation:** Explore Charter School attained this goal.

2. **Summary:** See above
3. **Action Plan:** Administration plans to strengthen its current measures to ensure that students and families have a positive academic experience and want to return to Explore. Measures Explore utilized this past year included: regularly scheduled PTA meetings to coordinate with all-school activities; community-wide events such as ABC Day (a day to celebrate reading), Winter Dinner, African-American Festival, Science Fair, Parade, and 100<sup>th</sup> Day of School celebration.

**Goal #11** Annually, 95% or more students will be promoted to the next grade level.

1A. This goal is measured in **Absolute** terms.

1B. **Method:** The number of students recommended for retention is determined by June 30, 2007. The total number of students in each grade level is based on the student enrollment on June 30, 2007.

1C. **Results:**

Grade	# Retained/ Total Number of Students	% Promoted
K	3/54	94%
1	4/60	93%
2	6/59	90%
3	4/41	90%
4	2/42	95%
5	8/42	78.5%
6	3/33	91%
7	3/28	89%
<b>Total</b>	<b>33/359</b>	<b>92%</b>

1D. **Analysis/Evaluation:** Explore met this goal in 4<sup>th</sup> grade. Explore's overall promotion rate was 92% which means Explore did not meet this goal. Explore's promotion requirements were modified this past year, reflecting the school's commitment to high academic expectations, and its belief that those students who did not meet the expectations will do so with more time.

Students at Explore may be retained if there is evidence of one or more of the following:

- The student is more than one-half of a year or more below reading level, as measured by the DRA or Teachers College Reading Record
- The student's math interim average is below 65%
- The student failed to meet the standard ("3" or "4") on the NYS ELA or math test
- The student has been absent from school 15 or more times
- The student has been tardy to school 45 or more times

- In 5<sup>th</sup> through 8<sup>th</sup> grade, the student failed one or more content areas. Failing is earning a grade average of 69% or below.
- The student is not meeting promotional criteria, as outlined by their I.E.P

The promotion rate in K, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 6<sup>th</sup> grades were above 90%. Administration analyzed those grades in which less than 90% of students were being promoted. In 5<sup>th</sup> grade, three of the students were new to Explore in the 06-07 school year. Administration and faculty observed that the students needed intensive remediation to be ready for the 6<sup>th</sup> grade. Another 5<sup>th</sup> grader was evaluated and deemed to need a 12:1:1 placement. In the 7<sup>th</sup> grade, one of the students being retained was new to Explore in the 06-07 school year. Administration and faculty observed that the student needed intensive remediation to be ready for the 7<sup>th</sup> grade.

Significant changes were proposed to the literacy program, which are outlined in the **Analysis/Evaluation** section of Goal #1. Administration and faculty proposed these changes to help more students achieve the literacy standards quicker. Additionally, Explore evaluated its implementation of support services, which directly impact students who have been retained and who are in danger of being retained. Findings and next steps from that evaluation are located in **Goal #4**, in the **Analysis/Evaluation** and the **Action Plan** sections.

2. **Summary:** Explore Charter School attained the stated goal in the 4<sup>th</sup> grade.
3. **Action Plan:** Please refer to the **Analysis/Evaluation** section above, and the **Action Plan** section of **Goal #4**.

**Goal #12:** Parents of graduating 8<sup>th</sup> graders will report that their children were prepared to succeed in high school, according to the table below.

% of Parents Reporting Reporting Students were Prepared	8 <sup>th</sup> Grade Cohort Graduating in			
	2008	2009	2010	2011
	60%	65%	70%	75%

1A. This goal is measured in **Absolute** terms.

*At the time of this writing, Explore does not enroll 8<sup>th</sup> graders who have graduated and matriculated into high school.*

- 1B. **Method:** See above.
- 1C. **Results:** See above.
- 1D. **Analysis/Evaluation:** See above
2. **Summary:** See above
3. **Action Plan:** See above

**Table Summarizing All of Explore's Goals**  
*Per the instructions of the NYCDOE ONS*

<b>Measure</b>	<b>Type</b>	<b>Description</b>	<b>Outcome/Met Goal?</b>
1	Absolute	In 06-07, 60% of students will earn a "3" or a "4" on the New York State Math, ELA, Science, and Social Studies assessments.	<i>ELA – No (55% met standard)</i> <i>Math – Yes (72.5% met standard)</i>
2	Absolute	95% or more students, who do not have an IEP, will earn a "2" or higher on New York State Math, ELA, Science, and Social Studies assessments.	<i>ELA - Yes (98%)</i> <i>Math – Yes (97%)</i>
3	Absolute	In 06-07, 60% of students in Kindergarten through 2 <sup>nd</sup> grade will be reading on grade level, as assessed by a teacher-administered, research-based assessment.	<b>Yes</b> (75% of K, 1, 2 students reading at or above grade level)
4	Value-Added	The percentage of cohort students who meet the standard on New York State assessments will annually increase by 3 percentage points.	<b>No</b>
5	Comparative	The percentage of students who meet the standard on the NYS Math and ELA assessments will exceed the percentage of students attending public schools in Community District 17 who meet the standard.	<i>ELA – Yes (54.8% compared to 43.5%)</i> <i>Math – Yes (71.4% compared to 57.6%)</i>
6	Comparative	The percentage of students who meet the standard on the NYS Math and ELA assessments will exceed the percentage of students attending New York City public schools who meet the standard.	<i>ELA – Yes (54.8% compared to 52.6%)</i> <i>Math – Yes (71.4% compared to 69.2%)</i>
7	AYP	Explore Charter School will achieve Adequate Yearly Progress, based on the results of the NYS assessments.	<b>Data Unavailable</b>
8	Comparative	The yearly attendance rate will be 90%, or higher than the attendance rate of elementary and intermediate school students in Region 6, whichever is higher.	<b>Yes</b> (93.6% attendance rate)
9	Absolute	Completed end-of-year parent surveys will report 80% or more parents as "satisfied" or "very satisfied" to specific pre-selected questions.	<b>Yes</b> (94% reported to be satisfied)
10	Absolute	90% or more of students enrolled through the end of the school year will return the following school year.	<b>Yes</b> (91% students returned)
11	Absolute	Annually, 95% or more of students will be promoted to the next grade level.	<b>No</b> (92% promoted)
12	Absolute	Parents of graduating 8 <sup>th</sup> graders will report that their children were prepared to succeed in high school.	<b>Data Unavailable</b>

**UNDER SEPARATE COVER**

**VALUE-ADDED COHORT ANALYSIS**

**PER INSTRUCTION OF NYCDOE ONS**

THE UNIVERSITY OF THE STATE OF NEW YORK  
 THE STATE EDUCATION DEPARTMENT  
 OFFICE OF ELEMENTARY, MIDDLE,  
 SECONDARY AND CONTINUING EDUCATION  
 CHOICE PROGRAMS  
 ROOM 462, EDUCATION BUILDING ANNEX  
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
 REPORT OF FISCAL PERFORMANCE  
 FOR THE SCHOOL YEAR ENDED 6/30/07

Charter School Code:

3	3	1	7	0	0	8	6	0	8	4	1
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Charter School Name: Explore Charter School

Contact Person: Catherine Barufaldi, Chief Fiance & HR Officer

Phone: 718.703.4484, ext. 17

REVENUES

EXPENDITURES

		<u>SALARIES</u>	<u>OTHER</u>	<u>TOTAL</u>	
A. STATE SOURCES	\$81,697	F. GENERAL ADMINISTRATION	\$ 255,561	\$ 309,491	\$ 565,052
B. FEDERAL SOURCES	\$247,595	G. INSTRUCTIONAL SUPERVISION	291,346	63,549	354,895
C. PUBLIC SCHOOL DISTRICTS		H. ALL OTHER INSTRUCTION	1,509,638	355,238	1,864,876
1. BASIC OPERATING REVENUES	\$3,879,531	I. PUPIL SERVICES	237,902	118,740	356,643
2. STATE AID-PUPILS W DISABILITIES	-	J. PUPILS WITH DISABILITIES	309,599	19,835	329,434
3. FED. AID-PUPILS W/DISABILITIES	\$34,266	K. TRANSPORTATION	-	65,975	65,975
4. OTHER REV FROM PUB SCH DIST		L. COMMUNITY SERVICE		-	-
D. ALL OTHER REVENUES	\$160,422	M. OPERATION & MAINTENANCE	103,537	73,486	177,024
E. TOTAL REVENUES FROM ALL SOURCES	<u>\$4,403,511</u>	N. EMPLOYEE BENEFITS			469,127
		O. DEBT SERVICE			
S. ENROLLMENT	<u>372.65</u>	P. SCHOOL LUNCH			27,462
T. EXPENDITURES PER PUPIL	(R/S) \$11,532	Q. CAPITAL EXPENSE			<u>86,750</u>
		R. GRAND TOTAL EXPENDITURES			<u>\$ 4,297,237</u>

COMPLETED FORM MUST BE RETURNED NO LATER THAN AUGUST 1, 2007

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Chief School Officer

**Charter School Student Attrition Rates  
2006-07**

<b>Grade</b>	<b>Enrollment</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Total</b>
<b>Kdg.</b>	# Enrolled	72	71	67	60	59	59	59	59	58	58	57	56	735
	#Leaving	1	0	8	1	0	0	0	1	0	1	1	1	14
	% Attrition	1.4%	0%	11.9%	1.6%	0%	0%	0%	1.7%	0%	1.7%	1.7%	1.8%	1.9%
<b>1<sup>st</sup></b>	# Enrolled	63	60	64	60	60	60	60	60	60	60	60	60	727
	#Leaving	3	0	5	1	0	0	0	0	0	0	0	0	9
	% Attrition	4.8%	0%	7.8%	1.7%	0%	0%	0%	0%	0%	0%	0%	0%	1.2%
<b>2<sup>nd</sup></b>	# Enrolled	42	40	65	63	62	62	62	62	62	62	61	61	704
	#Leaving	2	0	2	1	0	0	0	0	0	1	0	2	8
	% Attrition	4.8%	0%	3.1%	1.6%	0%	0%	0%	0%	0%	1.6%	0%	3.3%	1.1%
<b>3<sup>rd</sup></b>	# Enrolled	45	41	45	44	44	42	42	42	41	41	41	41	509
	#Leaving	4	0	2	0	2	0	0	1	0	0	0	0	9
	% Attrition	8.9%	0%	4.4%	0%	4.6%	0%	0%	2.4%	0%	0%	0%	0%	1.8%
<b>4<sup>th</sup></b>	# Enrolled	43	43	49	44	44	44	44	44	43	43	42	42	509
	#Leaving	0	0	5	0	0	0	0	1	0	1	0	0	7
	% Attrition	0%	0%	10.2%	0%	0%	0%	0%	2.8%	0%	2.3%	0%	0%	1.3%
<b>5<sup>th</sup></b>	# Enrolled	37	36	50	44	44	44	44	44	44	44	44	44	519
	#Leaving	1	0	6	0	0	0	0	0	0	0	0	1	8
	% Attrition	2.7%	0%	12.0%	0%	0%	0%	0%	0%	0%	0%	0%	2.3%	1.5%
<b>6<sup>th</sup></b>	# Enrolled	33	32	38	37	37	37	35	35	35	35	35	35	424
	#Leaving	1	0	2	0	0	2	0	0	0	0	0	2	7
	% Attrition	3.0%	0%	5.26%	0%	0%	5.4%	0%	0%	0%	0%	0%	3.5%	1.7%

Grade	Enrollment	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
7 <sup>th</sup>	# Enrolled	N/A	N/A	34	30	30	30	30	30	30	30	29	29	302
	#Leaving	N/A	N/A	4	0	0	0	0	0	0	1	0	1	6
	% Attrition	N/A	N/A	11.8%	0%	0%	0%	0%	0%	0%	3.3%	0%	3.5%	2.0%
8 <sup>th</sup>	# Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9 <sup>th</sup>	# Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10 <sup>th</sup>	# Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11 <sup>th</sup>	# Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12 <sup>th</sup>	# Enrolled	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Charter School Teacher Attrition Rates  
2006-07**

<b>Grade</b>	<b>Teachers</b>	<b>July</b>	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>June</b>	<b>Total</b>
<b>Kdg.</b>	# Employed	3	3	3	3	3	3	3	3	3	3	3	3	36
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>1<sup>st</sup></b>	# Employed	3	3	3	3	3	3	3	3	3	3	3	3	36
	#Leaving	0	2	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	66%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>2<sup>nd</sup></b>	# Employed	2	2	3	3	3	3	3	3	3	3	3	3	34
	#Leaving	0	1	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2.9%
<b>3<sup>rd</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>4<sup>th</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	1	0	0	0	0	0	0	0	0	0	0	1
	% Attrition	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	4.1%
<b>5<sup>th</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>6<sup>th</sup></b>	# Employed	2	2	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	0	0	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Grade	Teachers	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Total
7 <sup>th</sup>	# Employed	N/A	N/A	2	2	2	2	2	2	2	2	2	2	24
	#Leaving	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0
	% Attrition	N/A	N/A	0	0	0	0	0	0	0	0	0	0	0
8 <sup>th</sup>	# Employed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9 <sup>th</sup>	# Employed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10 <sup>th</sup>	# Employed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11 <sup>th</sup>	# Employed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12 <sup>th</sup>	# Employed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	#Leaving	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	% Attrition	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other (Sped/Enrichment)	# Employed	9	9	10	10	10	10	9	10	10	9	9	9	114
	#Leaving	0	4	0	0	0	1	0	0	1	0	0	0	6
	% Attrition	0%	44%	0%	0%	0%	10%	0%	0%	10%	0%	0%	0%	5.3%

