



Office of Charter Schools

**Quality Review
Report**

Brooklyn Charter School

84K701

**545 Willoughby Avenue
Brooklyn, NY 11206**

Board Chair: Henry Lambert

Dates of review: April 14, 2008

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Part 1: The school context

Information about the school

Brooklyn Charter School (“BCS”) is an elementary school with 228 students from kindergarten through grade 5. The school population comprises 94% Black, 4% Hispanic, and 2% of students from multi-racial backgrounds. The student body includes no English language learners, but 10.5% special education students. Boys account for 53% of the students enrolled and girls account for 47%. The average attendance rate for the school year 2006-2007 was 91%. The school is in receipt of Title 1 funding with 65% eligibility.

The school shares its building with an existing public school.

The Quality Review team also reviewed adherence to the charter goals as part of the Review

Part 2: Overview

What the school does well

- Leaders place good emphasis on ensuring that school structures are sustainable and make sensible long term plans to ensure stability in leadership.
- The school recognizes the importance of focused attention to the generation, collection and analysis of data to support student progress.
- Leaders communicate priority improvement goals efficiently with staff, who clearly express the responsibility they share to ensure the achievement of them.
- Leaders and faculty know students' individual needs very well and create a secure and nurturing environment for learning.
- Members of staff hold themselves accountable for student outcomes and are committed to improving and developing their practice to ensure good progress.
- The school offers students many opportunities to participate in engaging and motivating activities through its wide program for the arts.
- There are productive relationships between staff and students, ensuring that students behave well and develop a sense of pride in their school.

What the school needs to improve

- Extend data analysis to ensure that leaders and teachers have a detailed understanding of performance and outcomes for all student sub-groups.
- Support teachers in using data effectively to set specific goals for students and plan instruction that consistently meets individual needs.
- Develop teachers' skills and knowledge through increased peer observation and opportunities to visit other schools.
- Devise ways of involving parents more regularly in the day-to-day work of the school to support student learning.
- Consolidate opportunities to regularly and rigorously monitor and review the school's progress towards its established goals.

Part 3: Main findings

Overall Evaluation

The Brooklyn Charter School is one of the oldest charter schools in New York City, and the first charter school authorized by the New York City Department of Education. Now in its eighth year of operation, the school feels that it has finally established a school culture that is stronger and more positive than that of its earlier years. With a focus on the arts, the school has created strong school spirit through an annual parade, dance enrichment activities, and rich music instruction and exposure. This arts emphasis not only creates excitement among the students, but has been integral to building culture among the staff, many of whom are involved in the arts outside of their teaching.

The school has made literacy a priority for this year, and everyone on staff understands the goal to promote student achievement in this area. Teachers feel accountable for improving literacy and all collect data on student progress to monitor this. The next step needed to ensure that the efforts to improve literacy have been worthwhile is for the school to put strong supports in place to assist teachers with the use of the data they collect so that they can better plan lessons and differentiate instruction. The leadership team must further analyze this data to decide if trends indicate any one group of students is in need of extra support. This will then help leadership to plan staffing and scheduling more effectively to ensure all students' needs are met.

While literacy has been a goal for this year, the planning and progress around this goal has not been well monitored or documented throughout the year, which means that no formal strategies were in place in the event that a particular school-wide intervention or program was not working. This is true for most school-wide goals, and so realizing the strategic vision of the principal becomes less tangible because timeframes and interim steps for achieving the goal are not set. The principal does have very clear goals for the school, and is extremely thoughtful about how to ensure that the strong culture that currently exists in the school will be sustainable. He has promoted one teacher to an associate principal position in order to provide opportunities for growth to those faculty members who show great promise. In addition, he has put a strong focus on retaining teachers and is considering what steps to take in order to continue with a stable teaching staff. One important next step is for leadership to provide teachers opportunities for growth through peer observation and release time to see effective teaching at other schools.

The BCS board has provided good oversight to the school leadership. The board demonstrates a good mix of skill sets to deliver effective results for the school community. The school needs to improve its internal controls (specifically personnel related), to guide its day-to-day operation. With minor reservations on internal controls, the school displays a good financial outlook.

Fair parent engagement efforts have helped create an above average rate of parent satisfaction among families that are committed to the future success of the school. However, this is a continuing process and the school is working on refining this standard.

How well the school meets Office of Charter School's (OCS) evaluation criteria

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

This area of the school's work is proficient.

There is now a shared understanding of why data is important and leaders express a commitment to ensuring its effective and consistent use. Over the past year, the school has made headway in collecting and analyzing data generated from a range of assessment tools. From this analysis, leaders have derived priority goals for improvement in student performance. They have made good use of past test results, supported by baseline tests in the first three weeks of school, to establish the need to improve students' literacy skills. Further analysis has enabled leaders to identify differences in the achievement of students who have been at the school since kindergarten, compared to those who join in later grades. This has directed specific support and intervention for students with the greatest needs. Leaders understand, however, that this is only the beginning of their work. The school has yet to make detailed analysis of all pertinent student sub-groups to establish trends and patterns in performance that will drive future programming and support work. There is a growing understanding that ongoing data collection and analysis is essential to ensure that leaders and teachers can measure performance and progress regularly. Teachers now make use of predictive tests and track end of unit assessments to highlight gaps in students learning. Students comment that "teachers learn from these what we can't do and help us to learn it better." All members of staff recognize their responsibility to use data to work proactively to influence overall outcomes. Teachers have had some opportunities to look closely at student data, but training to enable them to consider trends and patterns over time and plan actions from their analysis has been limited.

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.

This area of the school's work is proficient.

Leaders communicate overall school priority goals clearly to staff. Teachers clearly understand that the current priority for improvement is students' literacy skills. The school has made useful arrangements to increase intervention for literacy support, including a designated literacy teacher who works in class and with small groups in "pull-out" sessions. There are also some suitable strategies to encourage better rates of progress for the students in greatest need. The curriculum includes, for example, a specific program for the development of phonics to encourage "catch up". However, few opportunities exist for teachers to look at data pertinent to their own class or grade to establish specific mid and short-term goals toward the achievement of overall long-term goals. Using ongoing assessment tools, such as diagnostic reading measures, teachers establish the level of a student's current performance. They are not yet skilled enough to use diagnostics securely to set "next step" goals for learning that will enable each student to move forward to the next level. This means that students do not always understand what they need to do next to improve. Without these simple, short-term steps, the school misses an opportunity for communicating with parents to involve them

in their children's learning at home. Currently there are limited ways in which a large proportion of parents are able to contribute in a meaningful way. Additionally, students cannot assess their own progress by checking what they learn against the "mini" goals that are set for them. While leaders and faculty have high expectations for students in terms of attitude, conduct and engagement, academic challenges are not as well thought out to promote the high levels of achievement the school would like to see.

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.

This area of the school's work is proficient.

The school has a diverse range of exciting extended activities that motivate learning and involvement, including 'Mad Science'. The school's arts program is particularly diverse and students participate in programs such as workshops with Latin percussion artists and instruction by saxophone teachers. Students are often involved in presentations of their dance and music skills, some of which are reported in local newspapers.

The school's core curriculum facilitates useful ongoing assessment. The balanced literacy program, following the Teachers College workshop model, enables close moderation of student work to ensure that there is greater consistency within grades and throughout the school. Running records for reading ensure that students know their level of proficiency and what level they are aiming for next. The math program provides opportunity for ongoing unit assessment. The school supplements the program to ensure that State standards are fully covered. Students explain how teachers differentiate spelling work to match levels of achievement and describe how they compile spelling lists to challenge the most able students. This is a good start to meeting individual needs, but the school has some way to go to ensure that all teachers plan classroom instruction that carefully matches individual needs to ensure the best possible progress. In discussion, teachers' accountability in supporting students to do as well as they can is palpable. Currently however, they do not pay enough attention to what students already know and can do to ensure that the next steps in learning enable them to meet their full potential. At times, the highest achieving students do work that is too easy for them, particularly in math. At others, teaching strategies, groupings and programs do not adequately support students with the greatest needs to ensure they learn exactly what they need to learn to maximize progress.

Teachers are aware that their use of data to drive instruction has only recently begun in earnest. They are committed to supporting each other, learning new skills and improving their practice. The school's positive learning environment and good levels of mutual trust and respect support staff developments. These good relationships extend to students, whose first response to questions about the best things at their school is "the teachers." Teachers are genuinely caring towards students, understand their personal and social challenges, and want them to do well academically. The result is that students generally behave very well, even though it is not always easy for every student to maintain high levels of concentration. In some cases, this is because content or teaching styles do not meet their needs appropriately.

Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.

This area of the school's work is proficient.

School leaders have a good understanding of staff strengths. They are equally knowledgeable about professional skills that need further improvement. Regarding these issues, leaders make their expectations clear. There are opportunities for teachers to improve their practice through specific training courses. For instance, grade 5 teachers attended a course on developing the teaching of reading. Staff members have also used on-line technology to gain further knowledge of phonics skills development and watched videos of their own teaching to establish strengths and weaknesses. There are many positive aspects of teaching that current school systems do not allow to be shared in a productive way. While links with external partners are supportive of development needs, staff would welcome the opportunity to watch each other's lessons more frequently and learn from colleagues in other schools.

External partners also support students' social and personal skills development. The arts linked programs provided by outside agencies encourage students' personal discipline and commitment to activities. Students learn the skills they need to rehearse and improve their work in order to present themselves at their best. There is an evident code of conduct within school. School procedures and rules include clear consequences that are consistently applied. Students feel that the school is fair in its distribution of consequences and they appreciate the clear guidance provided to them. They show maturity in their understanding that some students need extra support to meet their potential.

Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

This area of the school's work is underdeveloped with proficient features.

The principal describes clearly the vision of what the school should be like. Staff uphold this vision and share the school's philosophy on education, which is one that encourages a balanced literacy approach. Leaders understand that the context of their work has changed over the past two years or so. They recognize that during this time the journey towards realization of the vision has become a little confused. More recently, leaders have made good use of hard evidence that places the school unquestionably in its current status. From this data, they have begun to rework the journey towards achieving the goals set for the school's development and improvement. There are clear strategies in place to sustain consistent leadership in order for all development plans to be implemented successfully. These plans include clear goals for the improvement of teacher outcomes. There is however, limited evidence that the plans are regularly and rigorously monitored to ensure that the school is making consistently good progress towards the priorities leaders have set for improvement. The school has a growing range of data to be able to measure this progress, but no agreed times or systems by which leaders will evaluate the impact of the strategies in place. Without consistently applied monitoring and reviewing of procedures the school cannot measure its success or amend strategies to increase rates of improvement.

Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in undertaking its administrative responsibilities.

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.

The BCS board is providing good oversight to the school and holding the school leaders accountable through annual reviews and ongoing discussions regarding student outcomes. The board is resourceful and connected to the wider community which has benefited the school in several ways. The board has increased its oversight since last year and is working closely with school leaders and the business manager to achieve further efficiency. In addition, the board is also exploring ways in which school leaders can benefit from regular external reviews and coaching that focuses on specific areas. The board is also urged to provide meaningful professional development to teachers that will enable them to analyze data and set goals. The school's board of trustees consists of educational, financial, management, and legal expertise.

The board plans to conduct an annual evaluation of the school leader at the end of the school year.

Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.

This area of the school's work is proficient.

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 tends 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. In the end, it is worth noting that a school may implement and practice the best internal controls (procurement, check signing, balanced budget, etc.) and could still end up in a difficult financial condition.

The BCS board has been proactive in contracting an audit firm and produced the school's financial statements in reasonable period. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of February '08 casts a solid financial position of the school with liquid assets totaling over \$1.5 million. The school has current liabilities of \$718,015 and is in a good position to meet its short-term financial obligations. The statement of activities as of February '08 does not pose any particular concerns. The school was unable to provide our office with a cash flow analysis projecting out its financial position for the upcoming

12-18 months. However, since the board had not approved the budget, it was difficult for the school to project its cash flow needs.

During the visit, the school officials were interviewed on the procurement process, check signing, inspection of three randomly selected paid invoices, random human resource files (three teachers, two non-teaching staff), and fingerprinting (all staff hired since previous year school visit). The school is following its adopted financial policies. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The school has tagged its assets for inventory purposes. The school is also advised to set up an escrow account after the Office of Charter Schools releases its escrow account policy.

The teacher and staff files were kept in proper condition with fingerprint clearance, W-4, I-9, and proper identification. However, two files were found without proper fingerprint clearance and emergency conditional appointments. The school should take immediate action to fix these discrepancies.

Please note that although the school has implemented good internal controls, it is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget), that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.

This area of the school’s work is proficient.

Parent engagement is one of the cornerstones in measuring parent satisfaction, initial and ongoing expectations, student academic improvement, and true parental inputs in choices made by the school. Parent engagement in charter schools tends to come in all forms: Parent Teacher Association (PTA), Parent Advisory Committee/Councils (PAC), Parent Association, parental involvement at board level, etc. While none of these vehicles represents the perfect solution for increasing parental involvement, all schools are expected to make good faith efforts to stimulate parental participation in creating a community that shares in the school’s vision and ongoing strategic direction.

BCS has done fair work in engaging the school community. The school encourages parental input and involvement through Family Action Committee in monthly meetings. However, these meetings could be more productive if someone from the school administration was a regular attendee. Parents praised the school for having regular parent teacher conferences that provide them the opportunity to understand their children’s progress. However, there is an absence of regular discussions with parents to help them understand how they can help their children achieve their individual goals set at the school. The school community, including teachers, would like to see further parent engagement in the school. At the time of the visit, some parents expressed that the lunchtime and recess is too short and has resulted in penalizing students for behavioral issues. The board publishes a calendar of its meetings and communicates these dates through parent newsletters. Parents have been engaged and were aware of the time and

location of the board meetings. Parents were knowledgeable about the appeals process in case of disagreements with school administration.

Part 4: School Quality Criteria Summary

CHARTER SCHOOL NAME: BROOKLYN CHARTER SCHOOL (701)



Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and can do, and to monitor the student’s progress over time.

To what extent do school leaders and faculty gather, generate, and utilize data to provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?			X		
1.2 an objective, constantly updated understanding of the performance and progress of special education students?			X		
1.3 an objective, constantly updated understanding of the performance and progress of English language learners? N/A					
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?		X			
1.5 a measurement of performance and progress based on the school’s own past performance, and among students, classrooms, grades and subject areas?			X		
1.6 a measurement of performance and progress that demonstrates that the charter school is at least meeting the State’s student performance standards for all other schools?			X		
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?		X			
Overall score for Quality Statement 1			X		

Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and time frames for reaching those goals?		X			
2.2 focus 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 identify and improve the performance and progress of those students in greatest need of improvement?			X		
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?			X		
2.5 convey consistently high expectations to students and their parents/caregivers?			X		
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student’s progress and performance, and how they can improve?		X			
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?		X			
2.8 implement a comprehensive special education program that complies with applicable governing laws?			X		
2.9 implement a comprehensive program for English Language Learners that complies with federal law? N/A					
Overall score for Quality Statement 2			X		

Δ	Underdeveloped
➤	Underdeveloped with Proficient Features
✓	Proficient
+	Well Developed
◇	Outstanding

Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students, around its plans and goals for accelerating student learning.					
To what extent do the school leaders. . .	Δ	➤	✓	+	◇
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?			X		
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive, safe and inclusive learning environment?			X		
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?		X			
3.5 make staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all?			X		
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?			X		
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?			X		
3.8 ensure that their charter high school meets the defined graduation standards as determined by NYCDOE (where applicable)?					
3.9 ensure that the time given over for instruction is at least equivalent to that required in other public schools?			X		
3.10 ensure that discipline policies, including those for suspension and expulsion, are documented and filed with the CSO?			X		
Overall score for Quality Statement 3			X		

Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.					
To what extent do the school leaders. . .	Δ	➤	✓	+	◇
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?			X		
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?			X		
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?		X			
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?			X		
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?			X		
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective student learning, and effectively address discipline related incidents?			X		
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?			X		
Overall score for Quality Statement 4			X		

Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?		X			
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?			X		
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?		X			
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?		X			
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?		X			
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?			X		
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?			X		
Overall score for Quality Statement 5		X			

Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.

To what extent does the Board . . .	Δ	➤	✓	+	◇
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X		
6.2 manage any conflict of interest within the governing body and throughout the school?			X		
6.3 publish a schedule of regular board meetings that is easily accessible to the general public?			X		
6.4 ensure that accurate minutes from Board meetings are maintained and published?			X		
6.5 ensure that proposed contracts with EMOs and CMOs are submitted punctually to the CSO for review?	N/A				
6.6 hold EMOs, CMOs and school leadership accountable in their positions?	N/A				
6.7 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?		X			
6.8 respond to parent, staff and student concerns/complaints?			X		
6.9 provide ongoing training for board members so that they are able to fulfill the duties of their positions?			X		
Overall score for Quality Statement 6			X		

Quality Statement 7– Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.

To what extent does the school and its Board . . .	Δ	➤	✓	+	◇
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the CSO along with any other relevant documentation?			X		
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the CSO for review?			X		
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?				X	
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?			X		
7.5 satisfy the requirement to maintain adequate liability insurance filed with the CSO?			X		
Overall score for Quality Statement 7			X		

Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.

To what extent does the school . . .	Δ	➤	✓	+	◇
8.1 maintain a functioning parent organization?			X		
8.2 provide special events for parents to meet, to discuss school-related issues and to socialize?			X		
8.3 ensure that parents are informed of the time and location of Board meetings that are open to the public?			X		
8.4 ensure that newsletters are sent home in all predominant languages to encourage parent participation and eliminate language barriers?			X		
8.5 ensure parents are aware of appeals procedures should a conflict arise with any aspect of the school?			X		
8.6 understand each student's progress during their time in the school?		X			
Overall score for Quality Statement 8			X		