

ANNUAL CHARTER EVALUATION 2016

NORTHWOOD ACADEMY CHARTER SCHOOL

REPORT PURPOSE

The Annual Charter Evaluation (ACE) is produced by the Charter Schools Office of The School District of Philadelphia (School District) for all school community stakeholders—parents and families of Philadelphia students, charter school leaders, the School District and School Reform Commission, and members of the general public.

Each year, the Charter Schools Office produces for each Philadelphia brick and mortar charter school either an ACE or a renewal report detailing the charter school’s academic performance, organizational compliance and viability, and financial health and sustainability. The ACE also provides student subgroup information to identify academic performance at each charter school by grade level, gender, race/ethnicity, and historically underserved categories.

The School Reform Commission, as the authorizer of Philadelphia charter schools, is committed to fostering high quality educational options for all public school students in Philadelphia. With the ACE, the Charter Schools Office intends to provide the information necessary for charter schools to serve the public interest and deliver an equitable and high quality education.

For more details on terms and definitions used in this Annual Charter Evaluation, please visit philasd.org/charter_schools.

SCHOOL LEADERSHIP	
Board Chair	James Marshall
CEO	Amy Hollister
	ahollister@northwoodcs.org
Principal, Lower School	Patricia Mychack
	pmychack@northwoodcs.org
Principal, Upper School	Cindy Carey
	ccarey@northwoodcs.org

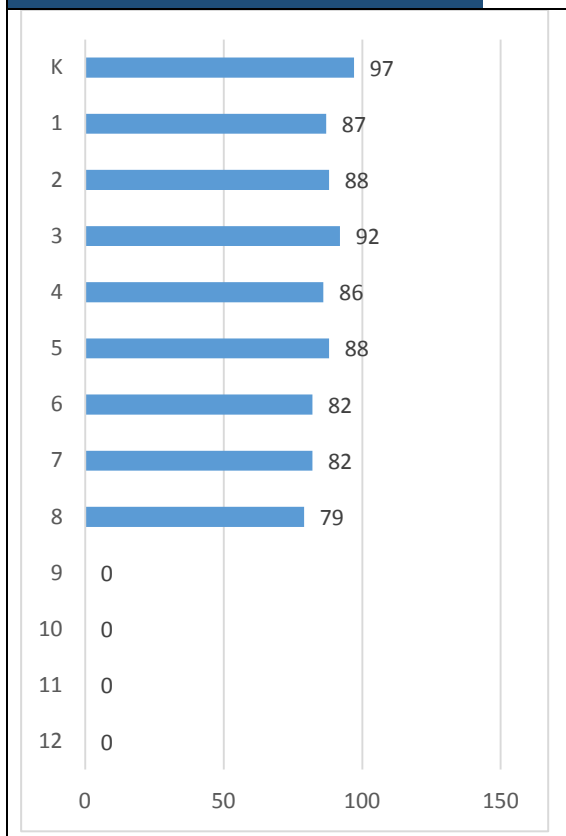
GENERAL INFORMATION	
Grades Served (2015-16)	K to 8
Year Opened	2005
Next Renewal	2020

CONTACT INFORMATION
4621 Castor Avenue Philadelphia, PA 19124 215-289-5606 (Neighborhood: Frankford)
Fax: 215-289-5464 Web: www.northwoodcs.org

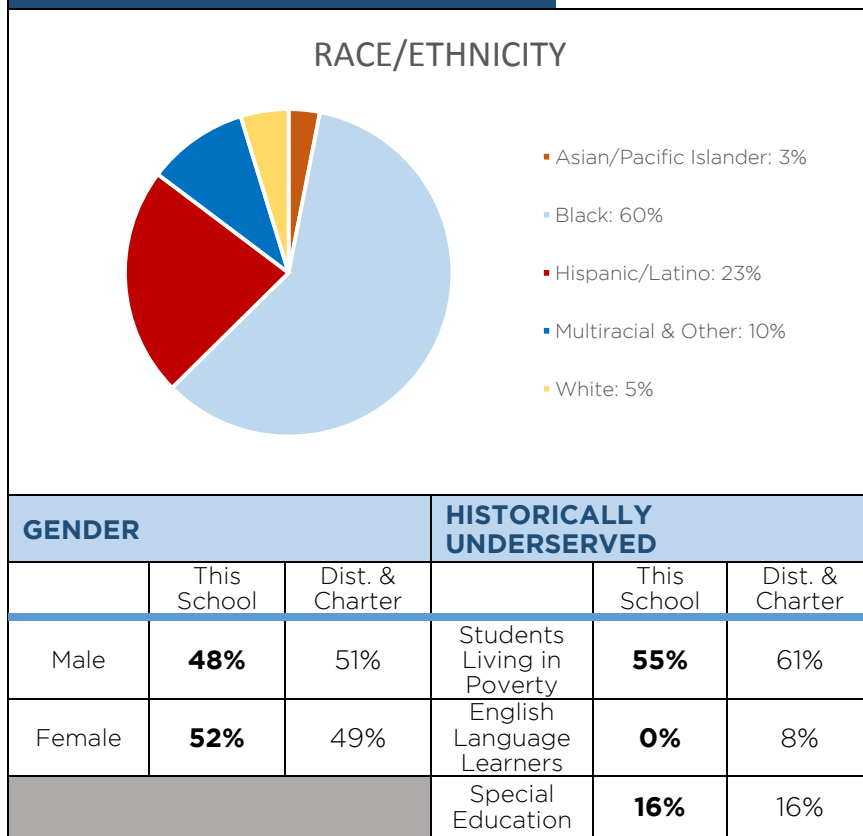
MISSION
“The mission of Northwood Academy Charter School is to educate the whole child by providing the academic, social and emotional foundations and successes necessary to become contributing community members who possess the skills, desire and confidence to lead meaningful lives. Northwood Academy Charter School is committed to creating and sustaining a learning sanctuary that is built upon integrity and dedicated to high achievement and purposeful experiences.”



ENROLLMENT BY GRADE



STUDENT DEMOGRAPHICS



ENROLLMENT TOTAL

As of 10/1/2015	781
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ENROLLMENT CAP

Maximum number of students this school can enroll per charter agreement in 2015-16 school year.	788
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ADMISSIONS PREFERENCES

Citywide	✓
Neighborhood	✗

PEER GROUP SCHOOLS

Peer groups are groups of schools that serve similar populations of students based on poverty, minority, special education status, and limited English proficiency status.

K8 Peer Group: Ad Prima CS, Anderson, Day, Discovery CS, First Philadelphia CS, Fitler Academics Plus, Global Leadership Academy CS, Harambee CS, Henry, JS Jenks, Kearny, Khepera CS, Laboratory CS, Lingelbach, Math Civics and Sciences CS, McCloskey, Mifflin, Northwood Academy CS, Southwest Leadership Academy CS, Universal Daroff CS, Universal Institute CS, West Oak Lane CS

EXECUTIVE SUMMARY OVERVIEW

The executive summary provides an overview of key indicators for a charter school evaluated during the comprehensive renewal process, which occurs in the last year of a charter term. This is typically five years for Pennsylvania charter schools. School performance information for the most recent three years are captured across the three domains evaluated at renewal – academic success, organizational compliance and viability, and financial health and sustainability. The Charter Schools Office’s performance framework is presented in detail in the Renewal Recommendation Reports for individual charter schools on the CSO website.

Proficiency rates below are colored red and italicized if they are not higher than a majority of comparative groups’ averages. Comparative groups are peer schools, charter schools, and District schools. Attendance rates are colored red and italicized if they fall below the median attendance rate for District and charter schools receiving a School Progress Report that year. For the financial metrics, symbols are used. The symbol ▲ means that a school meets the standard, ▼ means the school is significantly below the standard, and ■ means the school is approaching the standard.

HISTORIC SNAPSHOT

CURRENT RENEWAL TERM: 2015-16 through 2019-20

	Metric	SY 2013-14			SY 2014-15			SY 2015-16		
ACADEMIC PERFORMANCE	Proficiency Rates - PSSA	Math	ELA	Sci.	Math	ELA	Sci.	Math	ELA	Sci.
		76%	69%	56%	30%	61%	63%	33%	61%	69%
	AGI - PSSA	Math	ELA	Sci.*	Math	ELA	Sci.*	Math	ELA	Sci.*
		2.34	-0.90	<i>-2.46 / -4.83</i>	<i>-1.68</i>	3.19	<i>-1.62 / -3.18</i>	1.39	1.69	<i>2.95 / -2.74</i>
Attendance (K8)	95%+ Attendance			95%+ Attendance			95%+ Attendance			
	76%			78%			81%			
	Metric	FY 2013-14			FY 2014-15			FY 2015-16		
FINANCIAL HEALTH AND SUSTAINABILITY	Short Term Financial Health (Total Margin, Current Ratio, Cash on Hand)	TM	CR	COH	TM	CR	COH	TM	CR	COH
		▲	▲	▲	▲	▲	▲	■	▲	▲
	Long Term Financial Health (Net Position, Non-Restricted Fund Balance, Debt Ratio)	NP	NRFB	DR	NP	NRFB	DR	NP	NRFB	DR
		▲	▲	▲	▲	▲	▲	▲	▲	▲
	Metric	No ACE			2015 ACE			2016 ACE		
ORGANIZATIONAL COMPLIANCE	Enrollment				1 / 2			3 / 3		
	Discipline				1 / 2			1 / 2		
	Special Education and English as a Second Language				2 / 4			3 / 4		
	Governance and Administration				4 / 5			9 / 10		

*For PSSA science AGI, both the 4th and 8th grade AGIs are presented when applicable.

PSSA ENGLISH LANGUAGE ARTS EXAM OUTCOMES

The Charter Schools Office evaluates a charter school's academic success using several key indicators, including student performance on standardized exams in the previous year.

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the English Language Arts (ELA) Pennsylvania System of School Assessment (PSSA) or the Pennsylvania Alternative System of Assessment (PASA). We also evaluate the Average Growth Index (AGI). An AGI at or above -1 indicates the school met or exceeded the statewide growth standard this year based on student performance in previous years.

In the charts to the right, each charter school's PSSA proficiency rates are detailed further by students' gender, race/ethnicity, and historically underserved subgroups. Proficiency rates for each charter school are also compared against three comparison groups - peer schools (charter and District schools with similar demographics), charter schools, and District schools. When the school's proficiency rate is below that of a comparison group, we color the comparison group's rate in red.

" - " indicates grade/student group not served in SY2015-16
" * " indicates suppressed for sample size

PSSA ELA Schoolwide Proficiency Rate

	This School	Peer Schools	Charter Schools	District Schools
ALL (n=506)	61%	38%	40%	33%

PSSA ELA Proficiency Rates by Student Group

	This School	Peer Schools	Charter Schools	District Schools
Female	71%	44%	46%	39%
Male	50%	30%	33%	28%
Asian	*	*	*	*
Black	57%	36%	34%	25%
Hispanic/Latino	70%	44%	34%	25%
Multiracial and Other	*	*	*	*
White	68%	51%	65%	54%
English Language Learners	*	*	*	*
Special Education	20%	12%	13%	13%

Average Growth Index (AGI)

ALL	1.69 Moderate evidence that the school exceeded the standard for PA Academic Growth.
AGI for Low Performers	
Lowest-Performing 20%	0.07 Evidence that the school met the standard for PA Academic Growth.

PSSA ELA Proficiency Rates by Grade

GRADE	This School	Peer Schools	Charter Schools	District Schools
3 rd	57%	39%	45%	31%
4 th	71%	37%	41%	29%
5 th	64%	32%	36%	32%
6 th	45%	36%	38%	36%
7 th	65%	40%	38%	36%
8 th	66%	43%	40%	37%

PSSA MATH EXAM OUTCOMES

The Charter Schools Office evaluates a charter school's academic success using several key indicators, including student performance on standardized exams in the previous year.

For schools that serve students in grades 3-8, we evaluate the percentage of students proficient or advanced on either the Math PSSA or the PASA exam. We also evaluate the Average Growth Index. An AGI at or above -1 indicates the school met or exceeded the statewide growth standard this year based on student performance in previous years.

In the charts to the right, each charter school's PSSA proficiency rates are detailed further by students' gender, race/ethnicity, and historically underserved subgroups. Proficiency rates for each charter school are also compared against three comparison groups - peer schools (charter and District schools with similar demographics), charter schools, and District schools. When the school's proficiency rate is below that of a comparison group, we color the comparison group's rate in red.

" - " indicates grade/student group not served in SY2015-16
" * " indicates suppressed for sample size

Average Growth Index (AGI)	
ALL	1.39 Moderate evidence that the school exceeded the standard for PA Academic Growth.
AGI for Low Performers	
Lowest-Performing 20%	0.38 Evidence that the school met the standard for PA Academic Growth.
Advanced Math: Keystone Algebra 1	
Number of 8 th grade test takers	11
Percentage with proficient or advanced scores	82%

PSSA Math Schoolwide Proficiency Rate				
	This School	Peer Schools	Charter Schools	District Schools
ALL (n=505)	33%	14%	19%	19%

PSSA Math Proficiency Rates by Student Group				
	This School	Peer Schools	Charter Schools	District Schools
Female	35%	14%	19%	19%
Male	31%	14%	18%	19%
Asian	*	*	*	*
Black	30%	13%	12%	10%
Hispanic/Latino	37%	16%	14%	13%
Multiracial and Other	*	*	*	*
White	30%	24%	45%	37%
English Language Learners	*	*	*	*
Special Education	13%	6%	7%	9%

PSSA Math Proficiency Rates by Grade				
GRADE	This School	Peer Schools	Charter Schools	District Schools
3 rd	45%	23%	33%	23%
4 th	46%	15%	23%	18%
5 th	33%	12%	17%	18%
6 th	22%	12%	16%	19%
7 th	22%	12%	14%	19%
8 th	28%	8%	13%	16%

PSSA SCIENCE EXAM OUTCOMES

The Charter Schools Office evaluates a charter school's academic success using several key indicators, including student performance on standardized exams in the previous year.

For schools that serve students in grades 4 or 8, we evaluate the percentage of students proficient or advanced on either the Science PSSA or the PASA exam. We also evaluate the Average Growth Index. An AGI at or above -1 indicates the school met or exceeded the statewide growth standard this year based on student performance in previous years.

In the charts to the right, each charter school's PSSA proficiency rates are detailed further by students' gender, race/ethnicity, and historically underserved subgroups. Proficiency rates for each charter school are also compared against three comparison groups - peer schools (charter and District schools with similar demographics), charter schools, and District schools. When the school's proficiency rate is below that of a comparison group, we color the comparison group's rate in red.

" - " indicates grade/student group not served in SY2015-16
" * " indicates suppressed for sample size

PSSA Science Schoolwide Proficiency Rate				
	This School	Peer Schools	Charter Schools	District Schools
ALL (n=166)	69%	44%	43%	38%

PSSA Science Proficiency Rates by Student Group				
	This School	Peer Schools	Charter Schools	District Schools
Female	69%	46%	45%	39%
Male	68%	41%	42%	37%
Asian	*	*	*	*
Black	67%	42%	36%	28%
Hispanic/Latino	67%	50%	36%	32%
Multiracial and Other	-	-	-	-
White	*	*	*	*
English Language Learners	*	*	*	*
Special Education	57%	15%	17%	20%

Average Growth Index (AGI)	
4 th Grade	2.95 Moderate evidence that the school exceeded the standard for PA Academic Growth.
8 th Grade	-2.74 Moderate evidence that the school did not meet the standard for PA Academic Growth.

PSSA Science Proficiency Rates by Grade				
GRADE	This School	Peer Schools	Charter Schools	District Schools
4 th	83%	55%	59%	44%
8 th	53%	30%	31%	29%

ATTENDANCE

The Charter Schools Office evaluates a charter school's academic success using several key indicators, including student attendance from the prior year.

Attendance is measured as the percentage of students with an attendance rate of 95% or more of scheduled school days attended.

In the chart below, each charter school's attendance rates are detailed further by students' gender, race/ethnicity and historically underserved subgroups. Attendance rates for each charter school are also compared against three comparison groups - peer schools (charter and District schools with similar demographics), charter schools, and District schools. When the school's attendance rate is below that of a comparison group, we color the comparison group's rate in red.

95%+ Attendance by Grade				
	This School	Peer Schools	Charter Schools	District Schools
K	90%	58%	57%	38%
1 st	73%	63%	61%	41%
2 nd	81%	62%	62%	45%
3 rd	80%	64%	62%	47%
4 th	87%	68%	65%	50%
5 th	86%	67%	62%	51%
6 th	68%	63%	57%	45%
7 th	78%	64%	57%	45%
8 th	81%	66%	58%	47%
9 th	-	-	-	-
10 th	-	-	-	-
11 th	-	-	-	-
12 th	-	-	-	-

Schoolwide 95%+ Attendance				
	This School	Peer Schools	Charter Schools	District Schools
ALL	81%	64%	60%	45%

95%+ Attendance by Student Group				
	This School	Peer Schools	Charter Schools	District Schools
Female	83%	65%	62%	46%
Male	78%	62%	59%	44%
Asian	96%	83%	83%	76%
Black	83%	64%	59%	41%
Hispanic/Latino	75%	60%	54%	42%
Multiracial and Other	76%	62%	58%	45%
White	75%	59%	66%	50%
English Language Learners	-	-	-	-
Special Education	80%	57%	51%	36%

Attendance Rates Overview	
RATE	This School
Percentage of Students Attending 95%+	81%
Percentage of Students Attending 90-95%	14%
Percentage of Students Attending 85-90%	4%
Percentage of Students Attending 80-85%	1%
Percentage of Students Attending <80%	1%

All charter schools must meet certain regulatory requirements and responsibilities as established by the Pennsylvania Charter School Law and Public School Code, the Pennsylvania Department of Education, and the school-specific charter agreement. This section evaluates certain compliance requirements while also highlighting best practices charter schools can use to improve student learning, equity, and transparency.

ENROLLMENT		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
ENROLLMENT POLICY. Enrollment policy complies with Pennsylvania regulations on student enrollment.	✓	
ENROLLMENT MATERIALS. Application and enrollment materials comply with Pennsylvania regulations on student enrollment.	✓	
ENROLLMENT LANGUAGE POLICY. School translates enrollment materials for families with limited English proficiency upon request.	✓	
BEST PRACTICES		Additional CSO Notes
STUDENT APPLICATION. Student application is consistent with Charter Schools Office's guidance on access.	✓	
APPLICATION AVAILABILITY. Students and families can submit applications without physical presence in the school building.	✓	
ENROLLMENT TRANSLATION. Enrollment materials are available minimally in English and Spanish.	✓	
ENROLLMENT WEBSITE. Enrollment steps are detailed on school website.	✓	
ENROLLMENT ACCESSIBILITY. School accepts multiple sources of documentation as identified in Pennsylvania regulations to demonstrate proof of age and proof of residency.	✓	

DISCIPLINE		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
CODE DUE PROCESS. Student code of conduct fully articulates due process rights and responsibilities consistent with requirements in PA Public School Code, including formal and informal hearing rights.	✗	The school's code of conduct does not fully identify due process rights, including formal and informal hearing rights, as required by public school code.
MANIFESTATION DETERMINATION. Code of conduct is differentiated for students with disabilities.	✓	

DISCIPLINE (continued)		
BEST PRACTICES		Additional CSO Notes
CODE CONSEQUENCES. Code of conduct follows federal guidance on clear and proportional consequences for misbehavior; Renaissance school codes of conduct are consistent with the intent of the School District of Philadelphia's code of conduct.	X	The school's code of conduct gives school administration wide discretion to recommend expulsion of students.
CODE WEBSITE. Code of conduct is accessible on the school website.	✓	
MANIFESTATION DETERMINATION TRANSPARENCY. Code of conduct includes eligibility and procedural information for the school's manifestation determination process.	X	The school's code of conduct does not provide clear information regarding when and how manifestation determination meetings must take place.
TRUANCY POLICY. Current or approved truancy policy is aligned to meet new truancy requirements for the 2017-18 school year.	X	Truancy policy does not require an attendance conference before referral to a legal entity. Truancy policy allows expulsion for truant behavior.

SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
CHILD FIND NOTICE. Special education child find policy is accessible on the school website and includes information on program availability and screening processes for parents and school staff.	✓	
ESL POLICY. English as a Second Language policy is consistent with Pennsylvania English as a Second Language regulations, including post-program monitoring.	X	The school's policy does not provide adequate information on instructional models, identification of students, exiting criteria or post-exit monitoring.
ESL ACCESS. English Language Learners are administered the ACCESS assessment annually.	✓	
ESL INSTRUCTION. English Language Learners are scheduled to receive daily instruction.	✓	
BEST PRACTICES		Additional CSO Notes
TIMELY EVALUATION. English as a Second Language policy includes expectation for timely evaluation of WIDA-WPT students.	X	The school's policy does not require screening of potential ELL students within 30 days of either enrollment or the first day of school.
ESL SCHEDULING. English Language Learners are provided with daily instruction minutes consistent with state guidance on educating students with Limited English Proficiency.	X	The school did not provide all students with ESL direct instruction schedules aligned to state guidelines.

GOVERNANCE AND ADMINISTRATION		
COMPLIANCE REQUIREMENTS		Additional CSO Notes
SUNSHINE ACT. Board minutes are consistent with the Pennsylvania Sunshine Act.	X	The school's minutes indicated use of a noncompliant executive session.
BOARD OVERSIGHT. Board minutes indicate votes on budget, personnel salaries, and the school calendar.	✓	
CERTIFIED TEACHERS. Relevant staff meet 75% teacher certification requirement in the Charter School Law.	✓	
CERTIFIED ESL INSTRUCTOR. English Language Learners are provided instruction by a certified ESL instructor employed by the school.	✓	
CERTIFIED SPED STAFF. Special education staff are appropriately certified.	✓	
CERTIFIED INSTRUCTIONAL LEADER. Instructional Leader meets certification requirements.	✓	
HIGHLY QUALIFIED TEACHERS. 100% of classes in the school were taught by highly qualified teachers, as reported by the Pennsylvania Department of Education.	✓	
TIMELY ANNUAL REPORT. School submitted annual report information timely.	✓	
TIMELY FINANCIAL AUDIT. School submitted audited financial statements timely.	✓	
FOOD SAFETY. The school provides a safe and clean food facility as evaluated by the City of Philadelphia Department of Public Health and Office of Food Protection.	✓	
BEST PRACTICES		Additional CSO Notes
EXECUTIVE SESSION. Board minutes indicate use and purpose of executive session.	X	The school's minutes indicated use of a noncompliant executive session.
BOARD WEBSITE. Board roster, board schedule, and opportunity for public participation or comment are available on school's website.	✓	

Under Pennsylvania law, charter schools have an obligation to meet generally accepted standards of fiscal management and audit requirements. The Charter Schools Office annually reviews various financial data, metrics, and audit findings to evaluate the financial health and sustainability of the school. The financial performance framework is based on industry-standard performance indicators and best practices established by the National Association of Charter School Authorizers.

FINANCIAL SUMMARY

Each charter school is required to provide audited financial statements to the charter authorizer (School District) annually. All financial data reported in the ACE is from the audited financials from the past three fiscal years (FY). The FY15 Adjusted and FY16 Adjusted columns below reverse the impact of GASB 68 and 71 which require charter schools to recognize their portion of the net pension obligation of the Public School Employees' Retirement System (PSERS).

	FY14	FY15 ADJUSTED	FY16 ADJUSTED	FY16 UNADJUSTED
Total Assets	\$22,999,574	\$21,551,565	\$20,569,571	\$22,540,345
Total Liabilities	\$12,491,590	\$10,667,186	\$10,093,835	\$25,739,835
Net Position	\$10,507,984	\$10,884,379	\$10,475,736	(\$3,199,490)
Total Revenue	\$10,128,711	\$9,595,892	\$9,199,464	\$9,199,464
Total Expenses	\$9,359,515	\$9,219,497	\$9,608,107	\$10,061,582
Changes in Net Position	\$769,196	\$376,395	(\$408,643)	(\$862,118)

FY16 AUDIT RESULTS

QUESTION	RESULTS
Did the school receive an unqualified audit opinion?	YES
Was the audit free of any significant findings, notes, weaknesses, or other areas of concern?	YES

See additional notes from the Charter Schools Office at the end of the finance section.

SCHOOL FINANCE
 SHORT-TERM HEALTH

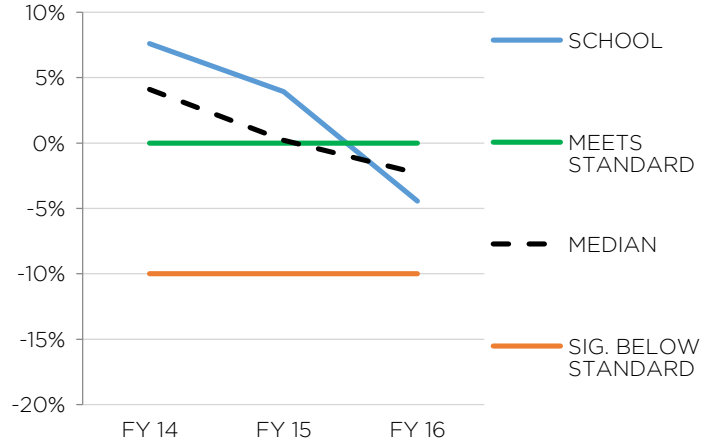
SHORT-TERM FINANCIAL HEALTH

All FY16 metrics are calculated using the FY16 Adjusted Values which reverse the impact of GASB 68 and 71. See the Charter Schools Office website for more details.

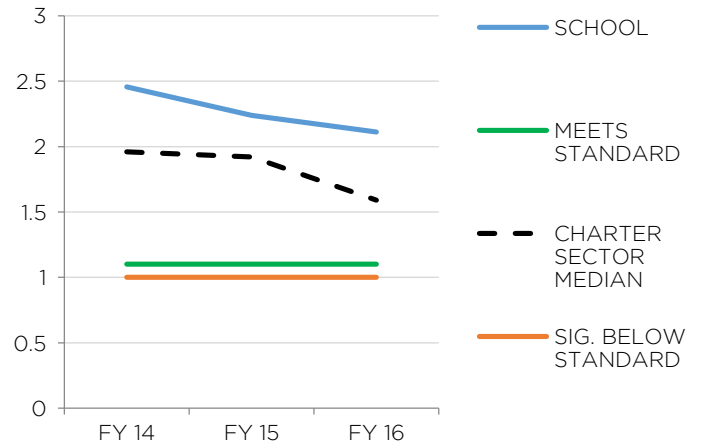
- **Total Margin (% of Revenue)** is the percentage of the school’s total annual revenue that it did not spend (calculated as change in net position divided by total revenue).
- **Current Ratio** measures if the school has enough resources to pay its debt and obligations over the next year (calculated as the ratio of short-term assets to short-term liabilities).
- **Average Days Cash on Hand** is the number of days a school could operate without receiving additional money (calculated as the school’s total cash divided by the average daily cost to run the school).

SHORT-TERM METRICS				
	3-YEAR AVG.	FY16 VALUE	MEETS STANDARD	SIGNIFICANTLY BELOW STANDARD
Total Margin (% of Revenue)	2.36%	-4.44%	At least 0%	Less than -10%
Current Ratio	2.27	2.11	At least 1.1	Less than 1
Average Days Cash on Hand	123.77	100.77	At least 60 days	Less than 30 days

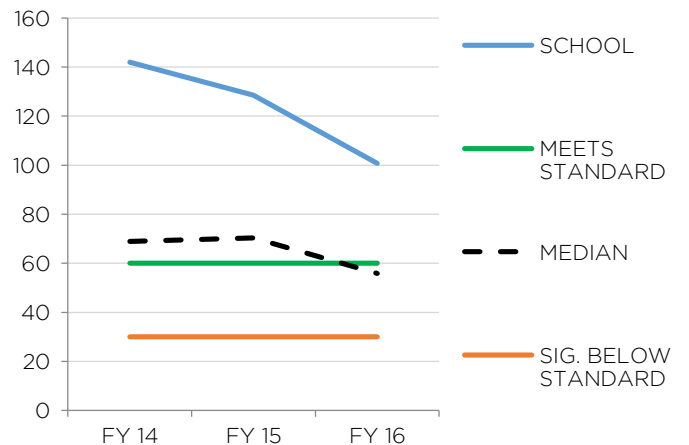
Total Margin (% of Revenue)



Current Ratio



Average Days Cash on Hand

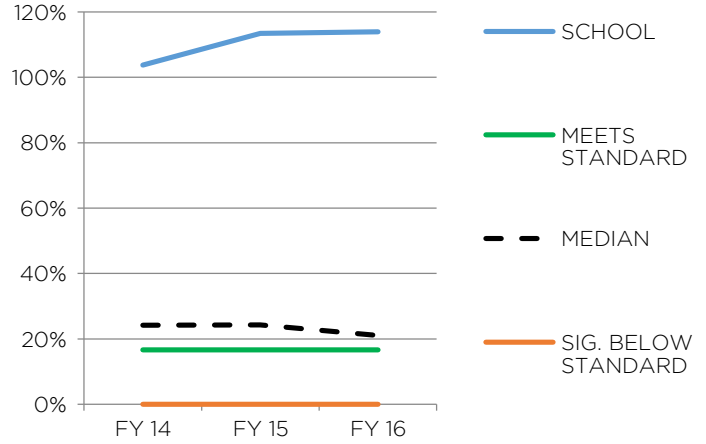


LONG-TERM FINANCIAL HEALTH

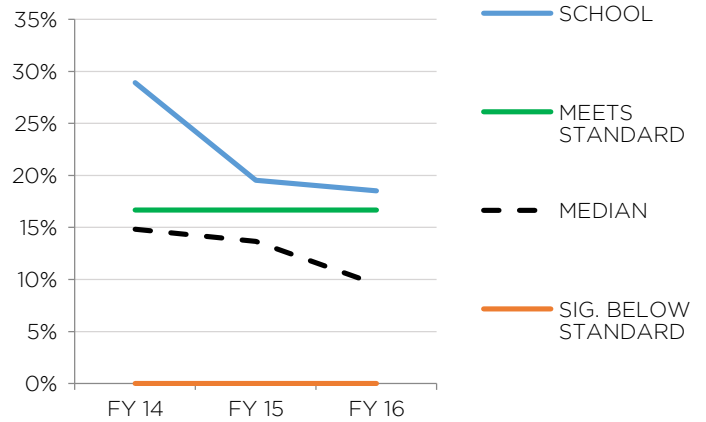
All FY16 metrics are calculated using the FY16 Adjusted Values which reverse the impact of GASB 68 and 71. See the Charter Schools Office website for more details.

- Net Position (% of Revenue)** measures how much a school is worth as a percentage of its total annual revenue (calculated as net position divided by total revenue).
- Non-Restricted Fund Balance (% of Revenue)** also measures how much a school is worth as a percentage of its total annual revenue, but removes certain items such as property, equipment, and long-term debt (calculated as total non-restricted fund balance divided by total revenue).
- Debt Ratio** measures the percentage of a school's total assets that is owed to other individuals or businesses (calculated as total liabilities divided by total assets).

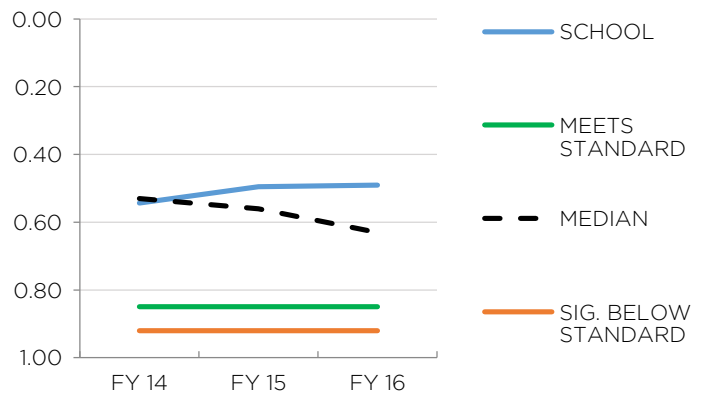
Net Position (% of Revenue)



Non-Restricted Fund Balance (% of Revenue)



Debt Ratio



LONG-TERM METRICS				
	3-YEAR AVG.	FY16 VALUE	MEETS STANDARD	SIGNIFICANTLY BELOW STANDARD
Net Position (% of Revenue)	110.35 %	113.87%	At least 16.66%	Less than 0%
Non-Restricted Fund Balance (% of Revenue)	22.33%	18.53%	At least 16.66%	Less than 0%
Debt Ratio	0.51	0.49	At most 0.85	More than 0.92

AUDITOR'S COMMENTS AND FINDINGS

ADDITIONAL NOTES FROM THE CHARTER SCHOOLS OFFICE

1. The School has a blended component unit. All information in this section represents the combined financial position of the School and component unit based upon available data from audited financials.
2. The School and blended component unit are required to comply with certain financial and nonfinancial covenants as required by their lender. The School was not in compliance with the debt service coverage ratio at June 30, 2016, and received a waiver from the lender dated December 29, 2016. The waiver also requires the School to fund an escrow account in the amount of \$720,000 which will be used as additional collateral for the loans.

EQUITY

In the Annual Charter Evaluation, the Charter Schools Office recognizes that there are multiple dimensions to equity in education. Information is presented throughout the report on two of these dimensions: fairness, including absence of disproportionality, and inclusion in the school community and educational programming. To further examine these dimensions, additional data is presented below related to teacher years of experience, school culture and student mobility.

TEACHER TENURE

In the chart below, we present information on teacher tenure. This information is made available by the Pennsylvania Department of Education at paschoolperformance.org.

- Average Teacher Tenure in LEA is the average number of years teachers have worked at the charter school or local district.
- Average Teacher Tenure in Education is the average number of years teachers have worked as educators at any school.

Teacher Tenure (in years)			
	This School	Charter Schools (Median)	District Schools (Median)
Average Teacher Tenure in LEA	6.72	3.14	13.61
Average Teacher Tenure in Education	9.32	5.60	

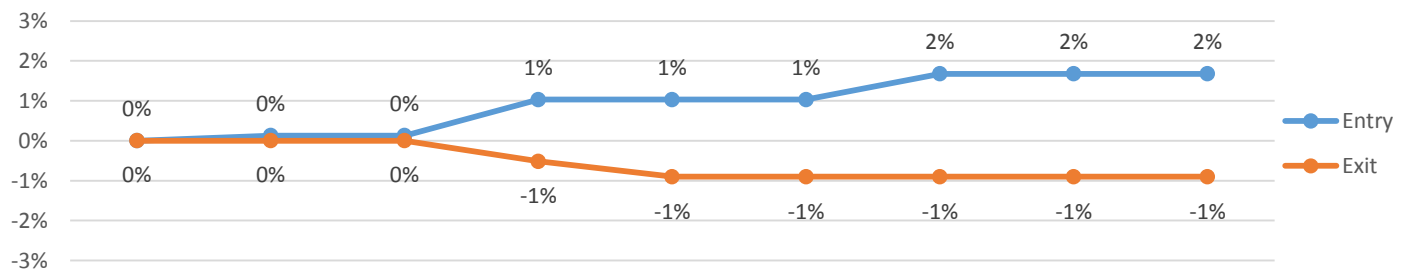
STUDENT RETENTION

In the chart to the right, we present the percentage of students who were enrolled in the charter school at the beginning of the 2015-16 school year and remained enrolled through the beginning of the 2016-17 school year. High school graduates, students who complete a terminal grade within a school and students at schools that closed during the 2015-16 school year are not included.

Student Retention		
	This School (K8)	This School (HS)
Year-to-Year Student Retention	97%	-

STUDENT MOBILITY

In the chart below, the cumulative monthly rate students entered or withdrew from the charter school during the school year is displayed as a percentage of the school's total enrollment on October 1. For schools with a catchment area, the comparison rate is provided for all neighborhood public schools (District and charter) in Philadelphia. For charter schools that admit students citywide, the comparison rate is provided for all schools (District and charter) that are not neighborhood schools.



	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Citywide Entries	1%	1%	2%	2%	3%	3%	3%	3%	3%
Citywide Withdrawals	1%	1%	2%	2%	3%	3%	3%	4%	4%

SUSPENSIONS

In the charts to below, we present the percentage of the charter school's students who received at least one out-of-school suspension in SY 2015-16. Suspension rates are detailed further by students' gender, race/ethnicity, and historically underserved subgroups. The school's suspension rates are also compared against the rates for all charter schools.

Suspension Rate by Student Group				
	This School	Peer Schools	Charter Schools	District Schools
Female	5%		9%	
Male	15%		16%	
Asian	4%		<i>1%</i>	
Black	11%		17%	
Hispanic/Latino	6%		9%	
Multiracial and Other	12%		<i>10%</i>	
White	8%		<i>3%</i>	
English Language Learners	-		-	
Special Education	8%		20%	

Suspension Rate by Grade				
	This School	Peer Schools	Charter Schools	District Schools
ALL	10%		12%	
K	6%		<i>5%</i>	
1 st	7%		<i>7%</i>	
2 nd	7%		8%	
3 rd	8%		11%	
4 th	8%		12%	
5 th	0%		15%	
6 th	21%		<i>17%</i>	
7 th	16%		18%	
8 th	19%		<i>16%</i>	
9 th	-		-	
10 th	-		-	
11 th	-		-	
12 th	-		-	

STUDENT SURVEYS

In the chart below, we present the charter school's student responses on selected questions from the District-Wide Surveys completed during the 2015-16 school year. The rates presented are the percentage of students selecting the most positive response, which was "most or all of the time." The percentage of most positive responses from all District and charter schools collectively is also provided for comparison. More information about the surveys can be found on the Office of Research and Evaluation's website.

Student Surveys (Percentage of Students Responding "Most or All of the Time")		
Survey Item	This School	District & Charter Schools
My school meets my learning needs.	70%	50%
My teachers really listen to what I have to say.	51%	45%
In my classes we stay busy and do not waste time.	37%	40%
In my classes we learn a lot.	73%	56%
I enjoy being in school.	46%	37%
When I am in school, I feel like I belong.	56%	44%
I feel safe in the hallways and bathrooms.	76%	62%